



IO1: A Context Specific Qualifications Framework for the Social and Civic Competence Linked to the Active Citizenship ladder

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Introduction

About EMKIT2

The EU migrant crisis has a direct reflection on migrant employment rates. The gap in labor market participation at EU level between EU citizens and migrants has increased in 2014 (Eurostat–Migrant Integration Statistics-Employment). During the last eight years, the activity rate (% of active persons in comparison to the total population) of the EU-28 population of non-EU countries has recorded systematically lower activity rates than EU citizens. Since 2009, this gap has increased noticeably (3 % points). Also the unemployment rate per sex and educational background is higher for migrant women with low educational background (Eurostat). Cultural, social barriers, low skills and media illiteracy discourage these women from actively seeking for jobs. As a result the pressure is enormous on the welfare systems and society itself of the EU-28 countries.

EMKIT2 suggests the empowerment of low skilled migrant women by developing 42 digital tools for trainers for implementing innovative workshops to develop the social, civic, cultural and media literacy (SCM) competences to achieve active citizenship

This project builds upon a successfully completed project, EMKIT. The objective of EM-KIT was to tailor an empowerment online tool for trainers in order to empower low skilled migrant women to reach active citizenship (AC). EMKIT was based on the AC ladder (scale), an innovation introduced in EMKIT. This scale suggests that a woman who is living in isolation (stage 1) must progress through all stages in order to achieve AC. These stages are:

- *Isolation
- *Going Outside
- *Joining In
- *Voluntary Work
- *Working on Professional Qualifications
- *Active Citizenship

EMKIT toolkit also includes 35 digital interactive tools (i.e. 35 activities/short workshops) that can be implemented to address the needs of migrant women. depending on their stage on the active citizenship ladder.



EMKIT2 aims to:

1. Develop 3 Qualification Frameworks for the Social & Civic (S), Cultural Awareness & Expression(C) and Media Competence(M) (SCM competences) tailored for the specific target group in a specific context (i.e. migrant women to reach active citizenship)
2. Based on the Learning Outcomes of the QFs developed enrich activities offered at each stage by designing 42 new experiential and innovative workshops for the development of the SCM competences.
3. Develop 42 digital tools for the newly developed workshops for trainers for the development of the SCM competences and incorporate them in the existing EMKIT online tool.
4. Introduce & develop a digital assessment tool and incorporate it on the existing EMKIT toolkit in order to assess the stage that a migrant woman is at and validate the results of the empowerment process, that is evaluate whether the workshops delivered have helped the woman to progress on the next stage of the active citizenship scale.

The direct target group is trainers/mentors who work with migrant women (i.e. trainers in Adult Education Providers implementing projects funded by Integration Funds/Daphne & Justice Projects and volunteers/mentors working at NGOs and associations providing guidance and training services to migrants). Trainers will benefit by a more complete EMKIT tool that also develops 3 important context specific competences.

About the Qualification Frameworks

The EMKIT2 partnership developed 3 Qualification Framework guides for 3 important competences that migrant women should develop in order to achieve Active Citizenship: a) the Social and Civic Competence, b) Cultural Awareness and Expression and c) Media Literacy.

These QFs follow the general guidelines of the European Reference Framework – ERF (where applicable) and are written according to the European Qualifications Framework, expressed into Learning Outcomes.

The focus on these 3 QFs is to identify the Learning Outcomes for migrant women in order to progress in the new society.

For each competence, the partnership identified the main Work Areas (Dimensions), validated those Dimensions with experts through the implementation of a focus group, expressed those Dimensions into Learning Outcomes (LOs) for Knowledge, Skills and Competencies (KSCs) and mapped the Learning outcomes to be achieved to reach one of the 6 stages of the Active Citizenship Scale.

These QFs form a guide for trainers, mentors and counsellors working with migrant women, providing guidance of the learning outcomes that need to be achieved.

Additionally, these guides form the basis for the development of innovative workshops to empower migrant women to move from one stage of the AC Scale to the next.



Work Area 1: Values of Society

Values and beliefs are important subjects of study because they provide people with understanding of how the world works, what factors are causally powerful, what things are good and to be attained, what things are bad and to be avoided, and the proper ways for attaining the good and avoiding the bad ([Geertz 1973](#); [Thornton et al. 2001](#)). Scholars have long understood that values have strong influences on decision-making and behavior, such as marriage, childbearing, divorce, living arrangements, and parent-child relations. Ideational factors also influence inter-group relations, gender roles, voting, consumer behavior, and numerous other elements of social and economic life.([J Ethn Migr Stud.](#))

According to J Ethn Migr Study, values and beliefs of migrants differ from non-migrants along three dimensions. These are

- commitment to the origin culture,
- aspirations beyond the origin, and
- commitment to family.

