

# Civic Engagement and Higher Education Develop Student in Civic Education Through based Project Citizen Model Learning

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**Abstract.** The research aims to foster a sense of civic responsibility through service-learning based Civic Education. The research uses qualitative methods with descriptive-analytical approaches that track a variety of actual references to civic engagement in society. The results showed that civic involvement in society can foster a sense of responsibility for citizens. From the analysis conducted, civil and community collaboration in making policies can build learning services through the project citizen model. There are several positive things, namely: (1) students enjoy the implementation of practical activities; (2) Students have the opportunity to study a variety of issues; (3) Students can understand how to position themselves in seeing others; (4) Students experience the conditions to deal with obstacles to various ways of solving problems, and (5) students can learn the culture of the communities they serve.

**Keywords:** Civic Engagements, Service-learning, Project Citizen, Civic Responsibility, Civic Education.

## 1. Introduction

In this current era, young citizens are required to strengthen their identity and maximize their engagement in community life by participating in campus, government, and stakeholder's program or project (Adha, et al. 2019). The students' engagement becomes more effective if it has been planned and prepared properly. Campus as an academic environment is responsible for managing and involving students in various community-based fundamental projects. Life skills and student participation that develops after participating in community activities aim to increase self-potency (civic skills) and individual responsibilities as part of a community [2].

The fundamental problem in this current era is that young citizens have not been able to be responsible citizens, lack confidence, and unable to make a decision when facing problems. Individualistic attitudes that arise and unfavourable environmental condition to get young people involved in community life activities become factors that weaken social care or social awareness so that they pay less attention to other people around.

The emergence of Civic Engagement by Ernest Boyer responded to this plan to involve students in the community to overcome the existing problems [3]. This is done by the existence of ethical issues that penetrate the community. With this condition, the most important thing to do is to involve the academia or campus world in the middle of the community as a vital line that brings to new changes to be aligned with the education vision and mission as an agent of change in leadership and professional lecturers [4]. This method links to research and practice involving students in a research project in the community [5]–[9]. This concept becomes a pedagogical approach to bring change and develop citizens' knowledge and skills. Especially for young citizens so that they can overcome the social problems that still exist both locally and nationally. The harmony between education and community has the engagement of social interaction and mutual need between one another, in the end, it will build a sense of unity and responsibility.

In essence, Civic Engagement and Service Learning is an academic process to meet the engagement of students especially to be involved in a community by integrating the curriculum into academics. The development of an integrated curriculum provides opportunities for students to develop their abilities in dealing with the existing problems in a community. Another thing, the integrated program also to directly review the students' academic results [10]. Besides that, learning service will develop social care so that they will develop responsibility for problems in a community.

Until now, the experts in higher education, government, and businessman, public, and other parts of the community in a real and ongoing demand every campus and university to focus on student learning which more involved them to empower democratic life and realize the citizenship globally. The university's effort to guide students is the main thing so that the community and organization can accept it as an embodiment of determining a renewal in solving problems [11]. To actualize the program, universities or other related institutions must work together by using various strategies to achieve the goal. It needs a variety of innovations so that the program, strategy, or the objectives of Civic Engagement and Service Learning can be optimally implemented.

### **1.1. Research Questions**

1. How civic engagement studies in college?
2. How service-learning studies in civic education learning?
3. What is the responsibility of students as citizens in providing learning services to the community?

### **1.2. Research Objectives**

1. To investigate the study of civic engagement in college
2. To investigate and identify civic education learning as a learning service?
3. To investigate the challenges of students in providing learning services to the community
4. To identify and recommend effective learning in breaking down social problems.

