

# INVEST IN YOUR FUTURE

education innovation research

**CIVICO**

**Fostering Civic Competence Amongst Students**

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**Florence June 2012**

## The CIVICO project

- Underlying principle
- Summary of the project
- The partnership
- Aims and Objectives
- The products
- Target group
- Expected results
- Conclusion



2006 EU listed Civic Competence as 1 of the key competences of LLL strategy

**CIVIC COMPETENCE**

- the ability/willingness to engage in active participation
- a tool to empowering the individual

Member States should offers to all the young people the means to develop it

- February 2010 IT – PL – BG – DK examined and discussed the implementation of the Recommendation
- CIVIC issue come out as a concern into educational systems (different name, different curricula, ...)
- Informative approach
- Inadequate in developing civic competence
- Needed of innovative/active pedagogical tools



to foster the promotion of civic competence  
by  
producing a Guide on developing civic competence addressed  
to  
European Teachers and based on active didactics





VIA University College  
Risskov, DK



SWS University  
Lodz, PL

+ and 8 SECONDARY  
SCHOOLS FROM THE  
PARTNERS' COUNTRIES



ASEV  
Empoli, IT



Paideia Foundation  
Sofia, BG

**ASEV** (applicant) is an Agency located in Empoli – Italy.

It is a private body providing guidance and Information on Lifelong Learning. Since 2003 ASEV has also established an Intercultural Centre that organizes Italian as a second languages courses, training of teachers in international issues, welcoming project for migrants, field research on immigration, mediation of intercultural conflicts

**VIA** University college is a public University located in Risskov – Denmark. It is the DK's largest University College and the 3rd largest educational institution. Overall classroom teaching aims is to create an exchange of ideas and knowledges, which overtime may benefit from.

**SWS** Społeczna Wyższa Szkoła Przedsiębiorczości i Zarządzania w Łodzi is a private University located in Łódź – Poland. It is also a centre of the in-service training of the teachers and have a lot of contacts with secondary schools on the regions. Since 2004 Academy is very active in the educational international projects.

**PF** Paideia Foundation is a private non profit, non governmental organization located in Sofia – Bulgaria. It has been established in 1999 and aimed to support the modernization of Bulgaria Education. PF has a significant experience in: develop of educational resources for educational purposes; networking for educational courses; teacher's non formal training, EU lifelong learning programme for modern civic development, research and analysis.



- 1° YEAR: partners produce the 1° version of the Guide  
the schools pilot the lessons plans
- 2° YEAR: dissemination and exploitation of products and  
results



the Guide



the multilingual  
leaflet



the web site



# THE GUIDE

50 lessons plan  
Written by experts  
Based on Active didactic  
To be used by the teachers and  
Addressed  
to  
European students age 14 +

10 languages EN - IT – PL – DK – SP – FR – PT – PL – SW – SE

# THE PILOT

8 schools – 16 teachers – 40 students

The pilot aims: active didactic + cultural differences + high quality

The pilot results:


*“All lesson plans seem to have a fine correlation between the presented aims in relation to teaching citizenship and the chosen content”*

*“The pilot phase showed that the lesson plans fit best teachers and students from the same country as the author”*

*“Most lessons plans are ready for immediate implementation, or else there are suggestions to alterations used in the piloting of the lesson plan”*

- Aim of the Guide, Target group, Recommended age of students, Invitation to Virtual Recourse Centre and project website as supporting tool
- State of art of the civic education present now at the schools in 4 partners countries
- Definitions of civic competences and “active didactics”
- Why teaching civic competences is so important and EU priorities about civic competences. What are the aims of teaching civic competences at schools?
- Concrete skills and competences reached by students thanks of such lessons
- Presentation of main themes chosen by us for the lessons plan:
  - General issues – democracy, law, fairness - Citizenship and my country
  - Local community and self-governance - Citizenship and EU - Human rights and multiculturalism - Environment protection - Media and citizenship - Mathematics as a tool of understanding public area
- Explanation for the teachers how to use the Guide

One sample of lesson plan:

