



FRAMEWORK OF COMPETENCES FOR SOCIAL CIRCUS TRAINERS

DEVELOPED BY THE MEMBERS OF
CARAVAN WITHIN THE CONTEXT OF
THE LEONARDO PARTNERSHIP PROJECT:
“YOUTH AND SOCIAL CIRCUS TRAINING:
A NEW SPIRIT FOR EUROPE”

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INTRODUCTION

SOCIAL CIRCUS

Social circus is an innovative tool for the education and social inclusion of children, young people and adults with fewer opportunities. Started more than 25 years ago in Europe as a pilot experience, social circus spread and proved its value all over the world. In Europe only, approximately 2,500 circus schools offer educational circus activities for people with fewer opportunities. The member schools of CARAVAN alone provide social circus activities to about 10,000 individuals.

A NEW PROFESSION

This has led to the creation of a new profession: social circus trainer. A consortium of seven circus schools worked together through the Leonardo Partnership «Youth and Social Circus Training - A New Spirit for Europe» to establish a European framework of competences for the new profession of social circus trainer. These seven partners are all major youth and social circus schools, developing a VET offer as part of their activities, and all members of CARAVAN, an international association for youth circus.

METHODOLOGY

The methodology of the project was developed under the guidance of the University of Brussels (ULB) and derived from the practice of action research. It introduced a system in which the research material came directly from the actors in the field. It was a so-called bottom-up methodology: the information was collected directly in the field, at the heart of the action of the social circus trainers, and was then analysed by the research team from ULB's Faculty of Psychological Sciences and Education. It was based on on-going academic review, continuous analysis and evaluation, in order to determine the most effective method of delivery. It followed a double axis of internal and external analysis.

RESULTS

At the end of the project, partners wrote a definition of social circus as it is practiced in the seven youth and social circus schools of the consortium. They also established the European Framework of Competences for Social Circus Trainers. They now aim to use these results to create a curriculum and a teacher's guide, which will be the basis for the implementation of the first training programme for social circus trainers.

We would like to pay tribute to Professor Vincent Carette, who sadly passed away in January 2011, for his invaluable contribution to the development of the methodology of the project.

PRESENTATION OF CARAVAN

CARAVAN : EUROPEAN YOUTH CIRCUS AND EDUCATION NETWORK

The international association CARAVAN gathers eight youth and social circus schools, coming from eight European countries.

Its objective is to promote circus practices in youth education throughout Europe and to favour their development, through concrete actions such as youth exchanges and training for trainers.

CARAVAN fosters cooperation and exchange between its members and with other partner organisations. It promotes opportunities for young people, trainers, project managers and organisations to grow and develop.

The member schools of CARAVAN are:

- ♦ Amsterdam, The Netherlands: Circus Elleboog
- ♦ Barcelona, Catalonia/Spain: Ateneu Popular Nou Barris
- ♦ Bagnaux/Paris, France: Le Plus Petit Cirque du Monde
- ♦ Belfast, Northern Ireland/United Kingdom: Belfast Community Circus School
- ♦ Brussels, Belgium: Ecole de Cirque de Bruxelles
- ♦ Bucharest, Romania: PARADA Foundation
- ♦ Luxembourg, Luxembourg: Zaltimbanq'
- ♦ Tampere, Finland: Sorin Sirkus

More information about CARAVAN can be found on www.caravancircusnetwork.eu and on Facebook.

METHODOLOGY

BACKGROUND

In September 2010, CARAVAN embarked on a two-year research project funded through the Lifelong Learning Programme “Leonardo da Vinci”. This programme of the European Commission supports opportunities for European vocational education and training (VET) organisations, staff and learners.

The project aimed to establish a framework of competences desirable in a social circus trainer. It is meant as a first step to devising a training programme, which could be used by circus schools throughout Europe.

THE CIRCUS SCHOOLS IN THIS PROJECT ARE:

- ♦ Circus Elleboog (Amsterdam)
- ♦ Le Plus Petit Cirque du Monde (Bagneux/Paris)
- ♦ Belfast Community Circus School (Belfast)
- ♦ Ecole de Cirque de Bruxelles (Brussels)
- ♦ Zaltimbanq' (Luxembourg)
- ♦ Sorin Sirkus (Tampere)

The Berlin circus school Cabuwazi was an initial member of the partnership, but left the project following an internal restructuring.

METHODOLOGY

The project was undertaken in partnership with the University of Brussels (ULB). It is based on a university methodology proposed by Professor Vincent Carette and applied by a team from the Faculty of Psychology and Education.

Through applying this methodology, the project researchers sought to introduce a system in which the study material comes directly from the actors in the field. This is a so-called called a bottom-up methodology: the information is collected directly in the field, at the heart of the action of the social circus trainers, and is then analysed by the research team.

COORDINATION COMMITTEE

This committee was in charge of ensuring the respect of the deadlines of the project, the development and refinement of the methodology, and the general follow-up of the Partnership. Its composition varied according to the needs of the project. Both school directors and school trainers were represented in the committee, as well as researchers from ULB.

SURVEY

Each school selected relevant social circus projects from their institution for the research. They made a first analysis of these projects by filling out a Project Fact Sheet (developed by the partners at the beginning of the partnership). This enabled everyone to gain a direct knowledge of the projects carried out by the other partners. These results also allowed to underline the skills and qualifications required for social circus trainers to achieve success and efficiency in their work.

GATHERING OF MATERIAL - LOGBOOKS

For the internal research, selected trainers kept a weekly logbook describing their professional activities. This tool was used by the social circus trainers and social circus project managers from each school. It enabled them to record their observations, findings and feelings regarding a particular social circus project. It offered them a structure based on a set of open and closed questions (such as place and date of the action, description, reason, results and analysis of the action, personal feelings towards this action).

It allowed a close monitoring over two years of the selected social circus projects, in order to collect data on the qualifications of social circus trainers, and establish the Framework of Competences. The structure of the logbook was adapted throughout the Partnership, in order to fit with the needs of the trainers, and bring out relevant data for the research and analysis.

Trainers and project managers were also asked to undertake a brief analysis of the activities recorded in the logbooks, using a structure pre-determined by the coordination committee. These logbooks were collected and summarised in content reports, so as to gather internal material specific to each circus school taking part in the project.

Finally, each school created a special social circus unit, in order to stimulate an internal synergy of exchange between trainers and managers of social circus projects. They contributed to the findings for the European research, and also benefited directly from these findings.