## **2. Related Literature**

### **2.1. Civic Engagement**

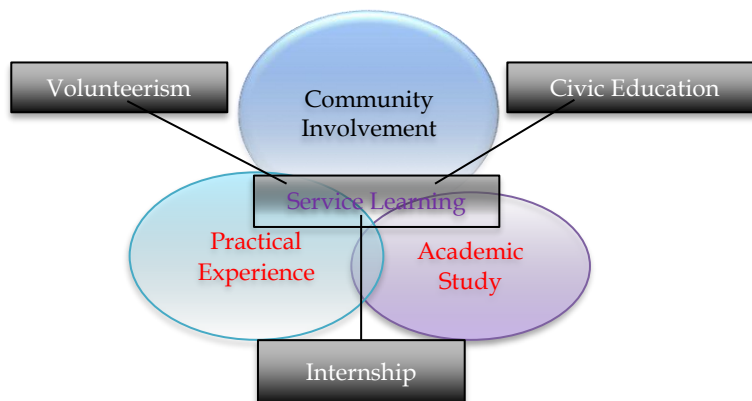
Civic Engagement is often called civic participation which is everything related to citizens action. The citizens action which done both personally and communally aims to jointly

determine policies in governance and community. Many steps of Civic Engagement are positively related to student engagement with results including collaborating knowledge, skills, values, and motivation to change various forms of engagement into academic achievement, and certain institution is more effectively change the students' engagement into higher performance on critical thinking test [12]. The presence of students in the community participates in the community to improve the condition of the community. Community engagement is a new movement that can change their future for the better [13]. This can help raise awareness of them as citizens. There are 18 civic engagement indicators divided into 3 (three) large civic engagement indicators and that is; (1) civic indicators, community problem solving, regular volunteering for a nonelectoral organization, active membership in a group or association, participation in fund-raising run/walk/ride, other fund-raising for charity; electoral indicators, regular voting, persuading others, displaying buttons, signs, stickers, campaign contributions, volunteering for candidate or political organizations; indicators of political voice, contacting officials, contacting the print media, contacting the broadcast media, protesting, e-mail petitions, written petitions, boycotting, canvassing [14]. Of the 18 indicators surveyed by experts, all indicators are components of community engagement that can change the way groups work better at breaking down problems and creating alternative solutions. All initiatives made should help in raising awareness of the potential involvement of citizens. In addition, it can help change sustainable growth and contribution. Thus civic engagement is a powerful solution that can help change the way organizations think about potential sources that can support them.

## **2.2. Service Learning**

Student activity in practicing academic learning is a form of Service Learning. Student experience activity in the community is not the same as activities like social assistance, work visits, or counselling. However, the Service Learning here is more to a permanent program to be done sustainably. More than that, The Service Learning provides additional academic elements in a visit or social assistance, practical experience in the community in the learning process about the community and provides the elements of community engagement in fieldwork practice. The results of services learning implications obtained by students can train academic and social skills. From this element students can develop their ability to; (a) apply their academic, social, and personal skills to develop communities, (b) make real decisions instead of hypotheses or conclusions, (c) grow as individuals, gain respect for peers, and increase their participation, (d) gain successful experiences that may not match their abilities, (e) gain a deeper understanding of themselves, their communities, and communities, (f) develop leaders who are able to take initiative, solve problems, work as a team, and demonstrate the ability to help others [15].

From the six skills can be done by students through services learning taking into account the needs of the community to be served, students in this position must be actively involved in the community to carry out services activities. **Figure 1** the Position of Service Learning can be seen in the following:



**Fig. 1.** (Community Service Model Handout Marla Gaudet StFX University)

Furthermore, there are 3 important criteria that must be considered in Service Learning which relate to the picture above, they are.

- a. Services must be as needed and benefit the community
- b. Increasing the quality of academic learning
- c. Preparing students to participate in the community

The three criteria above are very important in fulfilling the requirements so that it can be included in the Service Learning academic qualification. If there is not one of these three things, it cannot be said as a Service Learning approach.

### 2.3. Project Citizen

Project Citizen learning model is based on the strategy of “inquiry learning, discovery learning, problem-solving learning, research-oriented learning”(learning through research, learning to find/ disclosure, problem-solving learning, research-based learning). This model was packaged by John Dewey called Project Citizen. This model is suitable when applied in Civic learning to build the character of smart and good Indonesian citizens [16]–[18]. This model can be applied in lectures for one semester. Many learning activities of Project Citizen done outside the classroom. Lecturers can do weekly monitoring by the specified time. Thus the overall project citizen learning model helps students in all scientific fields let alone social fields. The learning model is very powerful to help students and the community in solving problems.

