

**Inspiring Citizenship Through Sport
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Materials located under Sportsmanship heading

Introduction:

Higher education's challenge is to prepare an active citizenry that will be responsive to society's pressing social, civic, economic, and moral problems. To that end, many more institutions are making their students' civic development and learning a high priority. Community service involvement and service-learning are frequently identified as effective ways to stimulate and support civic development and learning. Conversely, sport has been marginalized because it is commonly viewed as a negative contributor to the positive values of citizenship. However, arguments have been made that sports can provide a venue for acquisition of skills and attributes such as sportsmanship, leadership, teamwork, and sense of efficacy – characteristics that are salient to an active, engaged citizenry. The purpose of this presentation is to explore the goals and dimensions of citizenship learning and to consider how engagement in intentionally designed sporting experiences may inspire active citizenship. In particular, the intent is to think about sport as a means to helping students start, or move further along, on their journey that provides them with the understanding, motivation, and skills they need to meet the challenges of engaged citizenship. This presentation will explore conceptual innovation and application utilizing the civic learning framework outlined in *Educating Citizens* (Colby et al., 2003a).

Review of Literature:

Twenty years ago, Boyer (1987) called for greater attention to the moral and civic purposes of undergraduate education, thus spurring greater attention to the public purposes of higher education. Boyer also indicated in this same publication that intercollegiate sports were detrimental to such purposes in that, "The tragedy is that the cynicism that stems from the abuses in athletics infects the rest of student life... (p. 184). Recent literature has further discussed the "corrosive" effect of collegiate athletics (Colby et al., 2003a; Shulman & Bowen, 2001). However, "civic learning can be incorporated into virtually any kind of student activity with sensitive guidance and support from faculty and staff advisors" (Colby et al., p. 282). Kuh et al. (1995) also support this idea in that "Colleges and universities need to create an ethos that carries the message that inherent in every setting is the potential for learning – the biology lab, library, academic advisor's office, residence hall lounge, place of employment, student union, community service, and playing fields. The key task for all institutions... is to motivate students to see college as a seamless web of learning opportunities."

Sport Engagement

Sport plays an important role in many societies, both in America and abroad, and particularly in the collegiate setting within the realm of big-time athletics as well as recreational sports participation. Participants learn on the playing field how to compete, how to work as a team, and how to build skills through practice. Fans forge group identities by rooting for favorite teams. Collegiate competitions allow university communities to express their unity, achievement, and pride. From a child's first t-ball game to the spectacle of large-arena football games, athletics have the ability to affect people in a way few activities can.

Arguments have been made that participation in sports can have positive impacts on people serving as a promoter of physical and mental health; instilling moral values, and fostering leadership and civic engagement. However, sport as a purely or even primarily positive social benefit has been challenged. Critiques have been expressed regarding discriminatory practices within sport, the lack of equal access and opportunity, violence, poor sportsmanship, the influence of gambling, lack of emphasis on academics among athletes, and other products of an overly competitive and business oriented enterprise (Shulman & Bowen, 2001).

Whether viewed as positive or negative, the role of sport in society continues to grow. Approximately forty million boys and girls between the ages of 5 and 18 take part in organized sporting activities (Fullinwider, 2006). Specific to high school youth, seven million individuals participated in athletic programs during the 2004-2005 school year (National Federation of State High School Associations). Further, about 42 percent of youth 18-25 have reported participating in organized sports during high school (Lopez & Moore, 2006). Significant numbers of students entering college have participated, and continue to participate in organized sporting activities. For example, over 60 percent of first year students at Ohio State University were athletic letter winners during high school (personal correspondence with Tim Curry, October 2007). Sport participation continues at the collegiate level in terms of fan participation, recreational sport, and intercollegiate athletics. Opportunities for recreational engagement include a diverse array of informal play options, intramural leagues, and sport clubs. At Ohio State, nearly 90 percent of the student population has utilized recreational facilities and participation in organized sport is more than a third of the student population. Intercollegiate athletic participation is at a much lower level but still significant in terms of consistent engagement across institutions; 10-15% of the student population at Division I institutions and 35-40% of the student population at Division II & III institutions (Shulman & Bowen, 2001).