GATHERING OF MATERIAL – STUDY MEETINGS

In parallel, the project involved the staging of four study meetings, each lasting three days, and held in Brussels, Berlin, Amsterdam and Bagneux/Paris. During these meetings, the host school gave a presentation about its social circus projects to all those attending (through direct observations, formal presentations, and times of exchanges and discussions with students, trainers and project managers).

This presentation, along with the content reports that everyone received, formed the basis for reflection by participants who were asked to express their thoughts and opinions on what they had seen and heard during the study meeting. To help to frame these thoughts, they were asked two questions:

- ♦ What is ‘social circus’?
- ♦ What are the competences of the social circus trainer?

Participants collected their answers at the end of the study meeting, and categorised these elements in order to draft the Framework of Competences, and to write a definition of social circus.

ANALYSIS OF THE MATERIAL

By using the information gained through this methodology

(i.e. filtering through the statements made by participants at study meetings and trawling the content reports), the researchers were initially able to arrive at a definition of social circus.

The researchers also used this method to extract the competences related to the range of activities which make up the delivery of social circus. In addition, the researchers took all the answers and suggestions made by participants during study meetings and designed a new classification framework for the competences identified.

This reference framework was created based on the literature on this subject, and in particular on: Perrenoud, P. (2001), *Construire un référentiel de compétences pour guider une formation professionnelle*.

PRESENTATION OF CARAVAN PARTNERS

CIRCUS ELLEBOOG**AMSTERDAM****THE NETHERLANDS**<http://www.elleboog.nl/>

Elleboog's long history as a youth circus started in 1949. The school has now two buildings in Amsterdam (in the centre and South-East), and employs 35 staff members, plus 55 volunteers and interns.

Circus classes and workshops are organised every year for about 12.000 children and youngsters, from 4 to 22 years old. More than 31.000 people attend the shows and performances of the school every year. The numerous activities of Elleboog include:

- ♦ "Circusclubs" (for children and teenagers)
- ♦ "Trainingclubs" (for teenagers and young adults)
- ♦ Projects with primary and secondary schools (whether at Elleboog's or their school)
- ♦ Special projects with disabled children
- ♦ Birthday parties for children
- ♦ Circus festivals
- ♦ Youth performing groups (touring theatres all over the country)
- ♦ Parent-child activities
- ♦ Teambuilding for companies.

LE PLUS PETIT CIRQUE DU MONDE**BAGNEUX/PARIS****FRANCE**<http://www.lepluspetitcirquedumonde.fr/index.php>

Founded in 1992, Le Plus Petit Cirque Du Monde (PPCM) - Centre des Arts du Cirque Sud de Seine develops and promotes circus arts in the field of youth and social circus, vocational training for trainers and international exchanges. Our structure is located in Bagneux (a suburb in the South of Paris), in the heart of a disadvantaged area.

PPCM was born thanks to a group of people having a passion for the universal values and language of circus. The core of this group of volunteers has been active for seventeen years.

Our public is mainly composed of children from three years old and above, and young adults. About 420 students attend the weekly courses, 300 participants take part in the holiday workshops, and an average of 600 persons per week join in the outreach projects (workshops in schools, collaboration with social and leisure centres, projects with disadvantaged suburbs, workshops in jails, regular courses with handicapped children and young people).

ATENEU POPULAR 9 BARRIS**BARCELONA****CATALONIA, SPAIN**<http://www.ateneu9b.net/>

Ateneu Popular 9 Barris considers that cultural and artistic action is a tool for social development. Artistic and social training is hence a pillar of Ateneu's project. Their «Circus School for Children» was created in 1996 and, subsequently, they founded the «Circus School for Teenagers» in 2003.

They also organise a wide range of activities related to circus teaching, such as trainings for trainers, workshops for youngsters (on their premises or in hosting schools), workshops for mentally disabled students and open workshops.

BELFAST COMMUNITY CIRCUS SCHOOL**BELFAST****NORTHERN IRELAND, UNITED KINGDOM**<http://www.belfastcircus.org/>

Founded in the midst of Northern Ireland's conflict, Belfast Community Circus School has more than twenty years experience of working with circus as a means of bringing together young people from different cultures.

In 1999, Belfast Community Circus School took possession of the only circus building on the island of Ireland. Since that time, the organisation has expanded into providing professional development for circus artists; running an agency for performance and staging street theatre events including a five day international Festival of Fools.

The work with young people now includes a regular Youth Circus with 140 members between the ages of 8 and 18; Itty Bitty Circus with 80 members aged 2 to 7 and an extensive outreach programme working with young people from disadvantaged communities across Northern Ireland and with cross community groups. The outreach programme works with around 120 young people each week. Young people learning circus have opportunities to participate in a range of shows and parades. The organisation currently has 6 staff and 25 freelance teachers.

ECOLE DE CIRQUE DE BRUXELLES**BRUSSELS****BELGIUM**

<http://www.ecoledecirquedebruxelles.be>



Founded in 1981, the Ecole de Cirque de Bruxelles teaches circus arts with the aim to favour personal development. It has developed over the years its own philosophy, methodology and pedagogy.

The Brussels school is a pioneer in providing training for circus teachers. It offers a specific training programme unique in Europe, called the « Formation Pédagogique », aimed at bachelor and master students in the field of pedagogy.

The school offers as well circus lessons, in the form of weekly classes and holiday workshops, for children and youngsters. It has also put in place many social projects, such as “Cirq’ de Quartier” (circus for youngsters from underprivileged areas) and “Handicirque” (circus for mentally and physically challenged people). The school is hence, in the image of Brussels, a real melting pot...

PARADA FOUNDATION**BUCHAREST****ROMANIA**

<http://www.paradaromania.ro/>



PARADA Foundation is a Romanian NGO created in Bucharest in 1996 by a French clown, Miloud Oukili. The aim of the organisation is to provide assistance to street children and young people, as well as to homeless families, thanks to various services like integration, social assistance, education and “socioprofessional” integration.

The Foundation was awarded several prizes for its activities, such as: Prize UNICEF 2000, Prize ARTUSI 2000, Prize CLOWNUL SPERANTEI 1999 or Prize Albert Schweitzer 2000. For his action in favour of street children, Miloud received the title of Doctor Honoris Causa of the University of Bologna, in 2007.

As part of its artistic project, PARADA has founded a “social circus”. This artistic programme was the basis for the development of the other activities of the foundation. Its main axes are:

- ♦ attracting children and young people, by inviting them to attend circus performances
- ♦ offering a framework to the children and young people, with a focus on the respect of discipline
- ♦ enabling children and young people to put on a circus show, to be performed both nationally and internationally

ZALTIMBANQ'**LUXEMBOURG****LUXEMBOURG**

<http://www.zaltimbanq.lu/>



Luxembourg's only circus school has over 200 students, aged between 4,5 and 50 years old, taking part in one (or more) of the 20 weekly classes. These classes include parent-child circus, multidisciplinary classes, specific classes (acrobatics, unicycle, trapeze...) and performing group workshops. Furthermore there is an open training class once a week.

