



CIVICO

Fostering Civic Competence Amongst Students

Progress Report

Public Part

Project information

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Executive Summary

Civic competence offers to people instruments to fully take part to the civil life thanks to the knowledge of the socio politic concepts and structures and thanks to the engagement to an active and democratic participation. It is a competency that bases itself on the knowledge of the concept of democracy, justice, equality, citizenship and civil right. It also includes both the knowledge of modern facts and of the main events and tendencies into the national, European and World history and develops the awareness toward social and political objectives, values and policies.

The **main objective** of the CIVICO project is **to foster civic competences amongst European students** aged 14 and over thanks to a “Guide on Civic Competence” **addressed to teachers**. Schools, organizations training teachers, headteachers, teachers’ associations, researchers, politicians, volunteers, third sector association are the other stakeholders that will be reaches by CIVICO project.

The consortium that undertake this project is composed by the Education Departments of 3 Universities and 2 other organization that carry out teachers training. 10 secondary schools of 5 European countries are involved in the Guide’s pilot. People composed this consortium are expertise in managing European Projects and Educational Projects, researchers, lifelong learning experts, marketing and communication specialists, intercultural psychologist trainers, Psychologists, Consultants, teachers of citizenship and head teachers, educational and career guidance, Finance Managers.

In order to accurately carry on the project and to reach all the aims of CIVICO itself, several **approaches** and different **methods** have been applied: a need analysis and a survey has been carried out amongst the partners before the submission of the project. As the project begun a dual approaches has been implemented: one regarding the management of the project, one to achieve the project’s goals. At the managing level an internal web-based project management and collaboration tool, virtual meetings and traditional meetings guarantee a properly communication flow. Regarding the achievement of the goals’ process, the partners discussed and decided a mutual Civic Competence definition and a high quality lessons plan template than wrote 10 lessons plan based on active didactic. The “Version 1 of the Guide on Civic Competence”, translated into the partners’ languages and distribute to the schools partners has been produced, and the pilot phase started driven by a “Guideline of the pilot”. The lessons plan will be evaluated by the teachers and the students thanks to a feedback questionnaire.

The dissemination strategies uses different tools: e/ mailing, Internet advertising, press campaigns, publications, CIVICO’s web-site www.civicoproject.eu, Facebook page, multilingual leaflet, seminars, conferences, face to face meetings, info days. Also the exploitation strategy employ the following instruments: copyright and commercialization agreement, translation in 10 languages of the CIVICO’s products, workshops, helpdesk. All the project is also controlled by a Quality Assurance inspired by the ISO9001 methodology and “Quality Handbook” suggests the partners procedures and quality criteria. An external evaluation and an internal evaluation is also provided.

In this first year of the CIVICO project many **results** have been achieved. After a first period aimed to better know each other and learn how to join the different forces, the partners collaborate in order to produce high quality results. The draft of the “Guide on Civic Competence” has been produced and the pilot phase begun. The dissemination strategy also started with the creation of a logo, the diffusion of the first press campaign, the distribution of the multilingual leaflet and the publication of the CIVICO’s web page and Facebook page. The copyright agreement has been written and agreed by the partners.

In the **future year** of the project the partners' job will be focus on the dissemination and exploitation phases. After the editing of the final version of the Guide, all the partners will continue the dissemination of the project with a more dynamic and incisive attitude and actions and the exploitation will be crucial. All the partners will conclude to translate the CIVICO's product into 5 more languages, an helpdesk will be activated, conferences and seminars will be organized as well as workshops with teachers and other stakeholders will be inform about the project.

The **CIVICO external website** (<http://www.civicoproject.eu>), makes public the project and its results and it serves to disseminate the guide with schools, teachers and other stakeholders: it shows a description of the partnership and of the products, it Is updated with the last news of the project and it offers a Virtual Resource centre on civic competence. A Facebook page has been created too <http://it-it.facebook.com/civicoproject> to be used by the students involved in the pilot.

An internal website allows the partners to exchanges e-mails, to share, upload and download all the documents and materials necessary for the project management and implementation and it helps the communications among partners too.

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1. Project Objectives

The main objective of the CIVICO project is **to foster civic competences amongst European students** aged 14 and over.

