

There is such thing as political
competency and should adult
educators care about it?

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Introduction



- Most project are inferred from sound pedagogical approaches and applied in an inductive methodology
- Our project came from the necessity to act in order to stop the low participation of Europeans to political life



I understand and take into account that politics have different meanings in:

- States with a long democratic tradition;
- State that are building nations, in a postcolonial context;
- State that are building democratic political systems, in a post authoritarian context;
- States that are building new economies;

But, whatever the context, all countries share an interest in politics, how it function and how their citizens are involved.

Background of my inquires



- Project Europol is a Grundtvig project aimed to raise the interest of adult trainees in politics.
- Our main aim is to convince adult educators to include politics as a topic in adult formation
- The focus of the project is on political action and political involvement
- The project is carried out by 9 partners from 8 European countries from across Europe (Romania, Finland, France, Bulgaria, Belgium, Poland, Spain and United Kingdom)

silogism)



Antecedents:

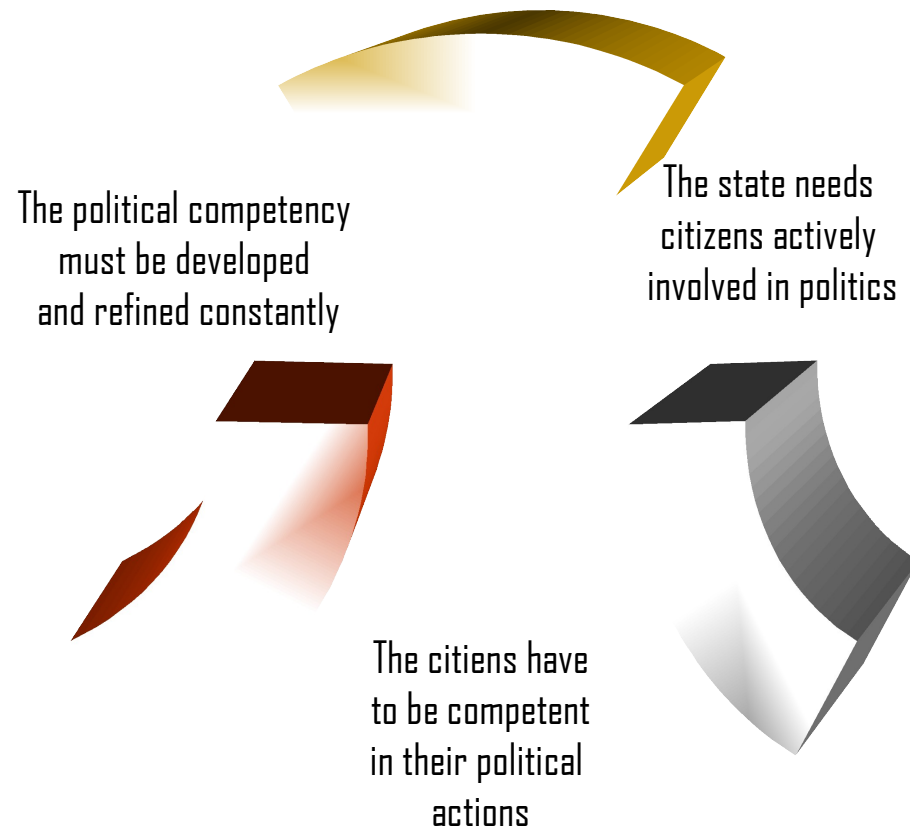
In order to function properly, a democratic state needs its citizen to actively participate in political life

Political participation/action must be carried out by competent social actors

Conclusion

*In order to function properly, a democratic state need **TO HAVE COMPETENT CITIZENS IN TERMS OF POLITICAL INVOLVEMENT***

The most obvious mean to gain competent citizens is to train them to be involved in politics by strengthening their political competence



BUT



There is such thing as political
competency?

The structure of political competency



Competencies are defined in terms of:

- Knowledge
- Skills
- Attitudes

In order to describe political competency, we have to take into account that it must be:

- General enough in order to match diverse political contexts
- Specific enough in order to be differentiated from other competencies

Knowledge about:



- Political systems
- Ways that power is exercised
- Ideology and propaganda
- Analytical and critical analysis of political discourses and actions
- Political topics
-?

Skills



- Voting skills and behavior
- Political social action
- Influencing policies
- Participating to political decisions
-?

Attitude



- Positive perception about politics
- Trust in the regulatory function of politics
- Trust in the effectiveness of politics
-?