The school also provides workshops for children and/or adults with foreign teachers during school holidays and on weekends. In May, Zaltimbanq' organizes the festival «Cirque sous Chapiteau». During 10 days a number of international artists visit the big top to perform on stage and to work with the youngsters of the school. The festival also gives the students the possibility to show what they have learned to their parents and friends.

In 2009 Zaltimbanq' launched with the Service National de la Jeunesse (Youth division of the Ministry of Family and Integration) a training programme to become assistant trainer. This programme is opened to youngsters from 16 years old onwards.

SORIN SIRKUS**TAMPERE****FINLAND**

<http://www.sorinsirkus.fi/>



Sorin Sirkus was founded in 1985. Recognized by the Ministry of Education as a national service and development centre for youth work, Sorin is in charge of providing Basic Education of Circus Arts in Finland. 300 students, aged from 4 to 20 years old, attend the classes every week. The school employs four full time teachers, plus fifteen part time trainers. Other employees include: producer, financial manager, stage manager, costume designer and cleaner.

Sorin Sirkus offers about 2300 m2 as rehearsing, learning and performing space. It organises more than one hundred performances every year, and collaborates with different circus and art schools around Finland. Sorin Sirkus was awarded the State Award for Children's Culture in 2010.

SURVEY OF SOCIAL CIRCUS PROJECTS

THE FOLLOWING SOCIAL CIRCUS PROJECTS WERE SELECTED FOR THE RESEARCH:

CIRCUS ELLEBOOG**AMSTERDAM****THE NETHERLANDS****PRAKTIJSCHOOL DE ATLANT**

De Atlant is a secondary education facility for children with learning difficulties. The school is attended by children aged 12-18 from multi-ethnic backgrounds, who experience problems in terms of social abilities. The project helps them break down barriers, try new things, collaborate with other children, leading to greater self-confidence in physical and emotional aspects. This helps create new elements in pupils' self-image. The cooperation with the school started in 2001. The school was searching for an educational project that brings children into contact with cultural activities. Circus Elleboog is now part of the school program and children have to follow this project.

MONDAY AFTERNOON CLUB 8+

The project is attended by children from the south east neighbourhood of Amsterdam, which is a multi-ethnic neighbourhood. The aim is to get them in contact with circus and to mix with children from different nationalities.

The project started in 2000, in a temporary building created especially for circus Elleboog. Kids came the first year, but after a year they got a new teacher and then they stopped. During the following years it slowly started again growing and after a few years it was the biggest group in south east, with 35 kids. Now Elleboog are part of a new theatre in the area and young people can come from all over Amsterdam. The change to a new building was not good for the group however. Now there are only 15 young people attending this club.

**MULTATULI, BOS EN LOMMER 2**

It is a circus club which starts after school. In the first period the children play freely with circus techniques and equipment and in the second period they have to choose a discipline to practice for a final act which will be presented in a presentation at the end. The objective is to engage children in certain themes like respect each other, non-violence etc. by playing/practising circus together. The project started 10 years ago in a part of Amsterdam where children (from poor families) were in need of social structure. It first started in a neighbourhood known for its social difficulties (like criminality, poverty and a high level of immigration).

The child learns to handle/cope with discipline, gain trust, be themselves, overcoming traditional barriers (like boy and girls shaking hands and playing together), express their emotions/frustrations and enjoy themselves by playing circus.

BIJLMER 3 ACROBATICS WORKSHOP

25 children participate in this workshop every Tuesday after school in the school gymnasium. There are no costs and nearly all of the children visit this workshop for all of the 15 lessons. The team of 2 trainers and 3 volunteers sometimes have difficulties to handle this group because of the open atmosphere on offer to the children: In their normal school and home situation the approach is different. The club is meant to give the children the opportunity to experience circus and make them aware of the possibility to visit Circus Elleboog.

To give children in different neighbourhoods a chance to visit a regular sport dance or arts club, many schools in the South East of Amsterdam offer their pupils a free of charge opportunity after school. This initiative is one of the ways communities involve children of parents with less income in activities they would never normally visit.

LE PLUS PETIT CIRQUE DU MONDE**BAGNEUX/PARIS****FRANCE****CIRCUS AND URBAN ARTS**

Started in 2008, this project aims to link circus and urban arts (hip-hop, parkour, graffiti, freestyle juggling). Extremely similar in their content, these two forms and their crossovers appear to be particularly relevant for young people in urban settings: circus offers a frame and the educational methods, a philosophy and a long tradition of intercultural experiences, whereas urban arts promote an exploration of artistic practices, coming directly out from the steaming creativity of young people often considered as marginal. The project is financed by the Ministry of Culture and the programmes for social cohesion.

CIRCUS IN SCHOOL

This project started in October 2008. Children and young people who live in the Bagneux area have very little access to arts and culture. Bringing circus to the schools facilitates work with children and young people who have no access to creative activities outside their school. These projects are financed by the Region, the Urban Policy, our own resources and a private foundation.

The activities are the following:

- ♦ Weekly Circus workshops for primary schools (1h 15minutes per class, held throughout the year)
- ♦ Artistic Project « The Blagis district dreamed by the children” (linked to the regular circus workshops, with the collaboration of an artist from a mime company)
- ♦ Weekly Circus workshops for secondary level pupils facing academic failure (1h30minutes per group during 4 months for each group; three different groups in a year).

**SOLIDARITY CIRCUS / CIRQUE DE QUARTIER**

This project is the oldest social project of PPCM aiming to bring circus and artistic practices to the children, young people and the families of the local community. Started mainly through open-air outreach activities, the project has grown considerably. For the past two years, it has become a regular activity in the gymnasium. It takes the form of open and for free regular circus workshops, five times a week, mixing target groups (children, teenagers and their families). It is run in collaboration with a community centre and a leisure centre.

BELFAST COMMUNITY CIRCUS SCHOOL**BELFAST****NORTHERN IRELAND, UNITED KINGDOM****BELFAST YOUTH CIRCUS**

The first project started by BCCS continues to this day. In a divided society, there are far fewer opportunities for young people to come together in a collective endeavour. Even though the armed conflict is no longer the threat it was, our young people are educated in separate school systems depending on whether they are protestant or catholic. The Youth Circus project brings together 150 young people each week in a range of classes which can lead to participation in performances and which create a strong sense of community amongst members.