### 2.4. Civic Educations

Civic Education has been applied and developed in every country in this world. This subject is named in various terms in this world such as Civic Education, Citizenship Education even Democracy Education. This subject has a strategic role in preparing smart, responsible, and civilized citizens. John C. Cogan has distinguished the meaning between Civic Education and Citizenship Education. According to John C. Cogan, Civic Education is “...the foundational course work in a school designed to prepare young citizens for an active role in their communities in their adult lives” [19], or a subject which designed to prepare young citizens so that when they have been adults they can play an active role in their community. Whereas Citizenship Education is used as a term that has a broader meaning that includes “...both these in-school experiences as well as out-of-school or non-formal/informal learning which takes place in the family, the religious organization, community organizations, the media, etc which help to shape the totality of the citizen” [19], [20]. This means Citizenship Education is a generic

term that includes learning experiences in school and out of school, as happens in the family environment, religious organizations, social organizations, and media.

From the above opinion, it can be stated that the term Citizenship Education has a broader scope definition includes Citizenship Education in specific meaning (Civic Education). With this broad scope, Citizenship Education includes Citizenship Education in specific meaning (Civic Education). Citizenship Education as an educational process in the context of preparing young citizens for their rights, roles, and responsibilities as citizens, while Civic Education is a Citizenship Education conducted through schooling.

The above description confirms that Citizenship Education is a learning process that focuses on the right to form citizens who understand and do their rights and obligations to be smart, skilled, and characterized citizens. Thus, to develop their abilities, it is necessary to conduct a Service Learning or Civic Engagement through the Project Citizen model as a driving force for intelligent citizens.

### 2.5. Indicators and Student Participation Process

The following table I will describe the process of student activities in their participation in the community, this is described to show how often or how much they are involved in solving social problems in the community where they conduct field studies of programs that have been run as learning services in the community. The process and indicators can be seen in table I as follows:

**Table I.** Indicators and Processes of Student Participation

Indicators	Participation	Citizen project Learning Services
Civic Activities	Student involvement in the community in providing learning services	Help identification problems, find problems, discuss problems in the community Help solve problems together in the community Help determine alternative problem solving in the community Help explain the results they have studied together, together with the community in the community Helping people discuss important issues in society Serving the community to identify problems
	Participate in activities in the community	Serving and helping people design solutions to predefined problems Helping people evaluate the results of cooperation Helping people in holding elections
Electoral activities	Participate in the democratic party	Helping the community explain to the community the

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Political Voice Activities	Involvement of lecturers and related officials in universities to the community	electability of candidates Assist election organizers as voting committee Help explain to the community that golput is not good for citizens Educational institutions or colleges become essential services for human resources Lecturers and related officials in universities make learning services needed by the community Providing assistance to the public in providing valid information through newspapers, television, and social media As a learning service for the community to maintain social relations
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Table 1 above is an overview of the process of student activities and the involvement of universities and related officials when in the middle of the community, the process is comparable to what is required as a guarantor of the development of their activities. There are three stages of indicators that they undergo to describe in their activities, namely; Civic Activities, Electoral activities, Political Voice Activities. Students are asked to clarify, make conclusions, and describe their activities while in the middle of society.

### 3. Methodology

#### 3.1. Research Goal

This research uses a descriptive qualitative method (Creswell, 2017; Creswell, 2015). Qualitative research is research that aims to examine the concepts and their implications in academic practice. This study provides an overview of the effectiveness of service-learning and its intertwining in society. The research focus is aimed at tertiary institutions based on observations that are assumed to be not maximal in implementing civic engagement and service-learning to participate in society. The research begins face-to-face in class, identifies problems, chooses problems, looks for solutions, and continues with the practical field stage providing alternative solutions to problems based on predetermined solutions.

