



THE PILOT EXPERIENCE OF THE CIVICO PROJECT

This article is a brief account of the CIVICO's pilot phase carried out in the four partner countries from December 2011 to February 2012: 8 schools (please find the name of the schools into partner/contact), around 20 teachers and more than 100 students have been involved. It contains a description of the method used to assemble the feedback and the most relevant results of this important phase.

The feedback from the pilot phase have been collected by the CIVICO's partners thanks to two questionnaires (one for the teachers and one for the students) answered right after each lesson. The focal points of the two questionnaires were: the thematic of the lessons plan (focusing on enhancing civic competence of students of age 14+), the active didactic elements, the high quality of the lessons plan, the innovative feature, the cultural differences and the user-friendliness. Each partner wrote a National Report analyzing the information enclosed in each students' and teachers' questionnaire. Please find follow a summary of the four reports:

Active didactics

On the didactic characteristics of the piloting of the lesson plans, there's a significant statement in the feedback, that the active approach working with essential topics in teaching civic competence, is appropriate as well as conducive. However, the teaching of civic competence is already an existing potential in some education systems and therefore does not call for a radical change.

Developing civic competence

In general the lesson plans refer to universal and general values like equality, solidarity, honesty, etc. Teachers generally agree that the content of the lesson plan is relevant to the student group, but not equally share the content's relevance to the subject of citizenship. This could indicate that countries have different perceptions of the subject of citizenship.

Taking into account cultural differences

When all this is said, it is also significant, that most of the lesson plans worked in another country to the teachers and students satisfaction, in some cases with some (minor) changes in the lesson plans. We cannot tell if the lesson plans produced the kind of teaching intended by the authors. But they seemed at least, to have been the platform, for lessons of relevance to promote civic competences of the students, regardless of the country of origin of the lesson plans.

The High quality

We feel a need to discuss the notion of high quality of the lesson plans in relation to the above paragraph of cultural differences. The main body of this chapter consists of feedback related to each lesson plan. Not all of the feedback is all positive, but is that the same as saying that the lesson plan is poor? We have chosen not to alter the lesson plans in relation to the comments, since, as it is argued above, the comments could be related to cultural differences. If we look at the usefulness of the lesson plans: All lesson plans seem to have a fine correlation between the presented aims in relation to teaching citizenship and the chosen content. Most plans are ready for immediate implementation, or else there are suggestions to alterations used in the piloting of the lesson plan.