**RANDALSTOWN ARCHES**

This project was a short term goal oriented series of workshops which took place in a small town in a rural setting. The aim of the project was to give young people an intensive period of skills development enabling them to take part in a performance to celebrate the turning on of the christmas lights. The project contributed to personal development of participants and civic pride in the community.

LOUGHSHORE EDUCATIONAL RESOURCE CENTRE

For the past 20 years, BCCS has developed an extensive record of work with young people excluded from the formal education system. Many of these young people have serious behavioural issues ranging from substance abuse to psychiatric problems and offending behaviours. The project in Loughshore was integrated into the weekly programme of the centre which specialised in working with excluded youth. The project worked best with defined targets for the participants, such as participating in the Belfast St Patrick's Day Parade. For the young people it was a major achievement to be seen as making a positive contribution to the city rather than being cast in a negative light.

**LORAG**

This project was located in one of Belfast's most deprived areas. The aim of the project was to work with a group of 8-12 year olds who rarely had access to arts or creative activity. This programme taught a range of circus skills which could then be used in community events.

ECOLE DE CIRQUE DE BRUXELLES**BRUSSELS****BELGIUM****ESPACE ROULOTTE**

This project began as a means of connecting with the residents of the district of Molenbeek (where the school is located), which suffers from high levels of social deprivation. This project is very open in order to encourage children with little structure in their lives to take part in circus classes. Through these classes, participants learn not just circus skills but also useful life skills, such as respect, effective communication skills, time-keeping, etc. Those children who wish to take participation further are invited to register for the regular classes of the Academy of ECB.

CHILDREN'S CENTRE «AMBIORIX»

This project was born of a desire for collaboration between the Youth Service of the City of Brussels and Ecole de Cirque. This has led to partnership work in twelve children centres across the city of Brussels, with a special working programme developed for each of these centres.

For example, in the Ambiorix children centre, the aim is to enable as many children as possible to discover and become familiar with circus, and then to establish a regular group of about 10 children, who would create a little show at the end of the year. This allowed Ambiorix children to enjoy a new experience, and to develop trust, creativity, mutual help, respect, play, movement and body awareness.

**CIRQ' BASKET**

The Circus School is located in Molenbeek, Brussels in a socially disadvantaged area with a large Moroccan population. Initially, this project was born of a desire to engage with young adolescents, who have very few opportunities in culture and leisure.

In Brussels, many young adolescents from the neighbourhoods practice "street basketball" (artistic manipulation of basketballs), but have no way of translating those skills for a wider public. ECB wanted to create a space for them to work and play with other young people with a circus background, to encourage an exchange of skills and create a new fusion art form (mixing juggling, basketball manipulation and acting). However, to date, this project has only proved popular with the street basketball young people.

DE MOT COUVREUR

This project started as a collaboration between a vocational school for youth leaders and the Circus School of Brussels. The aim was to create additional skills for these future youth leaders. The project involves raising the awareness about circus and training in circus skills as part of the vocational education. The objectives of the training are to promote circus technique and greater use of creativity. The project also promotes greater understanding of respect, listening, self-help and risk-taking. It offers participants a valuable tool in their future work as youth leaders. This project provides inspiration for the students, who experience a very different and exciting way of learning, and it provides them with the ability to inspire others through the skills that they learn.

SORIN SIRKUS**TAMPERE****FINLAND****SAUKONPUISTO 3RD CLASS**

Composition: 9 boys with different behavioral and neuropsychological problems.
Frequency: Group had 27 sessions of circus workshops during school time. They attended once a week for 1,5 hours.
Challenges: Concentration difficulties, social and behaviour problems.
Aims: Give the boys positive experiences in relation to learning skills and working together. To improve their communication skills through listening to instructions and following them.
Result: Amazing! In the end they were such a great group with good teamwork and they were training well and behaving.

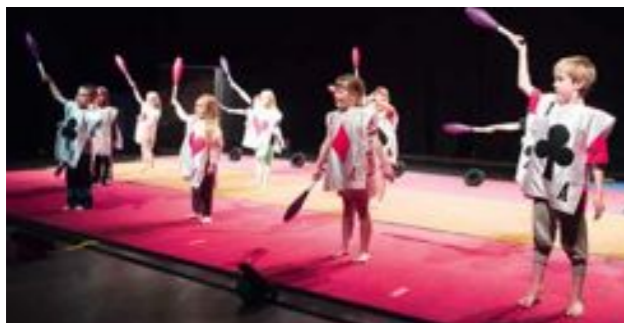
AMPO 9TH GRADE

Composition: Group of 5 boys with different behavioral and neuropsychological problems (Asperger, ADHD and Tourette).

Frequency: They participated once a week for 2 hours, at the circus school during school time, for 54 times over the course of 2 years.

Challenges: they needed a clear structure and lots of support and encouragement.

Aims: offer them sufficient challenges and possibilities to support them to overcome their low self-confidence.
Result: All the lessons were full of fun and good training. The group got really good results and they were highly motivated. You could see how the boys matured during these two years. Initially, they were only happy if they could keep the same routines during training but in the end they were also ready to try new ways and they could embrace a change to training routines without any difficulty.

**KOIVISTONKYLÄ PREP SCHOOL**

Composition: 16 participants - 6 of them were with supported help in group.
Frequency: Group participated once a week for 27 sessions each lasting one hour. They had 3 prep school teachers involved in the lessons.
Challenges: Concentration levels were low, problems with coordination and balance.
Aims: To have fun and learn teamwork and new skills.
Result: Happy kids with better self-confidence.

LINNAINMAA 9TH GRADE

Composition: Special-education class with 8 boys.
Frequency: They participated during school time and had 27 sessions each lasting 2 hours.

Challenges: Motivation and behavioural problems.
Aims: Help them express themselves and enjoy the new skills. Plus develop teamworking abilities.
Result: The boys were more open and active. Involvement with the project led to less fighting amongst themselves and less abusive behaviour towards teachers.

**SAMPOLA 9TH GRADE**

Composition: Immigrant class with 15 participants.

Frequency: They participated in 27 sessions each lasting 2 hours, during school time.

Challenges: Language difficulties, cultural differences.

Aims: Learn Finnish by doing circus and encourage them to express themselves.
Result: Great! They used Finnish well in the end and they were open and happy. Teamwork got better and better all the time.

DEFINITION OF SOCIAL CIRCUS

SOCIAL CIRCUS IS DEFINED AS AN EDUCATIONAL TOOL ADAPTED TO THE SPECIFICITIES OF A TARGET PUBLIC.