With the high levels of participation in sporting activities among college students, sports can provide a venue for the acquisition of skills and attributes such as leadership, perseverance, sportsmanship, and teamwork – characteristics that are salient to an active, engaged citizenry. Recent analysis of the 2002 National Youth Survey of Civic Engagement suggests that participation in sports is associated with greater civic engagement. (Lopez & Moore, 2006). In particular, young people who have participated in high school sports are also more civically engaged than young people who have not participated in sports. While recent research offers some evidence of positive benefits, the effects of sports participation relative to youth and aspects of character and civic learning are limited (Fullinwider, 2006).

Citizenship Defined

A review of the literature resulted in many definitions for citizenship or civic engagement. Ehrlich (2000) defined civic engagement as working to make a difference in the civic life of communities. Ehrlich claimed that this difference takes knowledge, skills, values, and motivation on the part of students, and should be focused on promoting a quality of life. Colby, Ehrlich, Beaumont, and Stephens (2003a & 2003b, Stephens et al., 2000) emphasized the importance of linking moral development and citizenship together. These two concepts could not be separated when defining citizenship because of the strong moral ties that are required for civic engagement. A citizen must understand equity and feel an obligation for future generations. This frames civic engagements as a moral responsibility, and described four core values for responsible citizenship. These values include concern for the rights and welfare of individuals and community, recognition that the individual is part of the larger social system, critical reflection, and finally to have a commitment to discourse and procedural fairness (Colby et al. 2003a & 2003b, Stephens et al., 2000).

Contemporary Student Civic Learning and Engagement

Higher education has long facilitated the education of citizens for the betterment of society. However, in recent years, there has been a decline in the emphasis on citizenship development and individual students' interest in civic engagement. Trends in the Cooperative Institutional Research Program (CIRP) data reveal that student's interest in politics has decreased over the last 37 years (Sax, 2004). When students were asked if it was important to keep up to date on political affairs, 37.2 percent in 2007 replied yes, as compared to 57.8 percent in 1966 (Sax, 2004; Higher Education Research Institute, 2007). This question was a record low response of yes in 2000, which corresponded with the lowest voter turnout in among college-age students in U.S. history (Colby, Ehrlich, Beaumont, & Stephens, 2003a). Only 19.4 percent of students in 2002 indicated that they frequently discussed politics as compared to 29.9 percent in 1968 (Sax, 2004). This percentage has increased in more recent years, the 2006 CIRP results has shown an increase to 33.8 percent of students indicating that they discussed politics frequently (Higher Education Research Institute, 2006). Likewise voter turn out has increased, the November 2006 mid-term election had the largest voter turn-out in 20 years for voters under 30 years of age (Szep, 2006, as cited in HERI, 2006).

This is not to say that students are totally uninvolved in their communities. Students' volunteerism has increased over the last decade (Sax, 2004). In 2007 the CIRP freshman survey found that 83.3 percent of students participated in some form of community service during their last year of high school (HERI, 2007). This larger proportion of students may be attributed to the greater number of service programs that have become available to high school aged students throughout the 1990's, as well as the increase of service learning programs in high schools and required community service hours in the senior year of high school as a requirement for graduation. In the 2007 CIRP results 56.2 percent of students indicated that they have performed community service as part of a class, and only 27.7 percent of students indicated that there was a "very good" chance that they participate in community service during college (HERI, 2007).

Colby, Ehrlich, Beaumont, and Stephens

Colby, Ehrlich, Beaumont, and Stephens (2003a) conducted a qualitative research project to create a greater understanding of citizenship education. Their longitudinal study included a review of colleges and universities' citizenship education efforts and a more in depth exploration of programs at twelve institutions. The twelve institutions that the authors explored in depth were from across institutional type and size and resulted in a wide range of citizenship development activities (Colby, 2003a). All twelve institutions did have a clear intentional and holistic approach to moral and civic education. Evidence of this approach was found in both institutional goals and strategies.

