

Strengthening civil society in the Danube region for a joint Europe

As part of the 13th International Danube Festival Ulm/Neu-Ulm 2024

Project: "Soft skills Outside of school Learning environment" (SOUL Skills)

Implementation by AGORA Platform Association (2021 – 2023)

Supported by Erasmus+ Programme, KA2

Objectives/focus of work

To provide innovative methodologies that will assist in the evaluation of transferable skills of children outside the classroom and to empower professionals in supporting transferable skills in non formal education.

Target group

School teachers, educational professionals, parents and students.

Cooperation partner

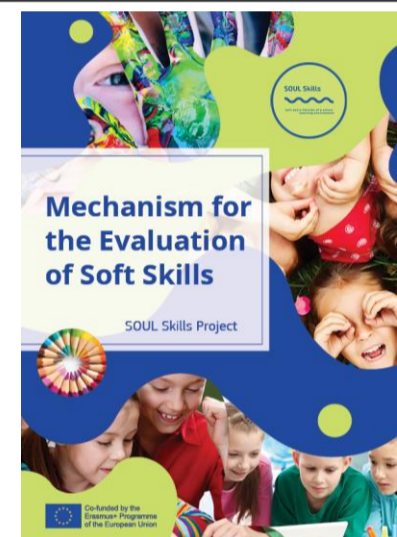
Seven educational NGOs from Bulgaria, Italy, Greece, France, Spain and Iceland.

Important findings/results/experiences

- Analytical report on the effect of isolation due to the Covid-19 pandemic on the development of transferable skills in children aged 6-12 years in partner countries developed
- Developed mechanism and a coherent methodology for assessing and tracking the degree of development of a set of 7 transferable skills, based on a holistic approach and the theory of multiple intelligences developed
- Skills Toolbox empowering education professionals/parents in supporting soft skills evaluation and development of children aged 6-12 developed

Contact person / contact address

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Specific trait	1 (insufficient)	2 (adequate)	3 (high)	4 (maximum)	Mark
Uses resources available to guide behavior	Pupil isn't sure what to do and uses limited or no resources to guide behavior	Pupil does not understand the importance of using resources to guide behavior	Pupil analyzes and chooses what to do based on resources available	Pupil effectively uses diverse resources to guide behavior	
Self-regulates emotions	Pupil finds it difficult to self-regulate emotions and often reacts impulsively	Pupil usually reacts impulsively and has difficulty self-regulating emotions	Pupil estimates self-regulation and self-regulates emotions and behavior	Pupil predicts own behavior and self-regulates based on consequences	
Understands the cause-effect relationship	Pupil doesn't understand the cause-effect relationship	Pupil notices and connects actions and consequences	Pupil predicts consequences of actions and behavior	Pupil takes action based on consequences of behavior	
Completes tasks	Pupil needs reminders or encouragement to complete tasks	Pupil needs a few reminders to remain on task	Pupil is usually focused on the task	The pupil always focuses on task	
Accepts diverse opinions	Pupil demonstrates difficulty accepting diverse opinions	Pupil listens to diverse opinions	Pupil demonstrates understanding of diverse opinions	Pupil actively seeks out diverse opinions and understands them	