SPECIFICITIES OF THE TARGET PUBLIC:

Social circus is directed to a public often from disadvantaged backgrounds, with specific needs and different sociocultural baggage. Generally speaking, this public's needs or difficulties are of different kinds : concentration, behaviour, persistence, body-awareness, the approach of others, and irregular presence.

GENERAL OBJECTIVES:

The main aim of the pedagogic work is the personal development of its participants, by developing personal qualities such as open-mindedness, self-esteem, tolerance, respect, responsibility, autonomy, perseverance and self-confidence. Circus serves also as a mediator and enables to create a true group cohesion by working on the inclusion of all participants.

Social circus promotes hence individual and relational abilities and becomes a convector of human values since it wishes to equip its participants with useful skills for every-day life.

SPECIFIC OBJECTIVES IN RELATION TO THE TARGET PUBLIC:

SOCIAL CIRCUS PROJECTS AIM TO:

- ♦ Encourage diversity between different cultures, generations, and genders
- ♦ Act against all social drop-out forms
- ♦ Be a leisure opportunity for young people from any neighbourhood
- ♦ Increase the people's awareness of its activities and have a positive impact on community life
- ♦ Strengthen and shed a positive light on participants' self image
- ♦ Enhance the participants' motivation

VARIOUS TYPES OF ORGANISATIONS:

Concretely, most projects are organised in partnership with an external institution such as schools or youth cen-

tres. Schedules and the duration of the projects are variable. Depending on projects, lessons take place either during school hours, or at other moments.

On the inside level, inside the projects, and on the outside level, for the relations between the partners and the projects, communication plays an important role to ensure at best the longevity of a project.

METHODOLOGY:

The idea is to give participants the opportunity to open themselves to a new world, that of the circus, and to introduce them to different artistic fields and techniques (dance, relaxation, improvisation...).

♦ The participant and the group: the “socioconstructivist” approach

The individuals and the group are viewed as a source of learning. In order to include each participant, social circus gives meaning to the activities, differentiates learning processes and wants to take into account young people's interests and ideas while combining them with circus art.

♦ The environment

Learning takes place in a safe and non-competitive environment, allowing the participants to take risks, to expose themselves to challenges, to amaze themselves and by all this, to learn through pleasure. Projects are characterised by an atmosphere of acceptance, mutual trust and positive promotion of the participants, which leads to both technical and personal successes.

TOOLS EMPLOYED:

THE GOALS DEPLOYMENT HAPPENS THROUGH MANY WAYS. HERE IS AN OVERVIEW:

- ♦ Establishing the rules, ideally with the participants
- ♦ Setting rituals
- ♦ Concentrating on the importance of regular presence
- ♦ Creating a performance in front of a real audience
- ♦ Giving importance to games and to the play aspect

- ♦ Favouring an active participation in the creation of these projects
- ♦ Developing creativity, body consciousness, and physical skills
- ♦ Encouraging the expression of feelings

THE TRAINERS

The social circus trainer can be held by restraints both of educational and organisational level. From an educational point of view, difficulties are linked to participants management and to the specificities of the target public. Moreover, non-educational restraints impose themselves on the trainer. Related to a lack of reliability on behalf of the participants, instructors are often confronted with multiple organisational problems.

FRAMEWORK OF COMPETENCES FOR SOCIAL CIRCUS TRAINERS

WHAT FOLLOWS IS THE BASE MATERIAL TO BE USED BY EDUCATIONALISTS AND SOCIAL CIRCUS EXPERTS TO DEVELOP A CURRICULUM.

The first part consists of the **foundations**, that is to say the personal, social and psycho-emotional competences necessary for the profession of social circus trainer.

Part two includes everything concerning **the act of teaching**: preparation of the sequences, the steering of teaching situations, planning how the group is going to function.

Finally, part three defines **the social context**: the relationships with different partners.

This reference framework was created based on the literature on this subject, and in particular on: Perrenoud, P. (2001), *Construire un référentiel de compétences pour guider une formation professionnelle*.

In this text, Perrenoud proposes to reflect on competences as being exercised in a context. For the Framework of Competences, a context is described by a specific set of circumstances linked to teaching social circus, which vary across projects and over time.

For each competence, the trainer draws on a range of resources: knowledge, experience and capacity, supported by various values and attitudes according to specific circumstances.

An “objectives” box has been added, in order to clarify the objective pursued in each family of situations and for which the competence needs to be mobilized.

Finally, the “contexts” and “goals” have drawn heavily on the document Martinet, M.A., Raymond, D., Gauthier, C. (2001). *La formation à l'enseignement. Les orientations. Les compétences professionnelles*. Government of Quebec. Ministry of Education.

The ‘contexts’ and ‘goals’ have drawn heavily on the document Martinet, M.A., Raymond, D., Gauthier, C. (2001). *La formation à l'enseignement. Les orientations. Les compétences professionnelles*. Government of Quebec. Ministry of Education.

References to this text are indicated in the reference framework with an asterisk.

FOUNDATIONS	ACT OF TEACHING	SOCIAL CONTEXT
<p>1</p> <p>Necessary personal, social, emotional and psychological competences for exercising the profession of social circus trainer.</p>	<p>2</p> <p>Necessary competences for designing and preparing programmes and teaching sessions</p>	<p>4</p> <p>Competences for communicating and cooperating with the various partners</p>
	<p>3</p> <p>Competences in teaching-learning situations</p> <p>a. Steering teaching situations</p> <p>b. Organizing the way the group functions</p>	<p>5</p> <p>Competences for working in agreement with the team members</p>



FOUNDATIONS	
1	Necessary personal, social, emotional and psychological competences for exercising the profession of social circus trainer.
	1.A. Personal emotional and psychological competences
	1.B. General personal skills in the relationship with students
	1.C. Personal skills towards a specific target group
	1.D. Social competences towards a specific target group
	1.E. Technical competences and teaching skills in the circus arts

CONTEXT	1.A. Personal emotional and psychological competences
OBJECTIVES	<ul style="list-style-type: none"> ♦ Acting as a professional with a critical and reflective approach ♦ Acting in a responsible manner Being reflective, i.e. reflecting on one's practice
COMPETENCES	<ul style="list-style-type: none"> ♦ Stepping back and distancing oneself from one's work and practice so as to be able to exercise a critical, objective view, and in this way question professional situations, one's own actions and the reasons behind them. ♦ Ability to question one's own approach ♦ Ability to analyse <ul style="list-style-type: none"> ♦ One's practice ♦ One's acts ♦ Teaching situations ♦ Young people's actions ♦ Ability to resolve problem situations ♦ Ability not to be blocked by difficulties and to accept uncertainty and failure ♦ Ability to develop competences in the social circus, even without having experience in the youth and social work field ♦ Acting in a responsible manner
KNOWLEDGE	
CAPABILITIES	<ul style="list-style-type: none"> ♦ Stepping back ♦ Investing oneself in a project
VALUES	<ul style="list-style-type: none"> ♦ Ethics
ATTITUDES	

