

Table of Civic Education Competencies

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CIVIC EDUCATION PROJECT UKRAINE

THE DEVELOPMENT OF CIVIC COMPETENCY

The analysis of the existing regulatory documents, National Standards of education and programmes of study for the 12-year school gives reasons to conclude that the development of the civic competency of students is ensured through shaping their personal qualities to help them become aware, active, self-motivated, communicative, participatory, as well as by fostering their skills of enquiry, participation and responsible action.

This task is solved both by means of instruction and through out-of-class and out-of-school activities according to the **stages of school education**, the content of subjects and age of students at each stage.

1 Primary school (Grades 1-5) creates conditions for students to acquire basic knowledge about the state, laws, rights and responsibility of individual and citizen, capital moral values and norms of behavior. At this level the communicative abilities of a child are being developed facilitating his/her integration into the society as well as the ability to communicate and resolve conflicts through dialogue. Essential value orientations of a conscious citizen are being formed. The full content of civic competency of primary school students is shown in Table 1.

Table 1. The content of civic competency of students at primary school

<i>A student should know about:</i>	<i>A student should be able to:</i>	<i>A student should demonstrate the following values and attitudes:</i>
<ul style="list-style-type: none">• national and panhuman values;• the state, laws, human rights, rights and duties of individual and citizen;• rules of communication with peers and adults as well as the norms of behaviour in different situations.	<ul style="list-style-type: none">• communicate with peers and adults, discuss issues in the group;• make an informed choice;• take part in group activities with the family and class and participate in making group decisions;• take part in socially useful activities;• express and explain one's own point of view.	<ul style="list-style-type: none">• respect for human rights, for law;• striving for justice; honesty, responsibility;• acknowledgement and acceptance of diversity;• patriotism;• respect for national history, culture, language and traditions.

2 In basic school (Grades 6-9), in parallel with the deepening of knowledge, moral and ethical components of civic competency, the emphasis should be on the social one that equips students with knowledge and skills needed for school and community participation (cooperation, collaboration, communication, respect for others, tolerance, rights and duties, pluralism, conflict resolution, civic society). The full content of civic competency of basic school students is in Table 2.

Table 2. The content of civic competency of students at basic school

<i>A student should know about:</i>	<i>A student should be able to:</i>	<i>A student should demonstrate the following values and attitudes:</i>
<ul style="list-style-type: none"> • national and universal human values; • human rights and how to protect them; rights and duties of the citizen; • civic society; • processes for making public decisions and forms of civic participation in the community and society as a whole; • basis of cooperation and communication with others and resolutions of conflict situations. 	<ul style="list-style-type: none"> • cooperate with teachers, school management, and adult members of the community; • exercise and assert his or her rights and legitimate interests; • communicate effectively; recognize stereotypes; • consciously choose courses of action and behavior and act in a responsible manner; • use democratic decision-making procedures; • take part in school self-government, and voluntary community work ; • treat information critically, investigate and use it independently, formulate, express and substantiate personal opinions; • take part in discussion. 	<ul style="list-style-type: none"> • self-respect, respect for human rights and individual freedom, respect for law, a conscious attitude to duties and responsibility for actions and behaviour; • commitment to justice and equal rights; • active and responsible citizenship; • understanding of the world as a diverse community, tolerance, patriotism, respect for national history, culture, language and traditions.

3 At the upper secondary level (Grades 10-12) the focus should be on political, legal and economic aspects of civic competency that suggest understanding of the essence of democracy, forms of citizens' participation in the life of society and state, their rights and duties, human rights and freedoms, forms and functions of government, the process of making decisions and their monitoring, the essence of market relations, economic drivers of the development of democratic society. The distinctive feature of the development of civic skills at this level of education is student's ability to knowingly apply the acquired knowledge and skills to solve the problems in their own life, community, state and society bearing in mind the values of civic society. The full content of civic competency of upper secondary school students is given table 3.

Table 3. The content of civic competency of students at upper secondary school

<i>A student should know about:</i>	<i>A student should be able to:</i>	<i>A student should demonstrate the following values and attitudes:</i>
<ul style="list-style-type: none"> • national, European and universal human values; • the essence of democracy, democratic values; • the rights and freedoms of the individual and citizen and how to protect them, • civic society, the political system and how it operates, public decision-making and forms of civic participation in society at local, national, European and global levels, citizens' control over authorities; • the role of mass media in social life; • European integration and globalisation ; • the essence of market relations, economic drivers of the development of democratic society; 	<ul style="list-style-type: none"> • understand the issues of modern life in Ukraine, Europe and the world and to form personal opinions about how to resolve them; • interact with state and local government bodies and use available means of public influence on authorities; • exercise and consistently maintain and defend his or her rights and interests; • communicate effectively, overcome stereotypes, aggressive nationalism, racism and intolerance; make an informed choice and act in a responsible manner; • employ democratic ways of making group decisions, taking into consideration personal interests and the needs 	<ul style="list-style-type: none"> • understanding of the supreme value and importance of the individual in society, respect for individual rights and freedoms, respect for law; striving for social justice, equal rights; active and responsible citizenship and an understanding of civic duties; • pluralism, intercultural understanding and tolerance; • realisation of global interdependence and personal responsibility; • patriotism, respect for national history, culture, language and traditions.

<ul style="list-style-type: none"> • basics of effective communication; selecting constructive forms of interaction with others and choosing how to behave; conflict resolution strategies. 	<p>of other citizens, take part in the activities of self-governing bodies, and in voluntary work in the community;</p> <ul style="list-style-type: none"> • exercise and assert his or her economic rights in the marketplace as a consumer, and tax payer; take his or place in a free market economy; • access information from various sources, use mass media, Internet and ICT; • think critically. 	
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