

CDC and the Vocational Baccalaureate in Social and Community Support

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Andorra

DESCRIPTION

The **Vocational Baccalaureate in Social and Community Support** aims to prepare students to **accompany and provide care and support to children, young people, people with disabilities, people with dependency needs, and elderly**. This professional baccalaureate program spans two academic years.

The **aims** of the programme is to prepare students to:

1. Promote users' **autonomy and independence** in performing essential activities of daily life.
2. Enhance users' **personal autonomy** so they can live independently.
3. Support users' **cognitive, physical, and socio-emotional development to improve their personal and social well-being**.
4. Facilitate users' **inclusion and active participation within the community**.

The promotion of autonomy and independence of users in their daily life activities must **respect and support the individual's choices, ensure that people remain active actors in their own lives, and participate in decisions that affect them**, which are fundamental democratic citizenship learning and links to the Competences for Democratic Culture (CDC), such as **expressing one's own opinions, and listening to others**.

The cognitive, physical and socio-emotional development for personal and social well-being is central to the **humanistic approach of the programme**. Students learn how **the holistic development of people is a way to recognise their unique value and their cultural diversity, which is essential for fostering a culture of democracy**.

The programme seeks to facilitate the users' inclusion and active participation within the community. Students need to **learn to act as a "democratic facilitator", ensuring that individuals are not only included but also actively participating in their communities and being heard**. So, they get involved in supporting them in **engaging in a dialogue across cultural differences, expressing their own opinions and in engaging in the community activities** (public sphere).

REFLECTIONS

- **Promoting the autonomy of users** (children, young people, people with disabilities, people with dependency needs, and elderly), **is inseparable from fostering active citizenship**. The VET students must learn not only to provide physical care, but especially to provide civic support to combat isolation and social exclusion.
- There is a need to further **integrate the RFCDC into this programme in order to provide a common language and structured methods for addressing the respect for social and cultural diversity and the protection of vulnerable people**.

IMPACT

- A **25% increase** in the **number of support projects in which the user was the main decision-maker** regarding the goals set.
- Improved competence of students to **identify obstacles to the civic participation** of the people they support, and to **propose inclusive solutions that respect diversity**.
- A **self-assessment questionnaire** to be completed by students is used to measure their confidence in managing situations of intercultural or intergenerational dialogue.