#### 3.2. Sample and Data Collection

The study involved 86 people, consisting of 80 students and 6 lecturers involved in the learning of citizenship education. The research was conducted at Jambi University. The location of the study was chosen by the author has a strong reason basis, the first university Jambi is the largest university in Jambi provision, the two students as a whole have had a variety of scientific

basic, thirdly actually Jambi University has provided learning services in the community with the concept of real work lectures conducted by students. The research was conducted for six months by giving questions about involvement in the community both in students and lecturers. Then given a questionnaire of 16 question items from three indicators to obtain answers.

The choice of answers consists of 'ever, sometimes, often, not' and 'a few, a few, quite, very much. This question requires an ideal answer, to answer the statement. But the answers needed to meet the ideal score are 'often' and very much'. Questions have been developed and validated by experts. This question item is addressed to students by questioning their involvement while in the community. Furthermore, there are 4 items from 16 items aimed at lecturers to know their role in leading and directing students and contributing to society.

### 3.3. Analyzing of Data

The researchers conducted live interviews with students and lecturers in collecting data. In addition, the interview was conducted in September 2020. To observe the process of student involvement in the community, researchers again collected data in December 2020 with the same question of previous interviews consisting of 16 similar questions because they had alignment with previous interviews. The data were obtained through questionnaires, observations, and interviews. Data is analyzed and interpreted through data triangulation techniques, this is done to find out more about their involvement in the community.

## 4. Results

Based on the observation and interview process that learning services are carried out on an ongoing basis. The intertwining of cooperation between universities and communities in determining the success or lack of learning services. Learning is done through the citizen project model conducted together both in the college environment in the classroom and in the community. In universities, lecturers provide provisions about programs that will be carried out in communities that have been adapted to the existing curriculum. Besides, the student community implements the program by the plan agreed jointly by the community devices. Thus service-learning are in theory aligned with what is practiced in society. Project citizen learning is integrated by the program materials. The steps and stages of learning services through the citizen project model involve the community by determining problems, identifying problems, and determining policies. The steps performed are as shown:

**Table. 1.** The Steps and the Objectives of Service Learning in Civics Education Learning Through Project Citizen Model in University

No	Steps	Objectives
1	Service-Learning Identifying Problem	The initial step that needs to be carried out to encourage the community to work together and provide an explanation of identifying problems that exist in the community where they are given the task of service-learning. The first phase of service-learning connects academics and the community to strengthen each other. The students' engagement in the community provides services to identify what problems need most to find a solution.

2	Service-Learning Choosing Problem	a	In context, the community has multi problems. At this step, the service-learning of all students and community components discuss together what is most important for finding an early solution. The selected problem will be the project target for all that engaged. This service-learning will provide a definite description of what problems will be taken. Education plans from the beginning to the last stage. This step can be done hierarchically from the superiors to staff and lecturers. The actions are carried out as carefully as possible to bring about change in the community. Service-learning also explores various problems that exist in the community, of course, the initial survey before students are engaged by the university components has comprehensive data so that students can work optimally and recognize various needs in the community to be realized.
3	Service-Learning Collecting Information		On the third step, the students and community members looking for information as a guide to explore what can be needed to adapt existing problems with new things as a solution. In service-learning, it can directly as a student who interacts with the community members in providing services. As students, the process needs to have a broad understanding and adapt to the culture of the community in collecting information.
4	Service-Learning Portfolio Documents		In this Service-learning step, the students can combine theoretical studies with practical studies in the field. The students can explain the documents theoretically and explain the implementation in the field logically.
5	Service-Learning Reflecting Studies		The service-learning activities done in this step is, the students invite groups (peers) within the scope that has been formed in the community to provide the results of reflection on activities and efforts that have been done together to assess the effectiveness and usefulness.
6	Service Learning Finding New Things		The implementation of new findings that can be applied by the community guided by the students based on the steps and processes that have been prepared previously.