These values and beliefs influence behaviours, living arrangements and so forth and may sometimes impose barriers for smooth integration. Values and beliefs of migrants should be respected but at the same time migrant women should receive information on how the host society works so they can have a smooth transition in the new country. It is important that they understand the democratic processes in place, their rights and obligations in the EU society and generally the values of the host country. EMKIT2 aims to provide migrant women with knowledge and cultivate skills and competences in order to assist them in understanding the values in the new environment they live in as well as the obligations that come with it. In this work area we focus on 3 subdomains:

- Democratic Processes
- Rights and Obligations in an EU Society
- Values in the society



WA1: Values of Society

Learning Outcomes	K S C	AC stage
1.1 Democratic Processes		
1.1.1. Present examples that demonstrate democratic processes	K	3
1.1.2. Able to Identify democratic processes in various contexts	K	3
1.1.3. Able to distinguish Democratic Processes from non Democratic processes	S	3
1.1.4. Apply a democratic process in various contexts	C	
1.2 Rights & Obligations in an EU Society		
1.2.1. Know the 4 basic freedoms in EU society	K	2
1.2.2. Recognize the 4 basic freedoms in daily life interactions	S	2
1.2.3. Analyze and evaluate situations where Rights are/are not respected	C	3
1.2.4. Be able to translate rights and obligations to their own personal development options	S	2
1.3 Respecting Values		
13.1. Know what Values are Your Values - Our Values - A common understanding	K	2
1.3.2. Be aware how these freedoms and Values affect their daily lives	K	
1.3.3. Demonstrate capacity to overcome barriers for achieving different development options.	C	2



Work Area 2: Participation

The concept of participation in the society is more than the right to vote or the right to receive benefits. It entails the notion that all citizens should be involved in decision-making processes that affect them. Participation involves feeling a sense of commitment to your city, community or country and be actively involved in activities to improve the quality of life for all the people.

To participate it is important to understand how the host society is build, what is requested by its citizens, how good or bad decisions may impact today or tomorrow the quality of living, the importance of equal opportunities and what it means to participate in practice (rights but also obligations). It is also important to understand that societies are made of people, and that what people do or don't do affect the society in its entirety. Doing something for the common good, will enable the society to give back. Therefore, Participation in a Society is give and take. Once the people living a society give back, then Active Citizenship has been achieved.

This work area focuses on the following 3 subdomains

- Participation and society
- Participating in practice
- Active citizenship



WA2: Participation

Learning Outcomes

K S C

AC stage

2.1 Participation and society

2.1.1. Understand how the host society is built and what it requires of each citizen

K

2

2.1.2. Understand the concept of participation and its value for the society; what are the different ways to participate?

K

3

2.1.3. Demonstrate capacity to participate in host society via practical methods

C

3

2.1.4. Applying ways of coping with perceived inequality in society

S

4

2.1.5. Understand ways to overcome barriers in equal opportunities offered by the society.

K

4

2.2. Participating in practice

2.2.1. Demonstrate an understanding of the term "Bureacracy" in western societies

K

2

2.2.2. Apply methods for dealing with formalities

S

2

2.2.3. Understand potential risks of no-compliance

K

2

2.2.4. Able to identify support services in dealing with formalities.

K

3

2.2.5. Using the governmental and non governmental strctures to apply for support

S

3

2.2.6. Apply socially accepted methods when requesting for support and

S

3



WA2: Participation

Learning Outcomes

K S C

AC stage

2.3. Active citizenship

2.3.1. Demonstrate an understanding of what it means to be an active citizen

K

4

2.3.2. Become aware of different ways of being active citizen ;

K

4

2.3.3. Enlist advantages related to active citizenship (learning opportunities and career choices)

K

4

2.3.4. Apply the concept of AC on own development options

K

4

2.3.5. Prepare a plan for own development options

S

4

2.3.6. Formulate benefits of personal development in claiming rights and position in host society.

K

4



Work Area 3: Social Interactions

A social interaction is an exchange between two or more individuals and is a building block of society. By interacting with one another, people design rules, institutions and systems within which they seek to live. These rules need to be communicated to the new members of the society to know the expectations of the society.

EMKIT2 is about empowering migrant women in the new environment they live in in order to achieve Active Citizenship. Knowing and adopting the “social rules” is of outmost importance for smooth integration and goal achievement. Abiding to the social rules of a society is the first step to be accepted and welcomed in the new country. Developing the social skills is the second step in order to function in the new society and interact with locals in harmony.