Data analysis

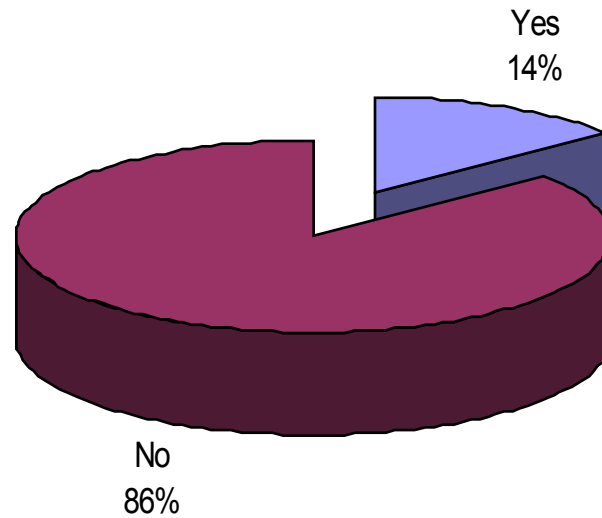


2 type of actions:

- Mapping for adult courses, materials and projects in the field of teaching politics for adults
- Survey of adult trainers and trainees



Do you know any curriculum, training material, booklet of activities or e-tools designed for teaching politics in life long learning programs?



How characteristic are the following tags for teaching politics (trainers)/ larger the value more relevant it is



Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|-------------------------|----|---------|---------|--------|----------------|
| q7 student focused | 60 | 1,00 | 7,00 | 4,3000 | 1,7496 |
| q7 reflection | 60 | 1,00 | 7,00 | 4,6500 | 1,5819 |
| q7 curriculum | 58 | 1,00 | 7,00 | 4,8621 | 1,6053 |
| q7 science | 58 | 1,00 | 7,00 | 5,0517 | 1,6798 |
| q7 social disengagement | 60 | 1,00 | 7,00 | 5,1000 | 1,8658 |
| q7 status quo | 59 | 1,00 | 7,00 | 5,1356 | 1,7661 |
| q7 propaganda | 58 | 1,00 | 7,00 | 5,2241 | 1,7070 |
| q7 ideology | 59 | 2,00 | 7,00 | 5,5593 | 1,1930 |
| q7 empowerment | 60 | 2,00 | 7,00 | 5,6333 | 1,2751 |
| q8 social action | 59 | 3,00 | 7,00 | 6,1695 | ,9676 |
| Valid N (listwise) | 52 | | | | |

trainees perception of suitability of selected topics



Total Variance Explained

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|-----------------------------------|---------------|--------------|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 7,433 | 29,732 | 29,732 | 7,433 | 29,732 | 29,732 | 2,886 | 11,543 | 11,543 |
| 2 | 2,534 | 10,134 | 39,866 | 2,534 | 10,134 | 39,866 | 2,786 | 11,145 | 22,688 |
| 3 | 1,826 | 7,303 | 47,168 | 1,826 | 7,303 | 47,168 | 2,481 | 9,923 | 32,611 |
| 4 | 1,398 | 5,592 | 52,761 | 1,398 | 5,592 | 52,761 | 2,283 | 9,131 | 41,742 |
| 5 | 1,141 | 4,565 | 57,326 | 1,141 | 4,565 | 57,326 | 2,083 | 8,331 | 50,073 |
| 6 | 1,110 | 4,441 | 61,766 | 1,110 | 4,441 | 61,766 | 2,008 | 8,033 | 58,107 |
| 7 | 1,026 | 4,104 | 65,870 | 1,026 | 4,104 | 65,870 | 1,941 | 7,763 | 65,870 |
| 8 | ,924 | 3,696 | 69,566 | | | | | | |
| 9 | ,898 | 3,592 | 73,158 | | | | | | |
| 10 | ,772 | 3,088 | 76,246 | | | | | | |
| 11 | ,734 | 2,935 | 79,180 | | | | | | |
| 12 | ,621 | 2,485 | 81,665 | | | | | | |
| 13 | ,574 | 2,295 | 83,961 | | | | | | |
| 14 | ,526 | 2,106 | 86,066 | | | | | | |
| 15 | ,473 | 1,892 | 87,959 | | | | | | |
| 16 | ,420 | 1,681 | 89,639 | | | | | | |
| 17 | ,385 | 1,538 | 91,178 | | | | | | |
| 18 | ,373 | 1,492 | 92,669 | | | | | | |
| 19 | ,347 | 1,390 | 94,059 | | | | | | |
| 20 | ,323 | 1,291 | 95,350 | | | | | | |
| 21 | ,302 | 1,210 | 96,559 | | | | | | |
| 22 | ,279 | 1,115 | 97,674 | | | | | | |
| 23 | ,229 | ,915 | 98,589 | | | | | | |
| 24 | ,207 | ,826 | 99,415 | | | | | | |
| 25 | ,146 | ,585 | 100,000 | | | | | | |

Extraction Method: Principal Component Analysis.