 <b>Lesson Plan</b>	
Partner country:	Italy
Author of the lesson	Massimo Marconcini
Lesson no:	9-10
Lesson Title:	"Me, citizen responsible of the environment, for today and for the future"
Lesson Theme:	Please choose one of the theme adequate for your lessons ( mark it by bolding) <ul style="list-style-type: none"> <li>• Citizenship and my country</li> <li>• Local community and self-governance</li> <li>• Citizenship and EU</li> <li>• Human rights and multiculturalism</li> <li>• Environment protection</li> <li>• Media and citizenship</li> <li>• Mathematics as a tool of understanding public area</li> </ul>
Recommended group size/type:	1 class –with small group work
Recommended age of the students	15-16
Recommended time:	45 min. for the teacher activity +45 min. for the student activity
AIMS	<ul style="list-style-type: none"> <li>➤ To learn that the environment issues have strong, economic and social consequences, and the effect on our lives.</li> <li>➤ To understand the rule and the instrument of the political institutions on this theme.</li> </ul>
Lesson Objectives:	➤ Students have now acquired a range of competences that should have help them to increase their sense of belonging to the local, national and European community in a conscious and participatory way. Now they have to face some serious and difficult problems about subjects of global importance.
Resources required:	pen + paper + blackboard + marker
<b>Introduction:</b> During the sixties a sensibility to the environment clearly began all over the world. Later it started to be called "Environmentalism". This lesson sets a higher goal than the simple –but necessary –cultural awareness about the need to protect the environment for us and for our future generations. It tries to make students realize that political choices are necessary, that analysis and implementing instruments are often economic, and that this kind of awareness is often induced by punishing negative behaviors and by rewarding positive ones.	
<b>Teacher activity:</b> Teacher explains the environment issue starting from the reference suggested. Teacher explains the politicians function: they have at their disposal both analysis and economic instruments to take the right decisions: for example, incentives for those countries that respect the environment, and taxes to the ones that pollute it. Teacher gives to the student the following questions: 1) Do you think the environmental issue is important? 2) Do you feel yourself sensible about environment subjects? 3) Do you think drastic choices and deep changes in our life-style are necessary? 4) Concepts about pollution taxes and ecological incentives, are they clear for you? Teacher conducts the forum	<b>Student activity:</b> "Economy and environment" Each small group reflect upon the given questions and than the FORUM involved the entire classroom will begin.  Starting from their answers students could compare ideas and opinions on the subject driven by the teacher.
<b>Conclusion/summing up:</b> teacher let the students think about their behaviour toward the environment. Can	

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Fostering Civic Competence Amongst Students

**CIVICO GUIDE** >>  
updates about project

Newsletter n.2

The **19th and 20th of April 2012** the partners of the CIVICO project will convene in Empoli - Italy for the **3rd Project Meeting**. In this occasion the partners will talk about the last results and the next steps foreseen by the project. The outcomes of the meeting will be available on the CIVICO website soon.

**Virtual Resource Center**  
click here

**ABOUT 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. For its importance, The European Commission has listed civic competence as one of the key competences to be developed under EU Lifelong Learning strategy. In specific, each Member State should ensure initial education and training that 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 CIVICO** wants to foster this trend by producing a **Guide on developing civic competence in students**. The project started in January 2011 and will continue till the end of 2012. **The consortium** is formed by five main partners (the Faculty of Education of three universities and two organizations whose mission is to support schools in raising the quality of education) plus 10 schools who will pilot the Guide.

## CONTENT:

- description of the project
- the partnership,
- the project state of the art,
- project events,
- the newsletters
- contacts











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## CONTENT:

The guide in electronic format downloadable for free

VRC on civic competence and active didactics

Mailing

FAQ

# TARGET GROUPS

1. Teachers
2. Other stakeholders: schools, organization training teachers, Headteachers, teacher's associations, researchers, politicians, volunteers, third sector associations.

Students are "second addressee"



# EXPECTED RESULTS

Thanks to dissemination and exploitation

35 schools will be directly informed

Over 1500 TEACHER + OTHER STAKEHOLDERS

over 3000 STUDENTS



# CONCLUSIONS

Due to the strong activities of the project, **teachers** will be able to use the **active didactic of the Guide's lessons plan as usual tools** during their school activities and the students that will benefit of the Guide will be enjoy a fresh way of learning **civic competence** and could understand and make believe the important issue related: they will have an additional chance to become a better, more active and more consciousness citizens.

To **facilitate active citizenship of students** (LLP-Obj-d) and it will develop high quality content a contribute to improve quality of Lifelong Learning in Europe

**Thanks for your attention!**

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