From the table above can be described the purpose of learning in citizenship education through a clearly illustrated citizen project model with structured steps that bring students to learn to explore issues that will be dealt with by both teams and groups. The stage combines theory and practical studies that enable the readiness of students and their groups to go through a mature process. Citizenship education with project citizen learning model as a learning service can train students to build skills both knowledge, skills and values and a sense of responsibility as citizens. Learning services also reflect students and community groups on the effectiveness of usefulness when learning is applied. Thus, project citizen learning measures in learning services involve the community making an important contribution to solving problems in the community.



## 5. Discussion

### 5.1. Civic Engagement in University

Civic Engagement or mostly known as Civic Participation is things related to citizens' actions. The citizens' actions which done both personally and communally aim to jointly determine policies in government and community. Civic Engagement also collaborates knowledge, skills, values, and motivation to create something new Civic Engagement in universities is very complex and instructional. However, Civic Engagement in universities also aims to improve conditions for other people or to create the future of the community. This engagement is not only limited to young citizens but more than that where it embraces the old citizens [13]. For universities, all students can be directly engaged to contribute to the community. The arena of students' engagement is to create an academic culture in the community on one side and measure the civic learning on the other side [23]. In the context of universities, the learning of documents relevant results in knowledge, skills, values, and engagement of citizens to solve cases to build civic learning and engagement in the curriculum [23].

According to Keeter, there are 18 sub-indicators in Civic Engagement which divided into 3 indicators [14]. The indicators can be seen in the following Table.

**Table. 1.** Indicators of Civic Engagement and Implementation in Higher Education

Indicators	Sub Indicators	Civic Engagement in University
Civic activities	<ul style="list-style-type: none"> <li>• Solving community problems</li> <li>• Volunteers for non-election organizations</li> <li>• Active in organization members</li> <li>• Participating in fundraising</li> <li>• Fund distribution</li> </ul>	<ul style="list-style-type: none"> <li>• Solving problems</li> <li>• Forming groups as volunteers</li> <li>• Participating in the community</li> <li>• Making a work plan program</li> </ul>
Electoral activities	<ul style="list-style-type: none"> <li>• Voting in general</li> <li>• Encouraging others</li> <li>• Displaying image or symbol</li> <li>• Contributing to campaigns</li> <li>• Volunteer for political candidates or organization</li> </ul>	<ul style="list-style-type: none"> <li>• Giving rights</li> <li>• Influencing attitudes</li> <li>• Channeling aspirations</li> <li>• Finding relationships for social engagement</li> </ul>
Political Activities	Voice <ul style="list-style-type: none"> <li>• Contacting officials</li> <li>• Contacting print media</li> <li>• Contacting media broadcasts</li> <li>• Protesting</li> <li>• Petition via email/ written</li> <li>• Boycotting</li> <li>• Describing</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining social relationships</li> <li>• Making plans for drawing</li> <li>• Informing activities that can be utilized by the community</li> <li>• Establishing the potential that exists in the community</li> </ul>

From the three indicators above, there are very comprehensive tasks engaging the citizens to form new things for the community. From social to economic and political aspects become a responsibility in running Civic Engagement as a learning service in the community. The curriculum is as a reference to include what materials and projects need for citizens. Aligning to the goals of the educational mission and vision as an outcome for citizenship learning is needed so the aspects of the citizens' competence including civic knowledge, civic skill, civic value, civic disposition, and civic competence are fulfilled.

In the context of Civic Engagement through the Service Learning sector, universities are projected to be able to teach or provide important provisions to students in form of citizenship skill or abilities such as getting more information, being able to make considerations in making decisions, aware of differences by prioritizing respect, able to work together to find a creative alternative solution and to find out information in the community [24].

Civic Engagement which implemented in universities is to encourage students to see themselves as a person who can provide solutions for the problems that occur around where they live while developing or honing their abilities in working with others to a good change. Hence, the universities should provide plenty of opportunities for students to learn and practice in the Civic Engagement program which later can create their citizenship identity, "We must provide opportunities for students to learn about and practice civic engagement so they can create their own civic identities" [24]. Of course, the students' needs provision for their engagement whether as a neighbourhood life in the community, family member, association member, volunteers, members or leaders of an organization, advocates and activists, professionals, politicians, civil servants, or as business leaders and social environment.