CONTEXT	1.B. General personal skills in the relationship with participants
OBJECTIVES	<ul style="list-style-type: none"> ♦ Managing quality relationships with participants ♦ Having a good relationship with one's work
COMPETENCES	<ul style="list-style-type: none"> ♦ Being oneself, acting naturally ♦ Encouraging positive learner behaviour ♦ Giving a positive energy to participants ♦ Demonstrating interest for one's work and for learners ♦ Ability to gain learner's trust ♦ Demonstrating creativity ♦ Ability to make choices ♦ Overcoming one's fears and being able to manage difficulties ♦ Being autonomous and independent ♦ Being flexible and able to find a way through changing situations, and adapt quickly and effectively ♦ Good stress tolerance, a high degree of calm ♦ Ability to work under pressure ♦ Ability to take initiatives ♦ Ability to give of oneself in one's work ♦ Cultivating good personal health, doing the necessary to be in shape
KNOWLEDGE	
CAPABILITIES	<ul style="list-style-type: none"> ♦ Getting others to trust one ♦ Getting others to trust one's decisions ♦ Having the confidence to change plans ♦ Demonstrating patience ♦ Showing one's interest and desire to help others ♦ Abstaining from any judgement of participants ♦ Being able to overcome criticism
VALUES	<ul style="list-style-type: none"> ♦ Openness
ATTITUDES	<ul style="list-style-type: none"> ♦ Being warm and welcoming ♦ Being sociable ♦ Being present and available

CONTEXT	1.C. Personal skills towards a specific target group
OBJECTIVES	Creating a climate that promotes listening and exchange in the light of the particular needs of the social circus target group
COMPETENCES	<ul style="list-style-type: none"> ♦ Ability to analyse and understand situations and participants' actions ♦ Being open to discussion, while taking into account potentially different approaches and points of view ♦ Being open to cultural and social problems that can arise, with no direct link with the teaching ♦ Having an attentive ear to the young people and being sensitive to their ideas and proposals ♦ Acting as an example, a role model ♦ Being a mediator ♦ Being capable of good contacts with partners ♦ Ability to cooperate and collaborate with the different partners ♦ Permitting the young people to test new and varied experiences
KNOWLEDGE	Having a knowledge of young people's cultures
CAPABILITIES	<ul style="list-style-type: none"> ♦ Exhibiting understanding ♦ Exhibiting openness ♦ Attempting to understand the origins of learners' behaviours and actions ♦ Abstaining from any judgement ♦ Being stimulating and motivating ♦ Being able to support, watch, listen and applaud young people ♦ Ability to channel young people's energy into something good ♦ Creating an environment that gives a sense of safety, reassures ♦ Adapting one's communication and attitude to the particular public
VALUES	<ul style="list-style-type: none"> ♦ Being open ♦ Being comprehensive ♦ Having empathy ♦ Having confidence ♦ Showing respect
ATTITUDES	<ul style="list-style-type: none"> ♦ Displaying confidence ♦ Giving the feeling of being listened to and understood ♦ Giving the young people the feeling that they are - welcome and in their place ♦ Including every participant ♦ Showing oneself to be near and available ♦ Overcoming cultural differences ♦ Displaying understanding

CONTEXT	1.D. Social skills towards a target group
OBJECTIVES	<ul style="list-style-type: none"> ♦ Including every participant, from whatever social or cultural origin ♦ Initiating the target group to the world of the circus
COMPETENCES	<ul style="list-style-type: none"> ♦ Ability to understand different cultures and social environments ♦ Knowing one's group ♦ Ability to include and motivate all players: school teachers and their pedagogical teams, social partners (youth centres, neighbourhood associations, etc.), young persons and their parents, their families ♦ Being open to cultural and social problems that arise, with no direct link to teaching ♦ Ability to work with a multicultural public that is fragile, socio-economically disadvantaged and, in some circumstances, isolated ♦ Working with a public that varies considerably in terms of level, age, family and school context, social origin ♦ Taking into account the fact that the children can be unused to the proposed physical or cultural activities and could resist ♦ Celebrating diversity rather than pointing out difference
KNOWLEDGE	<ul style="list-style-type: none"> ♦ Knowing the different social cultures and origins and having basic ideas of sociology, migration history and contacts of cultures ♦ Having a basic knowledge of orthopedagogics
CAPABILITIES	<ul style="list-style-type: none"> ♦ Ability to motivate a group of participants, and each participant individually ♦ Empathizing with the cultures with which one is in contact ♦ Including every personality type
VALUES	<ul style="list-style-type: none"> ♦ Being interested in the personal development of young people and their families ♦ Openness ♦ Tolerance
ATTITUDES	<ul style="list-style-type: none"> ♦ Being close to one's public and trying to understand what the young people are feeling (empathy) ♦ Offering young people a direction to take in their attitudes ♦ Being accessible

CONTEXT	1.E. Technical competences and teaching skills in the circus arts
OBJECTIVES	<ul style="list-style-type: none"> ♦ Knowledge of circus and training techniques ♦ Command of safety rules
COMPETENCES	<ul style="list-style-type: none"> ♦ Ability to ensure that safety rules are respected ♦ Expertise in the circus arts and ability to demonstrate them ♦ Being able to stage an act <ul style="list-style-type: none"> ♦ Being able to guide young people in creating acts, offering help in putting together a presentation ♦ Being able to propose a variety of competences to learners ♦ Ability to create a presentation that includes each participant, whatever her/his age or level of competence
KNOWLEDGE	<ul style="list-style-type: none"> ♦ Having good physical capabilities, endurance ♦ Ability to react rapidly to learners' proposals when creating a presentation ♦ Specialising in a particular discipline, while having a basic command of the other circus disciplines and artistic expression (theatre, dance, magic, etc.)
CAPABILITIES	<ul style="list-style-type: none"> ♦ Ability to motivate a group of participants, and each participant individually ♦ Empathizing with the cultures with which one is in contact ♦ Including every personality type
VALUES	
ATTITUDES	