In a publication of Colby, Ehrlich, Beaumont, and Stephens' initial findings, the authors **identified six reasons that citizenship education lost its emphasis in higher education** (Stephens et al., 2000). The authors identified this shift in the focus of education from the liberal arts to a very vocational focus, which they attributed to being lead by for-profit institutions. There is a trend in the behavior of students to be more focused on convenience, quality, service, and cost (Stephens et al., 2000). This shift into a more consumerist approach to education may be a result of increased access to higher education. The third reason that higher education has lost its emphasis on citizenship education is the increase of individualism in society (Stephens et al., 2000). Increased individualism can lead to a lack of feeling of accountability toward others, as well as lower levels of mutual respect. The fourth reason was the lack of civic engagement or recognition of the importance of civic engagement in college students (Stephens et al., 2000). The fifth reason identified by the authors was the general focus of higher education toward resource acquisition and reputation building activities. This comes in conflict with the reality that citizenship education relies heavily on university subsidies (Knox, 2004). The final reason was the trend among students to have lower interest in citizenship. These students attended institutions with a lack of focus on the tradition of serving democracy. The institutions were more focused on responding to the change in student expectation and other financial constraints previously listed.

Colby et al. (2003a) identified three main sites for moral and civic education in higher education. The **first mode for citizenship education** was to **weave the emphasis into the curriculum**. This was most successfully done in a manner that reaches those students who are already on the path to citizenship development and those who are harder to reach. Often this mode of citizenship education incorporated purposeful activities that delve deeper into issues, identified stakeholders, challenged students to list possible solutions, and finally pushed students to develop strategies to make change (Colby et al., 2003a). These activities were planned with the intention of showing students that they have the ability to be involved in social change. In a study of 300 students, those students who had participated in agenda building and implementation process had higher rates of voting and political activities (Colby et al., 2003). The final critical component of citizenship education in the curriculum was to gain "buy-in" from the faculty. This can be done when citizenship education is not viewed as a detraction from academic goals, but is fully incorporated into the curriculum (Colby et al., 2003a). Faculty may adopt what Colby, Ehrlich, Beaumont, and Stephen's (2003a) call pedagogy of engagement, which can be characterized by service learning or problem based learning methods of teaching. This challenges students to gain a deeper understanding through application and by actively constructing knowledge (Shulman, 1997, as cited in Colby et al., 2003a).

The **second mode of citizenship development** in higher education was through **extracurricular programs and activities** (Colby et al., 2003b). As students participate in activities outside of the classroom their citizenship is developed through interaction with their diverse peers. This may also require some intentional and sensitive guidance from staff and faculty advisors at the university. One example of this type of citizenship education is to raise awareness about local issues through programs which engage in solving the problem (Avard, 2006). If students attend programs regarding landfill expansion and stream water contamination in their local community, they are likely to increase their engagement in politics and service.

The **third mode** that Colby, Ehrlich, Beaumont, and Stephens' (2003a) identified in their research was the **incorporation of citizenship education into the campus culture**. This can be seen in physical symbols, iconic stories, and the environments cultures and subcultures. Citizenship can also be seen in the leadership of the college or university's reaction when conflict to the values of citizenship arise (Colby et al., 2003b). Colleges must convey a consistent message to its students to be effective in citizenship education and refrain from being hypocritical in its words and action. Colleges should be conscious of the political issues that they do and do not take stands on in order to convey an appropriate and consistent message to the student body.

Civic Learning Framework (Colby et al., 2003)

Common Moral and Civic Competencies

1. *Self-understanding or self-knowledge; understanding of the relationship between the self and the community.*
2. *Awareness of and willingness to take responsibility for the consequences of one's actions for others and society.*
3. *Informed and responsible involvement with relevant communities.*
4. *Pluralism; cultural awareness and respect; ability to understand the values of one's own and other cultures.*
5. *Appreciation of the global dimensions of many issues.*

Developmental Goals & Dimensions Essential to Moral & Civic Maturity

1. Moral & Civic Understanding

- Moral interpretation and judgment
- Key ethical concepts e.g., equity, moral relativism
- Civic concepts and civil liberties
- Knowledge of democratic principles and institutions

2. Motivation for Moral & Civic Responsibility

- Values and goals e.g., desire to be an engaged citizen
- Emotions e.g., hope, compassion
- Sense of efficacy – political, civic and public action
- Identity – civic responsibility at the core of one's self-definition