Self-awareness and self-expression also influence social interactions. Self-awareness is "an awareness of one's own personality or individuality". Self-awareness components include thoughts, experiences, and abilities.

The Psychologists Shelley Duval and Robert Wicklund’s who developed the theory of self-awareness proposed that:

“when we focus our attention on ourselves, we evaluate and compare our current behavior to our internal standards and values. We become self-conscious as objective evaluators of ourselves.”

Andrea Bell from **GoodTherapy.org** gave a straightforward definition of self-regulation: It’s “control [of oneself] by oneself” (2016).

As Bell also notes:

“Someone who has good emotional self-regulation has the ability to keep their emotions in check. They can resist impulsive behaviors that might worsen their situation, and they can cheer themselves up when they’re feeling down. They have a flexible range of emotional and behavioral responses that are well matched to the demands of their environment” (2016).

Therefore, our social behavior is influenced by Self-Awareness and self -regulation and these are 2 topics that should also be addressed withing the Social Interactions work area.

This work area focuses on the following 3 subdomains

- Social Interactions in Society
- Social Skills
- Self Awareness, Identity, Expression and Self Regulation



WA3: Social Interactions

Learning Outcomes

K S C

AC stage

3.1 Social Interactions in Society

3.1.1. Distinguish the main Social Interactions in personal life and their characteristics in the host country

K

2

3.1.2. Demonstrate an understanding of the meaning of Social Interaction in every day life

K

2

3.1.3. Explain the characteristics of a socially competent person in every day life

K

3

3.1.4. Demonstrate an understanding of how Social rules may vary between cultures and how social rules may be valued more in one culture than in other.

K

3

3.1.5. Acquire knowledge of, respect for other cultures in intercultural social settings

K

3

3.1.6. Interact effectively and comfortably with people of varying ethnic or cultural backgrounds.

S

4

3.2. Social Skills

3.2.1. Demonstrate an understanding of the channels for effective communication (Verbal and non-verbal)

K

3

3.2.1. Apply the basic principles for verbal and non verbal communication

S

3

3.2.2. Demonstrate an understanding of the term Code of Conduct in main Social situations

K

3

3.2.3. Understand when a personal introduction is required (different situations); able make an introduction which is fit for the occasion;

K

3

3.2.4 Understand the concept of hospitality of the host country; understand the related cultural differences; able to deal with the differences;

K

3



WA3: Social Interactions

Learning Outcomes

K S C

AC stage

3.2. Social Skills

3.2.5. Making an appointment and dealing with cancelled or missed appointments

K

3

3.2.6. Demonstrate an understanding of the rules governing a formal meeting;

K

4

3.2.7. Demonstrate capacity to deal with uncertainty in meetings and social interactions

C

4

3.2.8. Demonstrate an understanding of respect of the value of the opinion of the minority;

K

4

3.2.9. Recognizing and questioning unfair treatment of others, and acting for social justice

S

4

3.2.10. Demonstrate an understanding of empathy

K

4

3.2.11. Express empathy in different contexts and situations.

S

4

3.2.12. Understand the importance of time in the host society

K

4

3.2.13. Apply basic rules that show respect of the time of others

S

4

3.2.14. Respecting the time of others making the most of it

C

4

3.2.15. Demonstrate an understanding of the basic rules for good interpersonal communication

K

5

3.2.16. Apply interpersonal skills when communicating

S

5

3.2.17. Demonstrate an understanding of the root of conflicts

K

5

3.2.18. Enlist methods for resolving conflicts

K

5



WA3: Social Interactions

Learning Outcomes

K S C

AC stage

3.2. Social Skills

3.2.19. Apply methods for conflict resolution

S

5

3.2.20. Learn the main rules of negotiations

K

5

3.2.21. Apply Negotiation skills in various settings

S

5

3.2.22. Understand the basic rules for teamworking

K

5

3.2.23. Apply the Code of Conduct when working in teams

S

5

3.2.24. Dealing with own frustration

S

5

3.2.25. Demonstrate an understanding of the importance of Social Networks to achieve personal goals and objectives a

K

5

3.2.26. Be able to build and maintain a Social Network

S

5

3.3. Self Awareness, Identity, Expression and Self Regulation

3.3.1. Demonstrate an understanding of the concept "Self Awareness" through examples

K

4

3.3.2. Demonstrate an understanding of the concept "Self Identity" through examples

K

4

3.3.3. Demonstrate an understanding of how positive self-identity can boost confidence and self esteem, give personal power, sense of

