



## Unit 1: Social Responsibility

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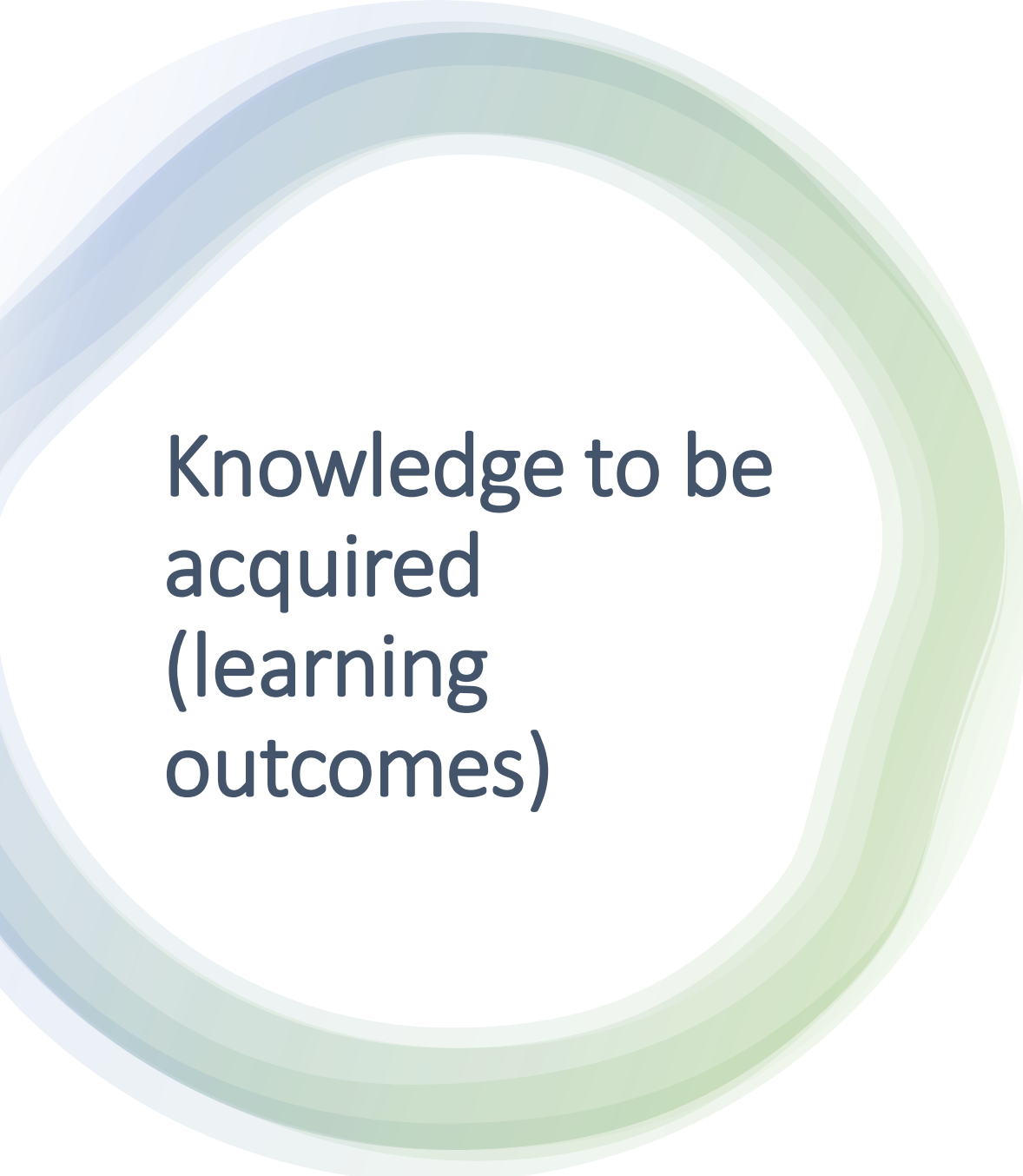
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# General objective

- **To promote social and civic competences of young people through supporting fair interactions among them;**
- **To foster sense of active citizenship among youths through the development of responsibility and critical thinking skills;**

## Specific objectives

- To promote **social and civic competences** of young people through supporting **fair interactions among them**;
- To foster **sense of active citizenship** among youths **through the development of responsibility and critical thinking skills**;
- To promote a democratic culture and skills enabling young people to **develop their sense of belongingness and to promote social inclusion**.



