



CIVICO_Fostering Civic Competence Amongst Student

Applicant	ASEV	Agenzia per lo Sviluppo Empolese Valdelsa	IT
P2	VIA	University College	DK
P3	SWS	Academy of Management	PL
P5	PF	Paideia Foundation	BG

Summary of the project

Civic competence can be defined as 'the ability and willingness to engage in active participation, based on an attitude of trust in other people, in all the contexts of social life: school, local community, working place, recreational activities'.

- From an individual point of view, civic competence is a tool for empowering the individual and giving them the motivation, autonomy and responsibility to control their own lives beyond the social circumstances in which they find themselves.
- From a social point of view civic competence, by helping to create social capital, underpins democracy and social and economic development (Fukuyama 1995, Putnam 1993, 2000, Hoskins & Deak 2008).

For its importance, **The European Commission (2006) has listed civic competence as one of the key competences to be developed under EU LL strategy.** In specific, each Member State should ensure initial education and training offers all young people the means to develop it. Following the Recommendation, many Member states have started to incorporate civic competence development in their schools' curricula.

The Project wants to foster this trend by producing a Guide on developing civic competence in students addressed to teachers. The Guide, initially available in **5 languages**, will contain **50 lesson plans to be used with students aged 14 and over.** The Guide will be validated through a **pilot carried out in 2 schools in each partner country, for a total 10 schools, 20 teachers and 400 students involved.** Once validated, the Guide will be translated in other 5 languages and directly promoted, thanks also to **an Helpdesk, with over 1500 teachers and stakeholders** and used by **other 35 schools in Europe.** A **virtual resource centre on civic competence** will be also developed and maintained after the end of the Project. The Project is submitted by a **consortium of 3 Universities active in the field of Education, 10 schools and 2 organizations supporting schools in rising the quality of education.**

Why does the consortium wish to undertake this project?

The EC Recommendation on key competences for lifelong learning (2006) recommends each Member State ensure initial education to develop civic competence. Before deciding to submit this project, the partners, in a meeting hold in Italy in February 2010, have examined and discussed the implementation of the Recommendation in their countries. In all countries the importance of this topic is growing, even if a patchy picture came out. In UK, IT, PL and partly in BG the related subject of civic education is separately taught for different hours and under different and names ('Citizenship' UK, 'Citizenship and Constitution' IT, 'Knowledge about the society' PL, 'The Man and the Society' BG 12th grade), while in DK is transversal to other discipline.

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In general the subject is taught with an informative approach, giving information about parties, parliament, rules of democracy. Partners believe information about democracy rules is important but in its own inadequate in developing civic competence. Active participation in all the aspects of social life requires a specific attitude of respect of the others, trust in its own strength, willingness to assert its own rights.

The survey carried out by partners showed that materials addressed to teachers for helping them to develop civic competence in students is missing and badly needed. Promotion of competence needs pedagogical activities based on games, simulations, role playing. This is the reason why the partners decided to develop a Guide on developing civic competence in students addressed to teachers based on active didactics.

Aims and objective

The partners want to **foster the promotion of civic competence in European schools by producing a Guide on developing civic competence addressed to European teacher and based on active didactics. The Guide, available in 10 languages, will contain 50 lesson plan to be used by teachers with students aged 14 and over.** Two thorough dissemination and exploitation plans will make the Guide known and used by European teacher and other interested stakeholders. More than 1500 teachers and other stakeholders (schools, headteachers, organizations training teachers, teachers' associations, researchers, politicians, volunteers, third sector associations) will be informed of the Guide and about 3000 students (400 during pilot plus 1400 during exploitation) and 100 teachers (20 during pilot and 70 during exploitation) will use the Guide. The partners expect a significant impact by this project. The consortium is formed by 5 main partners (the Faculty of education of three universities and two organizations whose mission is to support schools in rising the quality of education) plus 10 school who will pilot the Guide. 3 of 5 main partners (P2, P3, P4) are in their countries leading institutions in initial teachers training; P2, P3, P4, P5 are part of extensive networks of schools at national level. P4 manages and oversees in the UK the CitizED network (www.citized.info) a specialized subject support/expertise resource on civic competence, perhaps the best resource of this kind in Europe.

Impact and sustainability

Short term target group

The target groups that will be reached are:

A. teachers.

B. other stakeholders: schools, organizations training teachers, headteachers, teachers' associations, researchers, politicians, volunteers, third sector associations.

Prudential targets to be reached are the following: more than 1500 teachers and other stakeholders will be informed about the project and Guide at European level (average 300 each partner country). 3000 students (400 during pilot plus 1400 during exploitation) and 100 teachers (20 during pilot and 70 during exploitation) will use the Guide.

How will these groups be reached and involved during the lifetime of the project?

Dissemination and exploitation plans have been designed with the help of a communication and marketing company that already cooperates with the coordinator and are based on a detailed list of deliverables and actions to be carried out.

The tools for dissemination are the following:

A. a section of the Project website in 10 languages

B. a database and a mailing list in electronic format listing or linking over 1500 teachers and other stakeholders

C. 4 Press campaigns

D. A multilingual leaflet about the Project

E. Project and Guide promotion in 5 congresses and 5 journals

F. 5 final conferences about 'Teaching civic competence'.

The tools for exploitation are the following (please go to the relating WP for a more detailed explanation):

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- A. Exploitation Plan
- B. Copyright and commercialisation agreement
- C. The Guide in electronic format downloadable by Project website.
- D. The Guide available 10 languages
- E. Promotion with schools so that 35 schools all over Europe will use the Guide
- F. Helpdesk in 5 languages to support teachers in using the Guide.
- G. 10 workshops addressed to teachers (2 by each country) explaining how to use the Guide will be carried out by main Partners (P1-P5) in each partner country
- H. P2, P3, P4 will use the Guide in their courses addressed to teachers.

Long term target group

Same as short term.

How will these groups be reached?

Even if the Post project exploitation plan will be drawn by all the partners, thanks to previous experience in other projects some features can already be foreseen.

- A. P1 will continue to manage the project website and the Virtual Resource Centre on Civic Competence for at least a period of 3 years after the end of the project, the pages of the external website will be integrate in P1 main website
 - B. P1, P2, P3, P4, P5 will create a page about the project and the Guide on their main websites, and will leave the Guide in their language downloadable for a period of at least 5 years after the end of the project
 - C. P2, P3, P4 will continue to use the Guide in their syllabus for teachers' training
 - D. It will be given permission for free to organizations of other countries to translate the Guide in their languages.
- Other measures will be agreed by the partners.