According to Benjamin Franklin and Thomas Jefferson, universities should be more responsive to see the students' needs in developing nations. Both of these experts described that students who participate, responsible, and have other various important information can be qualified human beings. Furthermore, the most important thing is the application in democratic life. However, the focus of universities in the revolution era is experiencing shift which at the beginning is to prepare "well informed" citizens to an individual that able to build nation since it is known that in 1862 with the Land Grant Act made Civic Engagement more related to agriculture and industry, so this is the shift lies. Furthermore, John Dewey stated that there are three important elements in civic engagement development [24], they are 1) college students in the surrounding community; 2) it should be based on problems to be solved rather than academic discipline; 3) it should collaboratively involve students and faculty.

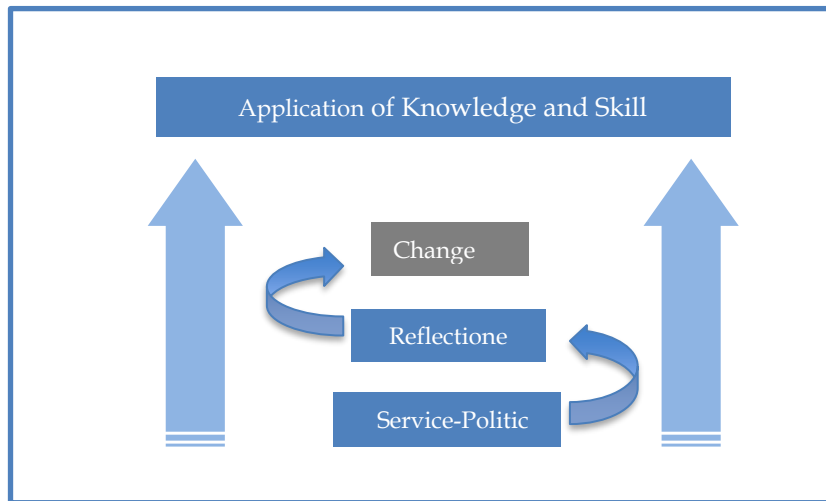
The strengthening of the Civic Engagement program in America in the 1980s was because at that time America realized that in general, its citizens were apathetic especially the students. Therefore, challenged the academics at that time to focus their attention on education that emphasized Civic Engagement which was a combination of knowledge and its application, in terms of personal self-strengthening by developing aspects of thinking. Furthermore, the presence of students in the community fulfils their role to discuss things that are urgent with other communities in the community as well as how to enable the power of cooperation to make important solutions of one problem in the community. Thus, the learning services presented by universities in the community take an important role and aim to realize that the rights and obligations as citizens can contribute to the nation and the country. On the other hand civic engagement teaches how to be a smart, skilled and responsible citizen.

The experience of students in the community not only gained experience but can develop their knowledge, skills and academic dispositions that build their personal skills. On the other hand one of the cherished results of learning services through civic engagement competencies

of teamwork culture. The purpose of all of this is to lead them to learn to develop critical thinking skills as citizens when there is laziness in the community.

## 5.2. Service Learning in Civic Education

Service-learning and community engagement are important things that engage all the education components especially the academic studies that participate in the community to strengthen one another. Higher educations are institutions that always have goals for public and academic. These objectives require the readiness of institutions to be more engaged with the public, community, and the community members to actively cultivate a responsibility sense as citizens and aim to prepare young citizens to be the nation's future leaders [3], [10], [25], [26]. The approach that needs to be taken for service learning emphasizes community engagement, social change, and social justice [27], [28]. Service-learning more emphasizes on political services and social change which will impact on welfare and justice. The approach can be described as follows [28]:



**Fig. 2.** Relationship between Application of Knowledge Skill and Service-Politics

To integrate Service Learning in civics learning needs a good strategy. The role of lecturers and academic staff is needed to prepare services and facilities so that the learning can be integrated with Service Learning activities. Service Learning requires knowledge that becomes a basis for implemented learning services in real work as citizens. The Project Citizen model in Citizenship Education Learning is in harmony with the concept of Service Learning to engage students in the community to participate in solving public problems. The Project Citizen is a program that encourages students to be actively engaged with government and civil community organizations to solve a problem at school or in community and to hone the important social intellectual and intelligence for responsible democratic citizenship, so the aim of the Project Citizen is to motivate and empower students in using democratic citizenship rights and responsibilities through intensive research on public policy issues at school or in the community in which they interact [16], [18], [29], [30].