# Knowledge to be acquired (learning outcomes)

- To define what social responsibility is
- Understand the importance of developing cultural, social and civic competencies in modern society among youth
- To determine the components of civic competence
- To understand the concept of active citizenship
- Understand the role of youth in promoting active citizenship
- To explore why youth participation in the community is important and how to support them
- To define what critical thinking is
- To understand the importance of media literacy in defining social problems

# Skills

- To distinguish tools and methods for developing social and civic competencies and a sense of citizenship
- To analyse social issues using critical thinking and social skills
- To identify the relationship between social and civil responsibility







# Introduction

- Being culturally literate in today's multicultural Europe should include "**the attitudes and skills that people need, to get along with each other in everyday life**" (DIALLS 2018).
- As we consider culture as a diverse notion and as we note the increase in intercultural exchanges across the world, it is fundamental to promote **social responsibility** as a competence to be reinvested in our social interactions and among youths.



# Chapter 1

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**The link between social  
responsibility and Cultural Literacy**




# 1.1 The theory behind the notion of Social Responsibility


- Social responsibility, is used at the individual level to designate the civic and social skills to be taught and that are important in several fields such as economics, social justice and environment.
- Social responsibility can be understood as an “ethical theory in which individuals are accountable for fulfilling their civic duty, and the actions of an individual must benefit the whole of society”.
- In this way, Social Responsibility has a role to play in enhancing the ethical and democratic sense of responsibility of individuals, as well as, promoting social and cultural literacy skills among youths.