3. Core Skills

- Well developed capacity for communication
- Ability to collaborate, compromise with, and mobilize others
- Skills for democratic participation – applying core knowledge and virtues and transforming informed judgment into action

Sites of Moral and Civic Education

1. *The Curriculum*
2. *The Co-curriculum*
3. *Campus Culture*

Thematic Perspectives

1. *Community Connections Approach*

- Connections with and service to specific communities are integral to education
- Institutional mission and location are often linked e.g., urban-serving

2. *Civic Virtues Approach*

- Concern for truth
- Mutual respect and tolerance
- Open-mindedness
- Concern for rights and welfare of individuals
- Commitment to rational discourse and fairness

3. *Social Justice Approach – systemic social responsibility*

- Contribute to social change and public policies that will increase gender and racial equality, end discrimination of various kinds, and reduce income inequalities
- Take responsibility for participation in democratic process, learn how democratic procedures work, and learn how citizens can have influence and make connections between values and social policy analysis

Moral and civic education is incomplete if it does not somehow take account of all three perspectives; although is appropriate for institutions to specialize to some extent in the emphasis placed on framing moral and civic education given particular mission, history, constituencies, and strengths.

How to do it

- Leadership: Presidential, centers & institutes, faculty
- Campus Culture: Reinforce what students are learning in curricular & extracurricular programs; socialization through habitual participation; physical features of campus; stories; shared ideas, philosophies, and ideologies; rituals

Questions for Consideration:

1. *How can programs address the full range of developmental dimensions - understanding, motivation, and skills?*
2. *How can we take advantage of the most useful sites?*
3. *How can we touch on the three basic perspectives – community connections, civic virtues, and social justice?*

Sport Context: Intercollegiate Athletics SPORT & CITIZENSHIP LEADERSHIP INSTITUTE

Alignment with Institutional & Programmatic Missions

- The Ohio State University Department of Athletics supports the University mission by providing student-athletes with exceptional educational and athletic opportunities; embracing the community through public service and as a source of pride by representing the state of Ohio with nationally-successful athletic programs. The department is committed to providing each student athlete with quality educational opportunities and programs to help him/her grow as a total person, and better meet the challenges of a rapidly changing society.
- Athletes are expected to become leaders, but many do not have the skills to do so outside of sport. Empirical evidence suggests a need for training for athletes to engage in public leadership (Shulman & Bowen, 2001 – The Game of Life)

Personnel & Resource Support

- Collaborative partnerships between college units (athletics, public affairs, sociology, sport management, education) and community (schools, local & state government agencies, non-profit agencies).
- Funding stream for annual program - \$325,000 to support personnel and program/curriculum operations; individual and corporate sponsorship

Intentional Program Design and Outcomes

- Institute components:
 1. 11th & 12th grade students paired with collegiate athletes as mentors (100 total).
 2. 1 week summer institute – styles of leadership, public speaking, issue identification, public policy connections, action planning, collaboration and teambuilding.
 3. Civic action project – select an issue of their choosing, develop and implement civic action project of 1 year.
 4. Mentoring/leadership development and support structured as a for credit course
 5. Leadership showcase – one day conference
- Outcomes:
 1. Young people who demonstrate civic knowledge and leadership competency as a result of integrating learning from sports participation, civic engagement, and leadership development activities.
 2. More civically engaged young people who actively seek to address public issues and problems.
 3. Development of a new generation of effective public leaders.