The development of Civic Competence is actually one of the key competence for lifelong learning included into the Recommendation of the European Parliament: it is seen as a fundamental skill that all the European people should possess in order to become an active and awareness citizen. Schools, and other educative institution, are called to insert the teaching of civic competence into their curricula.

In particular, Civic competence, embraces several important themes that CIVICO project intend to analyze and promote, those themes are tightly bond with the main issue and are the concept of “democracy, justice, equality, citizenship and civil rights¹” at the local, regional, national, European and international levels.

The instrument used to reach the main objectives of the CIVICO project is a **Guide on Civic Competences**, a practical guide, made of **50 lessons plan** written by the partners of the project. The guide is addressed to European teachers and it touches all of the principal topics above mentioned and more (e.g. the protection of the environment) considered fundamental by the partner to include into the civic competences promotion.

In order to produce a high quality guide a **pilot** is also provided. The version 1 of the “Guide on Civic Competence” will be pilot (from November 2011 to the end of February 2012) in 10 schools distributed in the 5 Countries of the project's partners (for further information please see the “partnership section”). Around 50 teachers, 10 headteachers and approximately 400 students are involved into the pilot. They basically test the lessons plan and answer to a brief questionnaire (one written exclusively for the teachers and one exclusively for the students) focused on prove the lessons plan's quality, the relevance of the topics discussed and the user-friendliness.

After the pilot, the definitive version of the “Guide on civic competence” - available in the 5 languages of the partners -, will be ready to **disseminate** and **exploitate**. Those two fundamental steps and aims of CIVICO will be the main tasks of the 2nd project's life year: all the partners' activities will be concentrate on the spreading the guide and its content trough much many stakeholders as possible. First of all the Guide and the other products of the Civico Project (for further information please see the “product and outcomes” section) will be translated in 5 more languages (Portuguese, Spanish, French, Swedish and German) and more than 1500 teachers and other stakeholders (schools, headteachers, associations, researchers, Universities, politicians, volunteers, third sector associations, ...) plus 3000 students will be informed about the Guide.

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 (as a second addressee) 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.

1 from “Key Competences for Lifelong Learning European Reference Framework” European Commission

2. Project Approach

The project uses different methodologies and tools for the managing of the partnership, for the carry out of the project itself and for the accomplish of the project's products.

Before the beginning of the project a **need analysis** has been carried out on February 2010, in a meeting hold in Italy, where 4 of the 5 main partners have examined and discussed the implementation of Recommendation in their countries, and they discovered that Civic Competence is a discipline that need a bigger development. A **survey** carried out by partners showed that the material addressed to teacher on Civic Competence is missing or badly needed. Those results drove the partners to write a Guide on developing Civic Competences addressed to teachers and based on active didactic.

In order to assure a good communication and a profitable collaboration amongst the partners, the coordinator of the project chooses to use an **internal web-based project management and collaboration tool** – Basecamp which assures everyday contact and attempts to cut the geographical distance that sometimes make the proper progress of the project challenging. **Virtual meetings** are also provided (one every two months) and **traditional meeting** at partners' site are organized too.

A quality assurance assures the correct development of the project thanks to methodology inspired by the ISO9001. The evaluation method consists in a dual approach:

an **external evaluator** looks at the Project regularly, like a “critical friend”. The strategy followed by the evaluator was been: to study in details Project structure, with specific attention to tasks, deliverables, impact indicators, Partners' role. To monitor the e-mail communication between Partners. To participate in Project's meetings. To study all the documents produced by the partners. To keep contact with the coordinator of the project. To write 4 Evaluation Reports during the entire life of the Project.

an **Internal Evaluation** is also foreseen thanks to unconventional and informal tools (eg. a constant request of feedbacks to the partners on each product/decision) and institutional too (e.g. the feedback questionnaire about the meeting, or the questionnaire to be filled by the partners on the project progress to help the external evaluator on the production of the evaluation reports).

The CIVICO's general approach can be summaries as follow:

after a long **discussion** carry out by the partnership to find a shared Civic Competence definition and a high quality lessons plan template, all the partners, in the name of their experience on educational methodologies, wrote 10 **lessons plan** each. The lessons plan are based on active didactic (they comprehend games, role play, simulations practical exercise) and of course the themes of the lessons are all the main topics related to civic competences. The lessons plan have been collected in the “**Version 1 of the Guide on Civic Competence**” – **translated** into the partners' languages and distribute to the schools partners in order to start the **pilot phase**. A “**Guideline of the pilot**” has been written too and distribute to the partner in order to assure a much scientific pilot as possible and to properly evaluate the lessons plan so to produce a high quality and versatile Guide on fostering Civic Competence which will not forget the cultural differences of the countries involved. The lessons plan will be evaluated by the teachers and the students involved into the pilot thanks to **two feedback questionnaires** (one for the teachers and one for the students) exclusively written for this project.