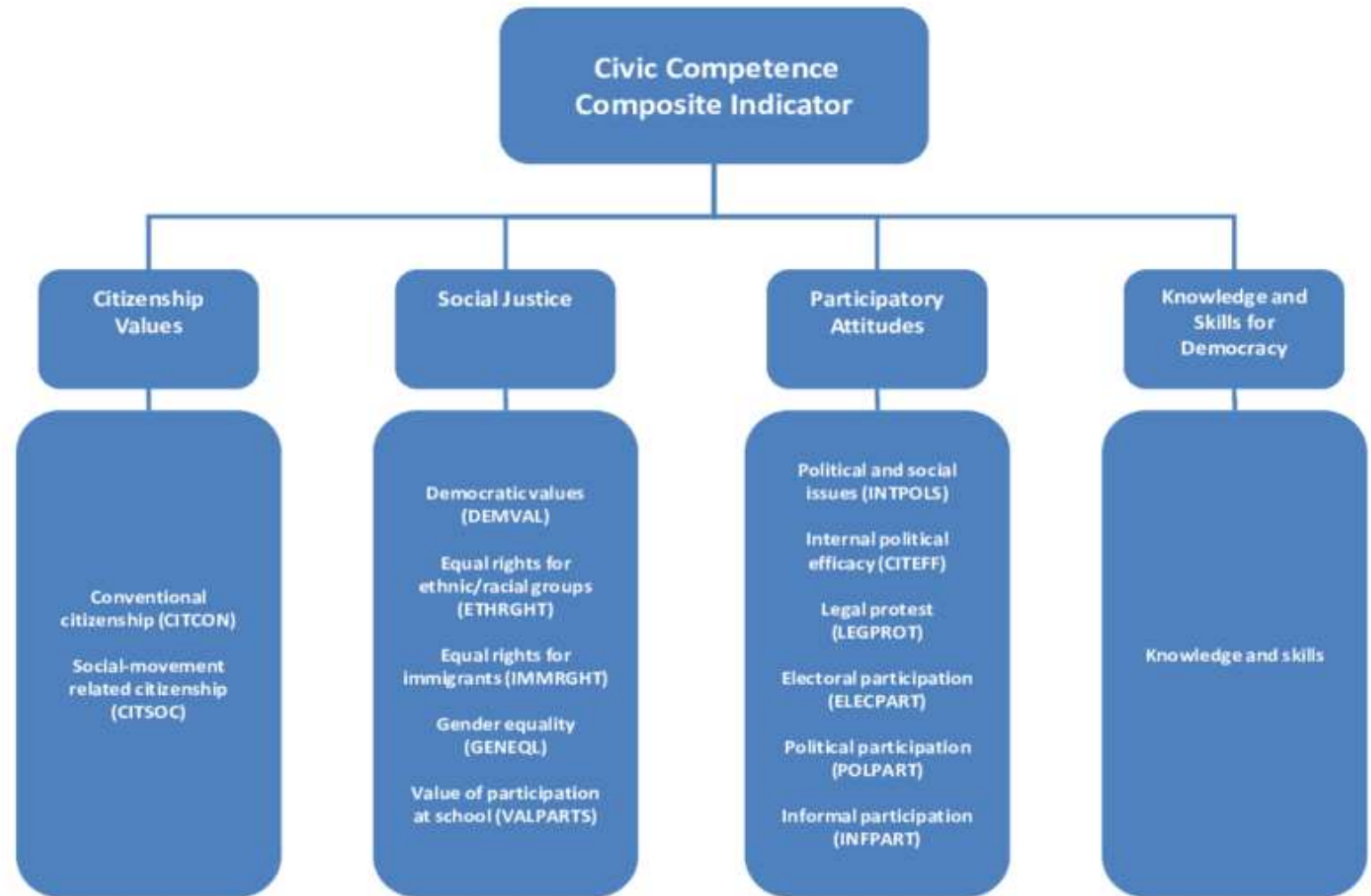




## 1.2 How to define sense of Citizenship, Social and civic competences?

- **Social and civic competences**, as well as sense of **Citizenship**, are competences that can help foster **social responsibility** especially among young learners
  - Social and Civic Competences are “**personal, interpersonal** and **intercultural competence** and cover all forms of behaviour that equip individuals to **participate** in an effective and constructive way in **social** and working life, and particularly in **increasingly diverse societies**, and to **resolve conflict** where necessary.
  - Cultural competence is a component of social competence, which “includes respect for, acquiring knowledge of, and the ability to interact effectively and comfortably with people of varying ethnic or racial backgrounds. It also includes recognizing and questioning unfair treatment of others, and acting for social justice”.
  - Civic competence equips individuals to **fully participate in civic life**, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation
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# Civic competence composite indicator



*The 2011 Civic Competence Composite Indicator (CCCI-2) Measuring Young People's Civic Competence across Europe based on the IEA International Citizenship and Civic Education study (Hoskins, Villalba et Saisana 2012)*



# Chapter 2

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**How to value social responsibility  
among learners**





# Section 1: Fostering Youth engagement in the local community

- Youth engagement in the community is a good way to improve **Social and Civic competences**, as well as **Citizenship skills** and **sense of belonging**.
- Raising awareness on various topics such as **environment, social awareness and democracy** to foster the sensibilisation on civic skills and social issues, allowing the creation of “a culture of youth engagement”.
- This idea of **Youth engagement** is not new, but it has gained prominence in the last few years has evidenced by initiatives led by groups and organisations of young people such as the **young climate strikers** and the **Black Lives Matters movement**.



# In order to support youth engagement it is essential to:

**Get young people involved:** by valuing their contribution to the society to develop their sense of belongingness

**Providing a safe environment:** to value their knowledge, skills and confidence on their ability to understand and get involved with decision making(Hannah Graham 2018);

**Supporting them:** to value their opinions and capacity of organisation by supporting their own initiatives such as; school periodical, artistic projects, etc.





# Section 2: Useful tools and teaching methods

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- Improving **critical thinking** skills of young people by “encouraging them throughout the process and modelling thinking behaviours”
  - **Using questioning techniques of teaching** to stimulate student’s critical thinking skills
  - Encourage creativity through non-static methods such as **Project Based Learning (PBL)**
  - Using **contemporary materials** such as news, videos, and so on in order to address social and political topics in a thoughtful way
  - Improving **youths’ media literacy** to improve the ability to **understand social problems** and allow critical thinking
  - Developing **digital literacy** among young people allows the understanding of the **cultural dimension** of the **digital world**.





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