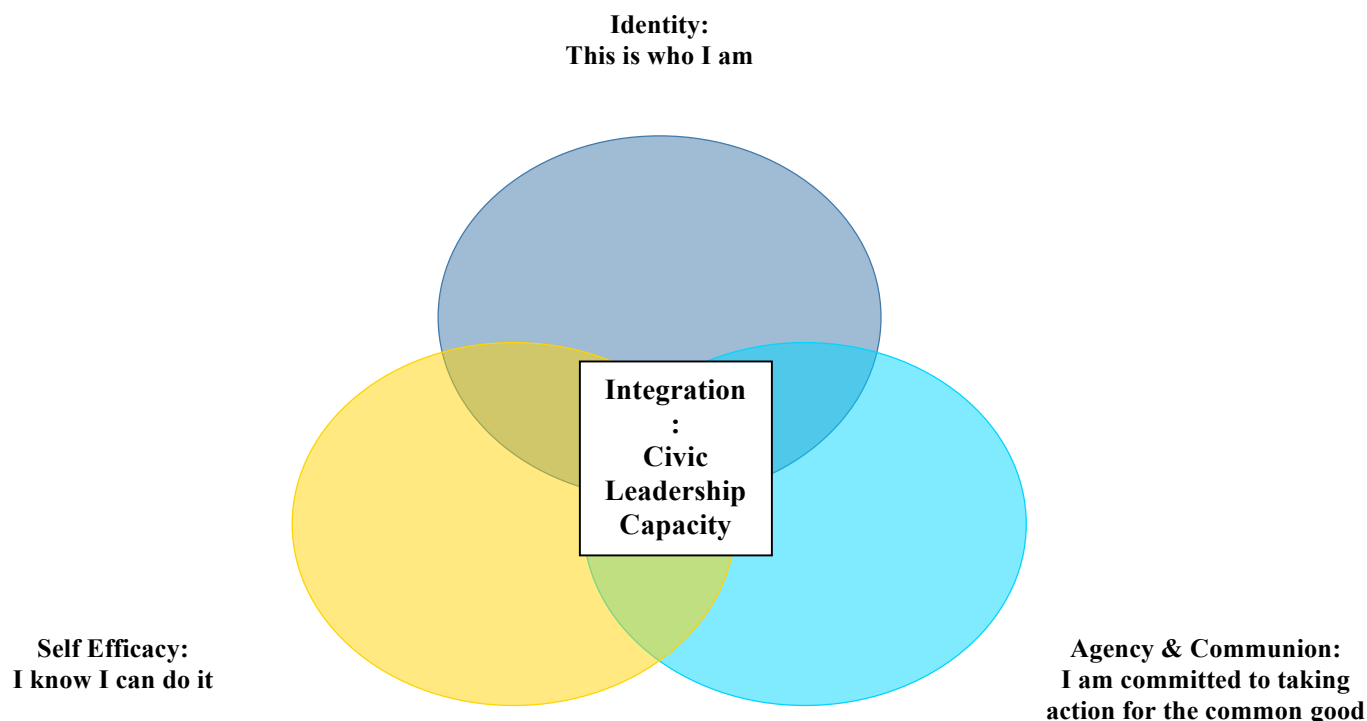
Assessment Design and Use

- Learning modules developed and tested incorporate:
 1. Curry's SII scale (sport identity index)
 2. Bandura's Social Learning Theory
 3. Komives' Leadership Development Model
 4. Civic learning literature

- Methodological Approach:
 1. Assess the change in perceived self-efficacy, leadership identity, and agency participants have before and after Institute experience – quantitative measures/survey
 2. Observe the role that modeling/mentoring and reinforcement have on developing integrated “civic leadership capacity” during Institute experience – qualitative methods – a reflective process/journals or other creative expression
 3. Longitudinally, assess the effects on civic leadership capacity – entry into college and post-college

- Use:
 1. Product showcase and dissemination via an interactive webpage to facilitate communication between institute participants and mentors, as well as dissemination of relevant information to youth, practitioners, policy-makers, funders, and the general public.
 2. Sport & Citizenship Leadership Institute compendium publication featuring participant leadership development narratives, civic action project showcase proceedings, and research findings.
 3. Research results prepared for publication in an academic journal.
 4. Potential for exemplary model development with capacity for national replication.

CIVIC ACTION PATHWAYS MODEL



Sport Context: Sports Clubs

MEMBERSHIP DEVELOPMENT PROGRAMMING

Alignment with Institutional & Programmatic Missions

- The Sport Club program is designed to serve individual interests in different sports and recreational activities. Participation in the program enhances and promotes the element of good sportsmanship, the development of skills, the well-being derived from physical activity, and the social aspect within each sport.
- Recreational Sports value: *Community Support*: Contribute exemplary leadership and assistance to efforts that enrich our communities and support our environment.
- National Research Institute for College Recreational Sports & Wellness initiated efforts to measure sport club out-of-classroom learning impact. Sport clubs demand an intense commitment. It is hypothesized that sport club participants make gains in life skills, diversity, social interactions, communication, character, leadership, and self-beliefs as a result of their participation.