After the piloting phase, the definitive version of the guide will be written, translate in all the partners' languages uploaded on the CIVICO web site and promote amongst secondary schools of the geographical area of the partners and other stakeholders. To assure a more widely dissemination and exploitation of the Guide it will also translated into 5 other

languages: French, Spanish, German, Portuguese, Swedish as well as the web site contents.

The added value of the present approach is clear in the **pedagogical methodology and pedagogical materials of the guides**. The guide can be used in different context in the EU countries, because of its trans-cultural nature.

The **dissemination** strategies intends to promote the project's products, the partners' institution, the partnership, the project itself, to improve the visibility and spread information to a large European audience. The tools used to reach the said strategies, are well detailed into the project's "**Dissemination plan**": the dissemination action is served by the following instruments: **e/ mailing** and **Internet advertising, press campaigns**, account of project results (**publications**), a dedicated **web-site** and a **Facebook** page **printed materials, seminars, conferences, face to face meetings, info days**.

An important **exploitation** strategy is also provided with the aim of spread and utilize the CIVICO's products and results. Also in this case an "**Exploitation plans**" will guide the partners in this significant phase suggesting some tools to be used: a **copyright and commercialization agreement**, the Guide on civic competence in electronic format translated in **10 languages** and downloadable by the project website, **workshops** in 35 new schools on the use of the Guide, a virtual **helpdesk** supporting the teachers on the use of the guide on the web site www.civicoproject.eu

A **post project exploitation plan** is foreseen too in order to go forward with the spreading of the CIVICO's guide. The partners will be better think and organize the post project exploitation plan at the end of the project's life in order to apply the results if the CIVICO's exploitation phase and to draw a future plan that foreseen to continue to manage the website and the virtual resource centre (a good idea could be to provide a FAQ section) and to download the Guide for a longer period after the formal end of the project with a minimum impact in term of cost and time on the partners.

3. Project Outcomes & Results

In the first year of CIVICO project many outcomes have been reached. The partners worked hard in order to accomplish the deliverables suggested into the application form. In this journey the partners, in order to better reach the expected results, found and produced also different and new products than what pointed out by the project's author.

The production of the Version 1 of the Guide required more time than what indicated into the application form. The partners wanted to be sure to find a correct and mutual definition of Civic Competence in order to write an high quality product with a transnational feature.

Anyway, the “**Version 1 of the Guide**” with more than 50 lesson plan based on an active didactics, a “**Guideline for the pilot**” (not required by the application form but considered fundamental by the partner in order to ensure a proper pilot of the Guide) plus the **feedback questionnaires** - one for the students and one for the teachers involved into the pilot - the **CIVICO's website** (on November 2011 the web site registered 761 visitors and 1086 pages' visualization – dates from Google analytics) and the **CIVICO' leaflet** are the major outcomes of the first year of activity.

The **CIVICO external website** (<http://www.civicoproject.eu>), online since August 2011, has been created to make public and to spread the project's activities, the partners' involved picture and their institutions, the project's results and to disseminate the Guide on Civic Competence with schools, teachers and other stakeholders.

The website offers a description of the project, of the partnership and of the products. It is updated with the last news, it contains the press releases and illustrates important project's moment as the beginning of the pilot phase or the partners meeting or the events that the partners will organise (conferences, workshops, seminars, etc). A Virtual Resource centre on civic competence is also accessible: visitors can make questions about the civic competence's guide or signal valuable resources to be added and the partners, with the help of teachers and experts, will post the answer.

A Facebook page has been created too <http://it-it.facebook.com/civicoproject> with the aim of reach as many interested as possible and to help the students involves into the pilot to know each other and exchange their experiences and ideas on the issues touched by the project.

An internal website, accessible by all the partners by a private way with the use of a password, allows the partners to exchange e-mails, to share, upload and download all the documents and materials created for the project, to be alerted on milestones and deadlines, to store all the project's documents in a common place. It facilitates the communications among partners.

