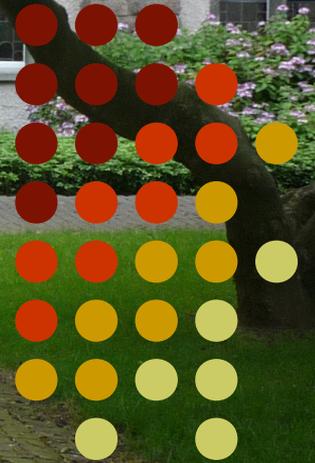
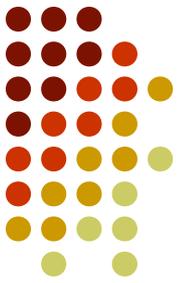


There is such thing as political competency and should adult educators care about it?

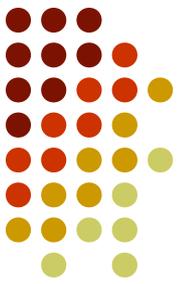
Mihai Predescu  
IREA



# 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

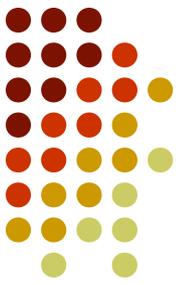


I understand and take into account that politics have different meanings in:

- 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;

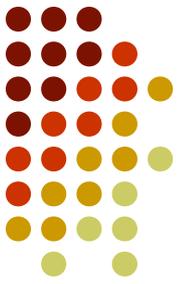
**But, whatever the context, all countries share an interest in politics, how it function and how their citizens are involved.**

# 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:

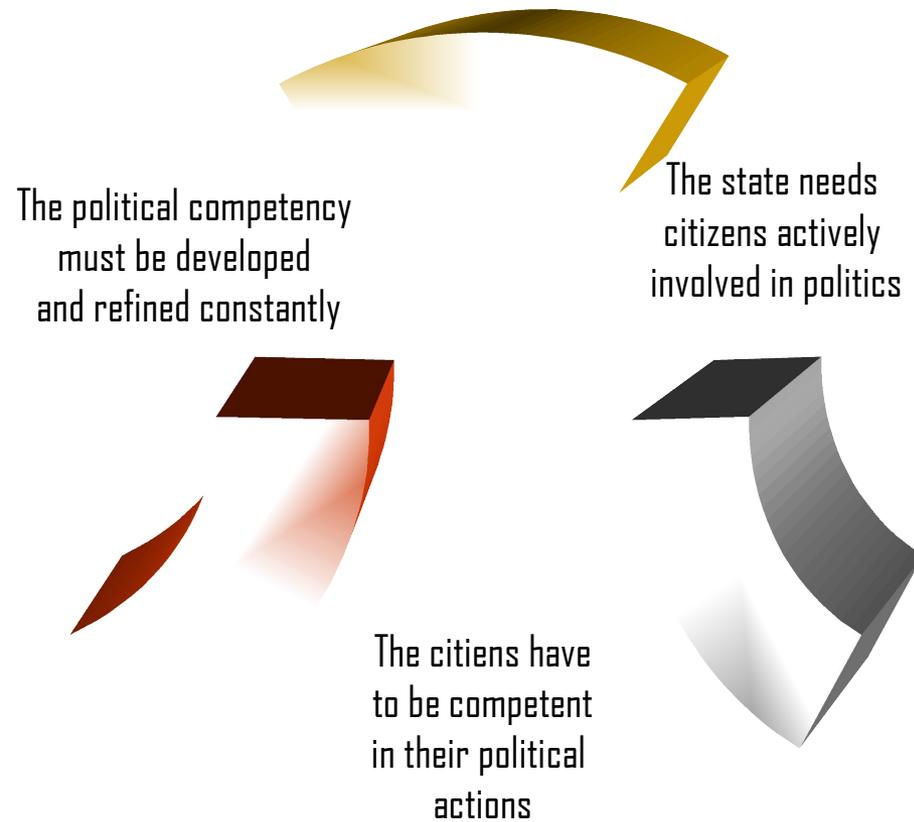
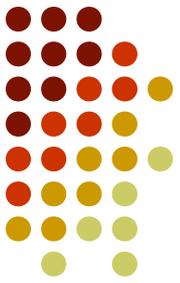
*In order to function properly, a democratic state needs its citizen to actively participate in political life*