K

4

3.3.4. Relate Self Identity with more positive interpersonal relationships

K

5



WA3: Social Interactions

Learning Outcomes

K S C

AC stage

3.3. Self Awareness, Identity, Expression and Self Regulation

3.3.5. Describe the term Self Regulation

K

5

3.3.6. Demonstrate an understanding of Self Regulation through examples

K

5

3.3.7. Demonstrate an understanding of the term Self Expression

K

5



Work Area 4: Civic Competence

As defined in the Recommendation of the European Parliament and of the Council of 18 December 2006 on Key Competences for Lifelong Learning (2006/962/EC): Civic competence is based on knowledge of the concepts of democracy, justice, equality, citizenship, and civil rights, including how they are expressed in the Charter of Fundamental Rights of the European Union and international declarations and how they are applied by various institutions at the local, regional, national, European and international levels. It includes knowledge of contemporary events, as well as the main events and trends in national, European and world history. In addition, an awareness of the aims, values and policies of social and political movements should be developed. Knowledge of European integration and of the EU's structures, main objectives and values is also essential, as well as an awareness of diversity and cultural identities in Europe.

In the EMKIT2 Qualification Framework for Social and Civic Competence, we have a separate work area that focuses on the knowledge migrant women should acquire so that they know their rights, and what skills they should develop in order to know how to claim them. We focus on the more practical aspects of civic competence that are linked with “surviving” in the new host country.

Civic participation is not a **passive** process. A well-functioning society depends on its citizens. The input they can provide leads to improved, well-calibrated societies. Modern societies need **Active** Citizens. This translates to giving back to help societies improve and for the common good.

Therefore, in this work area we focus on 2 subdomains:

- Knowledge of political system, laws, procedures in one's country
- Active Citizenship



WA4: Civic Competence

Learning Outcomes	K S C	AC stage
4.1 Knowledge of political system, laws, procedures in one's country		
4.1.1. Demonstrate knowledge of the major institutes in the public domain (social, income, housing, health, education), and what issues they address;	K	3
4.1.2. Demonstrate knowledge of the laws and governmental procedures in the host country	K	3
4.1.3. Demonstrate an understanding the basics of the political system and how decisions are made and informed - Understanding of democracy.	K	4
4.1.4. Demonstrate knowledge of the global and local context in which their migration takes place and what institutions are entitled to work with them and of the responsibilities of such institutions have and what opportunities provide.	K	4
4.1.5. Demonstrate knowledge of their EU citizen rights in the field of asylum seeking and migration, and how those rights translate at local level.	K	4
4.2 Active Citizenship		
4.2.1. Demonstrate an understanding of the concept of active citizenship	K	3
4.2.2. Describe the values of a good citizen	K	3
4.2.3. Demonstrate an understanding of how active citizens can contribute in diverse societies	K	3
4.2.4. Demonstrate an understanding of how civic participation can improve community cohesion and strengthen communities	K	3



WA4: Civic Competence

Learning Outcomes

K S C

AC stage

4.2 Active Citizenship

4.2.5. Demonstrate an understanding of how the skills of migrant women can be unlocked to tackle local problems

K

4

4.2.6. Demonstrate an understanding of how communities can gain power

K

5

4.2.7. Demonstrate an understanding of how your own assets can enable a commitment to active and democratic participation

K

5



Work Area 5: Self Development

The final work area of the Social and Civic QF focuses on Self Development. Reaching the final stage of the Active Citizenship Scale is the goal that serves not only society but the individual migrant woman. It is important to know how one can “grow” and “flourish” in a society. Women should be able to fulfill their own ambitions by formulating a learning path, knowing their strengths and making the right career choices. Moreover, they should be assisted through formal and informal learning, empowered with the knowledge of opportunities available and guided. Therefore, in this work area we focus on the following subdomains:

- Active citizen and career development
- Identifying own capacity
- Self-Motivation
- From ambition to active citizen



WA5: Self Development

Learning Outcomes	K S C	AC stage
5.1 Active citizen and career development		
5.1.1. Understand how civic competence and AC can create development opportunities;	K	5
5.1.2. Formulate learning and/or orientation objective.	S	5
5.1.3. Know where to search to find learning and career opportunities	S	5
5.2. Identifying own capacity		
5.2.1. Understanding of their own assets (knowledge, skills and attitudes) and development needs and how these relate to civic and social competence	K	5
5.2.2. Make initial choice of career path;	S	5
5.3 Self-Motivation		
5.3.1. Relate ambition and actual situation;	S	5
5.3.2. Formulate related general earning targets.	S	5
5.4 From ambition to active citizen		
5.4.1. Define options related to active citizenship, learning opportunities and career choices;	K	5
5.4.2. Search for additional support if needed	S	5
5.4.3. Evaluate and make future plans	S	5

*KSC= K (Knowledge), S (Skills), C (Competence)

*AC Stage= Active Citizenship Stage

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