Personnel & Resource Support

- The Sports Club Program is administered by the Department of Recreational Sports, and is comprised of 40 club sports. Each club sport is a student-led organization composed primarily of students, faculty, and staff. Each club is formed, developed, governed, and administered by the student membership of that particular club, working with the Sports Club Program staff. The key to the success of this program and each club is student leadership, interest, involvement and participation.
- Each club is funded through a recreational sports sponsored subsidy and individual membership dues.
- The Recreational Sports program has implemented a community service program and membership development service program to complement club activity and community engagement activities.

Intentional Program Design and Outcomes

- Program components: Each club member is required to participate in at least two development workshops and one community service project (10 hour minimum) each semester.
- Learning objectives are established for each workshop and project.
- Outcomes: Sport club participants establish sustainable community connections while working to address an issue of their choosing. Individual students make developmental gains in their moral & civic understanding, motivation, and skills.

Assessment Design and Use

- A proxy pretest design was used to develop a survey with 41 outcome items. A 10-point scale is used to rate the perceived level of understanding, attribute, or skill. Items are organized into thematic clusters including character, leadership, self-beliefs, communication, social interactions, diversity and life skills.
- Use: Data used to improve the conditions that contribute to learning and development. Explore how outcomes differ across club sports.

Sport Context: Students as Fans

SPORTSMANSHIP COUNCIL

Alignment with Institutional & Programmatic Missions

- Fan civility in terms of hospitality and safety were a concern for the University.
- University was continually working to address riot concerns in order to prevent any future riots in the off campus community.
- President Holbrook was given a charge from the Board of Trustees to address fan behavior on game day.
 - "This is about changing behavior and changing culture," Holbrook said in her remarks. "It's about taking small steps to stem the tide of abusive and destructive fan behavior at our institutions and across the nation, and sharing best practices used by universities across the country to make progress on a nationwide issue to uphold an environment of civility and respect for the game and our athletes."
- Sportsmanship council was formed out of an existing service organization on campus (Ohio Staters) and is a student led initiative to change fan behavior.
 - "It may just be a football game, but the implications of the way we're portrayed in the media and our national reputation are important to us," Robbie Beaulieu co-founder of the Sportsmanship Council

Personnel & Resource Support

- The Sportsmanship Council was initially led by two enthusiastic student leaders. The Sportsmanship Council has grown to include a full governance structure and active membership of more than 100 students.
- Sportsmanship Council had no funds for their efforts beyond the minimum funding offered annually to each student organization through student activities. The organizations relied on their partnerships with the university's administration for financial support.
- Students gained support from key members of the University community who were able to offer good guidance and support to the students. Supporters included the Vice President for Student Affairs, Department of Athletics, Media Relations, the Alumni Association, John Glenn School of Public Affairs, and the office of Student Affairs Assessment.

Intentional Program Design and Outcomes

- In the summer of 2006 the student organization identified three main areas of concern and formed committees to create programs regarding these topics:
 - welcoming visiting teams and fans,
 - eliminating and moderating poor sportsmanship behavior, and
 - increasing and promoting school pride.
- As a result the sportsmanship council identified three goals:
 - formulate ideas and projects which promote good sportsmanship campus and city wide,
 - establish the university as an environment which continually fosters camaraderie and good sportsmanship, and
 - identify and address issues concerning sportsmanship and fan behavior.

- To reach these goals the students focused on
 - creating a Best Fans in the Land Competition among students.
 - starting a game day Ambassadors program to welcoming fans of the visiting team.
 - Involvement of key offices:
 - University Relations: collaborated to play video messages during games and the creation of the “Best Fans in the Land Campaign”,
 - Department of Athletics: support the “Best Fans in the Land Campaign” and made modifications to their “travel” section on the webpage which was targeted toward visiting fans,
 - Alumni Association: published articles in alumni magazine, and
 - Student Affairs Assessment office & Glenn School of Public Policy: two assessments projects.