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

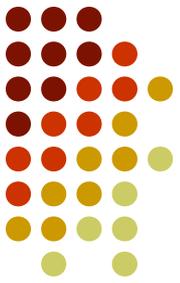
Conclusion

*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



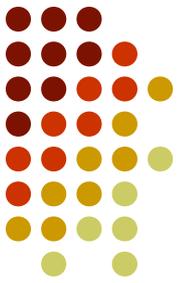
Competencies are defined in terms of:

- Knowledge
- Skills
- Attitudes

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

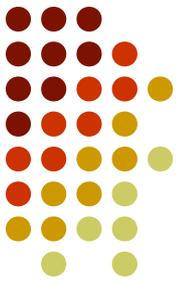
- General enough in order to match diverse political contexts
- Specific enough in order to be differentiated from other competencies

# Knowledge about:



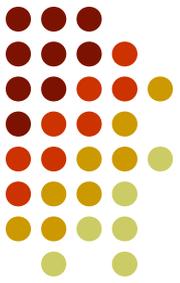
- Political systems
- Ways that power is exercised
- Ideology and propaganda
- Analytical and critical analysis of political discourses and actions
- Political topics
- .....?

# Skills



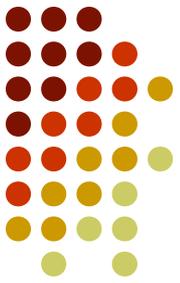
- Voting skills and behavior
- Political social action
- Influencing policies
- Participating to political decisions
- .....?

# Attitude



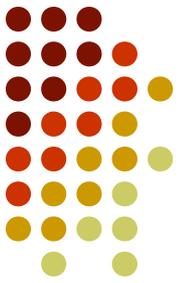
- Positive perception about politics
- Trust in the regulatory function of politics
- Trust in the effectiveness of politics
- .....?

# Data analysis

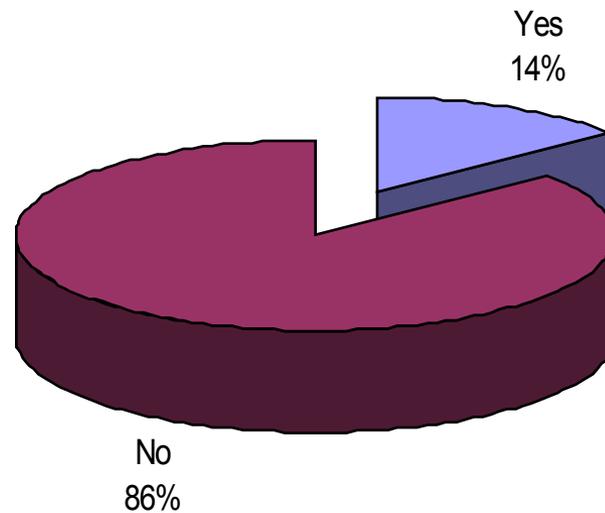


2 type of actions:

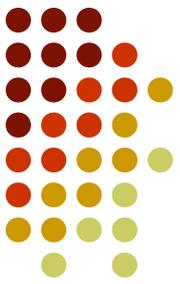
- Mapping for adult courses, materials and projects in the field of teaching politics for adults
- Survey of adult trainers and trainees



**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.



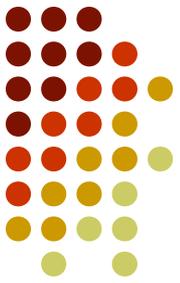
### Rotated Component Matrix<sup>a</sup>

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

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

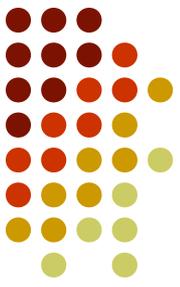
a. Rotation converged in 10 iterations.

**BUT**

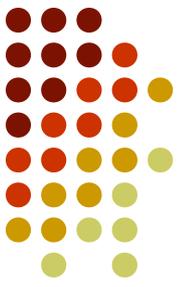


**SHOULD ADULT EDUCATORS  
CARE FOR IT?**

# 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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