ACT OF TEACHING			
♦ 2	Necessary competences for designing and preparing programmes and teaching sessions		
	Competences in teaching-learning situations		
♦ 3	Steering teaching-learning situations as a function of the students involved and the development of the intended competences	i.	Organising and encouraging the development of learners' competences
		ii.	Providing students with the pertinent resources – material, logistic and didactic – at the right time
		iii.	Guiding students in the learning process and providing a framework
		iv.	Accustoming students to work cooperatively, with a responsible attitude towards rules and instructions
		v.	Promoting the emergence of emotional and social skills, values, social habits and codes, stimulating and encouraging the learner's positive sides.
	Planning, organising and supervising the way the group functions with a view to promoting students' learning and socialisation	i.	Defining and introducing an effective functioning system for the group's regular activities
		ii.	Communicating to students clear requirements in terms of appropriate social behaviour and making sure they adhere to them
		iii.	Adopting strategies for preventing the emergence of inappropriate behaviour and intervening appropriately when this manifests itself
		iv.	Maintaining a climate propitious to learning

CONTEXT	2. Necessary competences for designing and preparing programmes and teaching sessions
OBJECTIVES	<ul style="list-style-type: none"> ♦ Developing a long-term circus project ♦ Planning a full year's programme, with sequences over time ♦ Planning the learning sequences / each lesson
COMPETENCES	<ul style="list-style-type: none"> ♦ Developing a long-term circus project <ul style="list-style-type: none"> ♦ Long-term planning ♦ Planning a full year's programme, with sequences over time ♦ Establishing clear medium- and long-term objectives, open to evaluation ♦ Ability to analyse and adapt an ongoing project ♦ Planning the learning sequences <ul style="list-style-type: none"> ♦ Precise planning of the teaching and use of time ♦ Preparing activities having a play aspect and which are enriching for learners
KNOWLEDGE	<ul style="list-style-type: none"> ♦ The teaching projects ♦ The social circus objectives
CAPABILITIES	<ul style="list-style-type: none"> ♦ Ability to organise ♦ Including partners in the organisation process ♦ Ability to observe (starting with observation grids or other tools) ♦ Ability to analyse and adapt to one's public (see here the specific fact sheet on the social bases of the public) ♦ Ability to anticipate ♦ Ability to anticipate the specific needs of the group and individuals
VALUES	
ATTITUDES	

CONTEXT	3.A. Competences in teaching-learning situations Tailoring workshops according to the specific nature of participants and the particular learning outcomes required
OBJECTIVES	1. Providing participants with the relevant resources – material, logistic and teaching – at the right time *
COMPETENCES	<ul style="list-style-type: none"> ♦ Ability to develop teaching skills and practices according to the target public's needs ♦ Introducing teaching tools such as group discussion and evaluations after workshops ♦ Identifying learners' needs and responding with the right resource at the right moment ♦ Developing self-confidence to enable learners to draw on their own resources
KNOWLEDGE	
CAPABILITIES	<ul style="list-style-type: none"> ♦ Ability to help students manage and create costumes and other equipment ♦ Instilling in learners a sense of responsibility for their equipment
VALUES	Imparting a sense of responsibility to learners
ATTITUDES	Acting with a sense of humour

CONTEXT	3.A. Competences in teaching-learning situations Tailoring workshops according to the specific nature of participants and the particular learning outcomes required
OBJECTIVES	2. Organising and encouraging the development of learners' competences
COMPETENCES	<p><i>Creating conditions in which students engage in learning through challenges, projects or tasks that are proposed in a way that takes account of their cognitive, emotional and social characteristics *</i></p> <ul style="list-style-type: none"> ♦ At the cognitive level, presenting situations in which the young people can activate their knowledge and competences ♦ Getting learners to think about what they are doing, giving the competences of reflecting on their own actions ♦ Working on improving individual techniques ♦ Teaching different forms of expression ♦ Teaching learners to create and put on a presentation, and to present it to a public ♦ Pushing learners to experience new things ♦ Teaching rhythm ♦ Giving challenges ♦ Promoting learners' personal and social development, and an awareness and knowledge of their bodies ♦ Giving learners the opportunity to express themselves <p><i>Establishing a working framework, i.e. communicating one's expectations, distributing tasks, defining roles and the use of the premises, and of everyone's time and resources *</i></p> <ul style="list-style-type: none"> ♦ Defining an educational framework ♦ Respecting each learner's individual learning pace
KNOWLEDGE	Knowing the routines and habits to be introduced in order to establish an effective working framework
CAPABILITIES	<ul style="list-style-type: none"> ♦ Adapting to the group ♦ Adapting the sequences/lessons to the needs of the group and individual members ♦ Acceptance of mistakes and uncertainty ♦ Ability to motivate learners
VALUES	
ATTITUDES	Encouraging learners

CONTEXT	3.A. Competences in teaching-learning situations Tailoring workshops according to the specific nature of participants and the particular learning outcomes required
OBJECTIVES	3. Guiding participants in the learning process and providing a framework
COMPETENCES	<ul style="list-style-type: none"> ♦ Ability to evaluate student learning and progress ♦ Ability to react rapidly to comments made during activities ♦ Providing an educational framework, teaching that freedom flourishes when people respect limits and the other person ♦ Teaching the respect of rules ♦ Giving a structure ♦ Giving clear and concise explanations and instructions ♦ Ability to push young people to work on their own ♦ Placing the young people at the centre of the learning processes and accompanying them in an aid or support role ♦ Giving young people the opportunity to say what they want to learn, and using their ideas to create a presentation
KNOWLEDGE	<ul style="list-style-type: none"> ♦ Knowledge of a variety of teaching tools ♦ Knowledge of the various teaching methods, making choices and adapting appropriate ways of working
CAPABILITIES	<ul style="list-style-type: none"> ♦ Ability to adapt to one's target groups, at different technical levels ♦ Ability to move out of the spotlight to give room to the participants
VALUES	
ATTITUDES	

CONTEXT	3.A. Competences in teaching-learning situations Tailoring workshops according to the specific nature of participants and the particular learning outcomes required
OBJECTIVES	4. Accustoming students to work cooperatively, with a responsible attitude towards rules and instructions *
COMPETENCES	<ul style="list-style-type: none"> ♦ Working with active teaching methods, where the learner is at the centre of the learning process and learns by action ♦ Having learners work in socio-constructivist mode (An approach in which the teacher presents authentic tasks, as far as is possible in a real context from the young person's environment. Learning tasks should be both within the learner's reach and complex (i.e. bringing several of the learner's competences into play). In this approach, the teacher creates situations that present an obstacle to the learner and produce a cognitive conflict.)
KNOWLEDGE	Having a repertoire of games and tools for use with groups of young people
CAPABILITIES	<ul style="list-style-type: none"> ♦ Ability to establish social relationships, to promote the development of social skills and values among learners, including peer cooperation ♦ Giving learners the feeling of belonging to a group or a project
VALUES	
ATTITUDES	