Assessment Design and Use

- Surveys were administered to current Ohio State students, Alumni, and Boosters (spring of 2006 and winter 2007) in order to:
 - Understand the culture surrounding sporting spectatorship
 - Gauge perceptions and behaviors of individuals
 - Understand participants notions of sportsmanship
 - Measure the impact and awareness of the sportsmanship council’s efforts during the 2006 football season
- Use: Better inform council’s game day efforts. Recommendations from the initial survey (spring 2006 administered to students, alumni, and boosters) include:
 - Focus on males, upperclassmen, and students living in campus-area
 - Programming should focus on students during their first year at the university with the creating attitudes of good sportsmanship. (Survey results showed that students become more tolerant of poor sportsmanship as they get older.)
 - Focus on the football culture since it is more likely than other OSU sports to encourage acceptance of and participation in fan behaviors that are likely to be view as poor sportsmanship and/or poor behavior
- Other results (winter 2007 student survey)
 - 96.2% reported they were aware of the public service messages encouraging fans to be the “Best Fans in the Land”
 - 77.4% of students indicated that the “Best Fans in the Land” campaign had a positive effective on fan behavior
 - When asked who was the most convincing in conveying the good sportsmanship message, the results indicate that messages from coaches (41.0%), student athletes (31.7%), and students (12.3%) were the most convincing

A Framework for Citizenship Learning (Additional Resource)

Essential opportunities

1. Identify, investigate and think critically about citizenship issues, problems or events of concern to them
2. Decide on and take part in follow-up action where appropriate
3. Reflect on, recognize and review their citizenship learning

Citizenship learning objectives

1. Demonstrate knowledge and understanding about citizenship issues
2. Show understanding of key citizenship concepts (e.g. rights and responsibilities, government and democracy, identities and communities)
3. Consider the social, moral and ethical issues applying to a particular situation
4. Analyze sources of information, identify bias and draw conclusions
5. Demonstrate understanding of and respect for diversity and challenge prejudice and discrimination
6. Discuss and debate citizenship issues
7. Express and justify a personal opinion to others
8. Represent a point of view on behalf of others
9. Demonstrate skills of negotiation and participation in community-based activities
10. Exercise responsible actions towards and behalf of others

Citizenship actions

- Discuss and debate citizenship issues
- Make change
- Challenge an injustice
- Lobby representation
- Provide a service or benefits to others
- Empower self or others
- Resist unwanted change
- Make informal choices and follow up decisions and/or actions
- Take part in democratic processes to influence decisions

Citizenship activities

- Writing and/or presenting a case to others about a concern or issue
- Conducting a consultation, vote or election
- Organizing a meeting, conference, forum, debate or vote
- Representing others' views (e.g. in an organization, at a meeting or event)
- Creating, reviewing and revising an organizational policy
- Contributing to a local/community policy
- Communicating and expressing views publicly via a newsletter, website, or other media
- Training others (e.g. in citizenship skills and knowledge, democratic processes)

Source: Fettes, T. (2007). Post-16 citizenship in colleges: An introduction to effective practice. *Quality Improvement Agency for Lifelong Learning*.

A Five Stage Process for Planning Citizenship Assessment (Additional Resource)

Stage 1: Aims and purpose

- What would we like to achieve in this program?
- Which citizenship learning objectives are we going to cover?
- What are the contexts and activities are we going to use?

Stage 2: Starting points

- What citizenship knowledge, understanding and skills do we already have?

Stage 3: Learning objectives

- What particular objectives are we aiming at here?
- What are the underpinning knowledge, understanding and skills required for each of these activities?
- How are we going to develop that knowledge, understanding and skills?

Stage 4: Recognition of learning

- How will we identify what we have learned during the activity?
- What form of assessment for learning would be appropriate for this activity?
- What sort of evidence of learning might be generated?
- Should we record progress; if so how?

Stage 5: Review overall learning

- How and when will we review and reflect on what we have learned during the program?
- How well did we meet the learning objectives?
- How might we apply and develop what we have learned in the future?
- How will we recognize and/or celebrate our progress and achievements?

This process is based on the Learning and Skills Council's work on reconsidering and recording progress and achievement in non-accredited learning.

Source: Fettes, T. (2007). Post-16 citizenship in colleges: An introduction to effective practice. *Quality Improvement Agency for Lifelong Learning* .

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