Rotated Component Matrix^a

| | Component | | | | | | |
|-----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| immigrants | ,798 | -5,58E-02 | ,172 | -8,53E-02 | ,245 | ,114 | 9,773E-02 |
| asylum | ,673 | ,183 | 7,258E-02 | ,294 | 9,878E-02 | 9,988E-02 | 5,702E-02 |
| immigration legislation | ,658 | 2,976E-02 | ,104 | -1,32E-02 | ,229 | ,114 | ,410 |
| exchange prisoners | ,625 | ,267 | ,116 | ,258 | 1,703E-05 | 6,249E-02 | 7,255E-02 |
| war on drugs | 5,919E-02 | ,864 | 8,845E-02 | 3,563E-02 | ,121 | 2,197E-02 | 4,579E-02 |
| war on organized crime | 3,048E-03 | ,829 | ,221 | -4,58E-02 | ,190 | 5,310E-02 | ,144 |
| war on terrorism | ,195 | ,781 | ,210 | -3,07E-02 | 3,159E-02 | -5,46E-03 | 3,877E-02 |
| child rights | ,124 | ,183 | ,842 | 2,603E-02 | 5,420E-02 | 3,859E-02 | 9,255E-02 |
| access to justice | ,206 | ,158 | ,757 | ,152 | 6,303E-02 | 6,884E-02 | 4,780E-02 |
| protecting human rights | 4,064E-03 | ,399 | ,644 | ,172 | ,316 | 2,434E-02 | 5,046E-02 |
| social action | ,216 | -5,35E-02 | 6,283E-02 | ,711 | 8,900E-02 | ,400 | -,112 |
| ethics | -5,28E-02 | -,125 | 8,634E-02 | ,703 | ,340 | -,116 | ,226 |
| identities of new members | ,141 | 7,548E-02 | ,172 | ,658 | 1,413E-03 | ,235 | ,227 |
| border control | ,174 | ,383 | ,112 | ,455 | ,258 | -2,24E-02 | ,364 |
| voting behaviour | ,176 | ,242 | -3,29E-02 | ,148 | ,756 | 7,401E-02 | ,148 |
| active citizenship | ,253 | ,145 | ,226 | ,250 | ,594 | 2,387E-02 | ,103 |
| ecology | ,474 | 7,944E-02 | ,111 | 2,659E-02 | ,569 | ,175 | -6,98E-02 |
| civil rights | -5,99E-02 | ,118 | ,318 | 5,084E-02 | ,484 | ,345 | ,355 |
| ageism | ,296 | 4,743E-02 | -6,29E-02 | ,146 | 1,374E-02 | ,739 | -2,44E-02 |
| disabilities | ,390 | -6,58E-02 | ,142 | -7,77E-02 | ,275 | ,634 | 7,939E-02 |
| gender | -,183 | 6,221E-02 | ,135 | ,270 | 6,000E-02 | ,607 | ,224 |
| barack obama | ,156 | ,357 | -9,17E-02 | ,103 | 9,385E-02 | -9,64E-02 | ,728 |
| minority participation | 9,211E-02 | -7,73E-02 | ,242 | ,209 | ,204 | ,301 | ,533 |
| discrimination and policies | ,217 | 2,960E-02 | ,347 | ,386 | 1,726E-02 | ,328 | ,488 |
| new countries and human | ,310 | 3,562E-02 | ,420 | ,184 | 2,007E-02 | ,225 | ,442 |

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 10 iterations.

BUT



**SHOULD ADULT EDUCATORS
CARE FOR IT?**

Why is it more comfortable to avoid politics in adult training?



- The politics is an ideological charged topic that lacks neutrality
- The political involvement training is reduced to active citizenship
- There is no evident competence to be trained
- The adult trainers are not trained themselves to teach this topic
- The political involvement training is biased by trainers' perception, beliefs and interests



More questions

- Should be political learning explicit, formal or implicit, non-formal
- Can be political involvement training un-ideological or unbiased?
- Should adult educator expand their specific competence repertoire with a political teaching competence
- Teaching politics it is worthy? It offers good long-term outcomes?



Thank you !

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<http://www.politicscanbefun.eu>

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