CONTEXT	3.A. Competences in teaching-learning situations Tailoring workshops according to the specific nature of participants and the particular learning outcomes required
OBJECTIVES	5. Promoting the emergence of emotional intelligence, social skills, values, social habits and codes, stimulating and encouraging the learner's positive sides.
COMPETENCES	<ul style="list-style-type: none"> ♦ Helping learners to surpass themselves, from every viewpoint, including physical, and to go beyond their current limits ♦ Encouraging young people ♦ Developing the following personal capabilities in the learners <ul style="list-style-type: none"> ♦ self-expression ♦ self-esteem ♦ self-confidence ♦ creativity and imagination ♦ body awareness and knowledge ♦ responsibility ♦ respect ♦ perseverance ♦ concentration ♦ Giving the young people many opportunities to develop these competences and values ♦ Promoting positive self image, getting everyone to be aware of his/her role and importance in the group ♦ Developing the group dynamic and group awareness
KNOWLEDGE	Knowledge of activities that promote expression, trust, collaboration, concentration, etc.
CAPABILITIES	Helping young people to appreciate their progress, even when slow, and their successes
VALUES	
ATTITUDES	

CONTEXT	3.B. Competences in teaching-learning situations
OBJECTIVES	1. Defining and introducing an effective functioning system for the group's regular activities *
COMPETENCES	<ul style="list-style-type: none"> ♦ Having learners move towards a command of cognitive learning, while instilling into them an understanding and respect for the norms of social life ♦ Supervising the way the group functions ♦ Ability to introduce and maintain an effective and harmonious social functioning in the class as a function of the learning to be undertaken ♦ Having authority ♦ Ability to manage a socially-disadvantaged public (see here the specific fact sheet on socially-disadvantaged publics in the foundations) ♦ Ability to manage both large and small groups ♦ Having leadership skills ♦ Working on group cohesion
KNOWLEDGE	Knowledge of communication and group management
CAPABILITIES	<ul style="list-style-type: none"> ♦ Ability to manage differing situations ♦ Ability to take quick decisions ♦ Being structured ♦ Ability to anticipate

CONTEXT	3.B. Competences in teaching-learning situations Planning, organising and supervising the way the group functions with a view to promoting students' learning and socialisation *
OBJECTIVES	2. Communicating to students clear requirements in terms of appropriate social behaviour and making sure they keep to them *
COMPETENCES	<ul style="list-style-type: none"> ♦ Operating as a group ♦ Promoting young people's development towards each other ♦ Defining and being clear about appropriate social behaviours: values, rules and principles ♦ Ability to explain the rules to learners ♦ Ability to explain the principles underlying the rules in order to legitimise them ♦ Ability to sensitise learners to respecting the rules ♦ Ability to induce in learners a sense of responsibility towards rules
KNOWLEDGE	Knowledge of the tools and games which promote group cohesion
CAPABILITIES	
VALUES	
ATTITUDES	Respecting the rules oneself

CONTEXT	3.B. Competences in teaching-learning situations Planning, organising and supervising the way the group functions with a view to promoting students' learning and socialisation *
OBJECTIVES	3. Adopting strategies for preventing the emergence of inappropriate behaviour and intervening appropriately when this manifests itself *
COMPETENCES	<ul style="list-style-type: none"> ♦ Providing an educational framework ♦ Setting limits ♦ Conflict management ability ♦ Ability to verbalize and to explain problems ♦ Ability to put situations in perspective
KNOWLEDGE	Knowledge of social psychology and group management
CAPABILITIES	<ul style="list-style-type: none"> ♦ Ability to react quickly and in critical situations ♦ Having a constantly listening ear
VALUES	
ATTITUDES	Having a sense of humour

CONTEXT	3.B. Competences in teaching-learning situations Planning, organising and supervising the way the group functions with a view to promoting students' learning and socialisation *
OBJECTIVES	4. Maintaining an environment suitable for learning *
COMPETENCES	<ul style="list-style-type: none"> ♦ Creating good group cohesion ♦ Channelling the energies of the learner group ♦ Striking the right balance between being a person of authority and a person of trust
KNOWLEDGE	
CAPABILITIES	Having a good contact with learners
VALUES	
ATTITUDES	

SOCIAL CONTEXT	
4	Competences for communicating and cooperating with the team, parents, the various social partners and with students with a view to attaining the targeted objectives
5	Competences for working in agreement with the team members and coordinator in carrying out the tasks that permit the development of learners' competences as a function of the targeted objectives

CONTEXT	4. Competences for communicating and cooperating with the team, parents, the various social partners and with students with a view to delivering the targeted objectives *
OBJECTIVES	Having the necessary communication skills to cooperate with the team, parents, the various social partners and with students with a view to delivering the targeted objectives *
COMPETENCES	Having communication skills in any cooperation situation, in the relationship with the various players and partners, and with learners * <ul style="list-style-type: none"> ♦ Ability to explain pedagogical choices ♦ Ability to involve partners
KNOWLEDGE	Having a communication tool which permits cooperative exchange with partners
CAPABILITIES	<ul style="list-style-type: none"> ♦ Establishing quality relationships with each partner ♦ Careful communication with a view to mutual comprehension ♦ Showing oneself to open and listening ♦ Ability to define each player's role
VALUES	
ATTITUDES	Establishing an environment in which everyone can express her/himself in full confidence

CONTEXT	5 Competences for working in agreement with the team members and coordinator in carrying out the tasks that permit the development of learners' competences as a function of the targeted objectives *
OBJECTIVES	To work towards achieving agreement with the team members and coordinator in carrying out the tasks that permit the development of learners' competences as a function of the targeted objectives. This includes learners' family and social environments. *
COMPETENCES	<ul style="list-style-type: none"> ♦ Integrating into a team task and project ♦ Developing fully as a person while finding one's place in the work team ♦ Seeking agreement in the team ♦ Defining each person's role ♦ Ability to assume a mediator role ♦ Ability to motivate each partner by setting out the benefits of the social circus ♦ Ability to arrange and take part in coordination meetings to permit collaboration
KNOWLEDGE	Knowledge of psychology, communication and group management
CAPABILITIES	<ul style="list-style-type: none"> ♦ Ability to work with a group ♦ Ability to set general directions and common objectives ♦ Ability to listen to one's partners ♦ Being available to one's partners and inviting contact and exchange with them ♦ Ability to develop arguments to defend a position
VALUES	Openness
ATTITUDES	<ul style="list-style-type: none"> ♦ Exhibiting interest for local communities ♦ Openness to suggestions ♦ Being flexible