### **5.3. Service Learning as Citizens Responsibility**

Service learning is one of the solutions for establishing responsible and participatory citizens [31]. The integration of service learning in citizenship education through the citizen project model contributes to students and citizens by working through the stages of the designated citizen project steps. Through these measures they provide services to the community that are important and urgent on a considerable scale. So as to make alternative goals, implementation and evaluation into their responsibility as citizens.

Civic responsibility is defined as citizen responsibility. These responsibilities include actions and attitudes related to democratic governance and social participation. Participation can be done in government, mosques/churches, volunteers, and voluntary association membership. Citizen liability actions can be displayed in advocacy for various fields, namely economics, politics, civil, environment, and quality of life issues. Service Learning has a very positive influence on the development and change of the students' or students participating in the program characters. In the reflection phase, the Service-Learning participants and the targets state that they become aware of the different perspectives between each individual when looking at the problem. Generally, before participating in Service Learning or running the program, the participants and the targets tend to see problems from their perspective. After the implementation, they can see the problem from a different perspective and make a decision jointly and aware of cultural, educational social, and perspective diversity. Working in providing services to the community requires commitment and hard work so that the contribution brought by the students and volunteers can be felt significantly by the community [32], [33].

Various Service-Learning theories described studies related to student development get positive results. The process of academic culture exchange with the community becomes a learning target [34]. The lecturers and the students with the community members directly interact with each other, so that there is an emotional, professional and interactional relationship that impacts the establishing of characters and sense of responsibility [34]. The responsibilities as citizens, in this case, pay attention to several elements for example paying attention to the community needs, engaging the active participation of citizens [35], and provide opportunities for students to do reflections on their service activities. Thus, the responsibility will be established by service-learning through service-Learning concept or Civic Engagement conceptualized by universities based on the designed curriculum.

## **6. Conclusion**

Civic engagement and service learning are applied by universities to build a sense of responsibility as citizens. Attention to this research is focused on the involvement of colleges in society to solve social problems. The ability of the college's cooperation with the community is carried out through work programs that have been prepared by students. With the project citizen model there are six stages in preparing the student work program, namely: identifying problems, choosing problems, collecting information, portfolio documents, reflecting studies and, determining the solution of the problem. The results showed that through the learning model project citizen experienced several positive influences, namely; (1) students enjoy the implementation of practical activities; (2) students have the opportunity to study various problems to be solved; (3) Students can understand how to position themselves in seeing others; (4) students experiencing conditions must face the obstacles of different ways of solving problems, and; (5) students can learn the culture of the communities they serve; (6) may determine policy alternatives to the issue. Thus it can be concluded that student involvement in the community through the project citizen model can bring change. These changes not only solve the problem but also provide a solution to the problem.

## **7. Recommendations**

This research examines the implementation of civil servants and service-learning among students at Jambi University qualitatively. Researchers can further do similar themes by engaging subjects from multiple universities quantitatively by region, type, and university rankings. project citizen is a learning model that encourages students to collaborate in small research to address the problems that exist in society. for practitioners, it is recommended to use the project citizen model while providing learning services as well as student engagement when addressing social issues because, theoretically, project citizens can increase participation in community engagement.

## **8. Limitations**

Project citizen is new learning model for lecturers and students at Jambi University. This situation inhibits the learning measures of the implementation of the project citizen model in the learning of citizenship education. So in the early stages of research, there are difficulties in realizing, documenting learning services, and applying them as citizens.

## 9. Acknowledgement

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