Other products and results related to the management of the project have been reached: **two project meetings**, one in Italy and one in United Kingdom, have been organized at the presence of all the partners and an “**Handbook for Project Management**” have been written at the beginning of the project to help the partners to better understand the project's steps and the management issues. The **Contract of coordinator** with each partners have been shared and signed.

The dissemination phase has been started too. A “**Dissemination plan**” has been written including a **database for dissemination** (lists and links around 1500 contacts from all the partners data) and a well stoked **mailing list**.

The first **Press Campaign** has been send to all the contact of the mailing list, the second one will be edited at the beginning of the new year.

The exploitation phase is ready to start too with the **Copyright agreement** already written and under sign and the draft of the '**Exploitation plan**' ready to be validate by all the partners. The partners start also to **translate** the web page content **into 5 more languages**.

All the project is monitored by a quality system and the "**Handbook for Quality Assurance**" has been written by the Project Evaluator who look at the project as a critical friend and verifies that all the Project activities are carried out as planned. The external evaluator wrote her first "**Evaluation report**" too.

4. Partnerships

The consortium that undertake CIVICO Project is composed by universities, secondary schools and training and research organizations involved in education and teacher training.

They are active in several formal and informal European networks dedicated to education and career guidance and are constantly working for improving pedagogical methods and developing effective pedagogical materials.

The partner schools have an important but restricted role (to organize pilot with their students and evaluate the materials) for this reason they officially participate only in the Workpage dedicated to the pilot but they are also available to be called to help into other CIVICO's activities. For example their experience on the pilot could be an important point of view to use into the workshop for the exploitation of the Guide. The teachers and the students from the schools partners could be an interesting speaker into the final conferences too. Or they can also help on the helpdesk that will be insert into the web site and the students involved into the project are also asked to post messages into the CIVICO's Facebook page.

As said the project's aim is to foster civic competences amongst students trough writing, piloting and exploiting a Guide. A multi-country partnership offers a qualified product due to the partners' differences in terms of culture, school's educative systems and methodologies. Those differences will join together and enriched mutually to build good products and really interesting experiences for the people involved (students, teachers and experts).

The geographical area covered by the project is UK, Italy, Bulgarian Poland and Denmark. It is a large and vary area that offers different point of views of the subject considered by the project. Some examples of those diversity are clear into the difficulties that the partners face to find a Civic Competence definition that would have suite all of them, and a lesson plan model that could be used in all the schools all over the European Countries, therefore the results (the Guide) will be a model of transnational, multicultural and democratic tool.

In particular, the main partners of CIVICO project are:

P1: ASEV (applicant)

Agenzia per lo Sviluppo Empolese Valdelsa, 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 (www.centronterculturale.it) 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.

For further information please visit www.asev.it

Into CIVICO project ASEV is responsible for the general project management. It participates in all the other activities and is also responsible for the dissemination and the exploitation in its own country.

P2: VIA

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 overtone may benefit from.

For further information please visit www.viauc.com

Into CIVICO project VIA is responsible for Piloting. It participates in all other activities and it is also the responsible of dissemination and exploitation in its own country.

P3: SWS

Spoleczna Wyzsza Szkola 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.

For further information please visit www.swspiz.pl

Into CIVICO project SWS is responsible for the CIVICO website content development. It also participates in all the other project's activities and is responsible of the dissemination and the exploitation in its own country.

P4: CCCU

Canterbury Christ Church University is a public University located in Canterbury – United Kingdom. The department is one of the major providers nationally of teachers education in the lifelong sector. CCCU is also a leading provider of ITE programme for Citizenship in England. It manages and oversees the CitizED network.

For further information please visit www.canterbury.ac.uk

Into CIVICO project CCCU is responsible for the Guide development. It also participates in all the other project's activities and is responsible of the dissemination and the exploitation in its own country.

P5: 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.

For further information please visit www.paideiafoundation.org

Into CIVICO project PF is responsible for the general dissemination and exploitation and quality control. It also participates in all the other project's activities and is responsible of the dissemination and the exploitation in its own country.

The Schools Partners

P6: **Istituto Fermi** is a public Secondary school located in Empoli – Italy

P7: **Istituto Ferraris Brunelleschi** is a public Secondary school located in Empoli – Italy

P8: **Hristo Botev** is a public Secondary school located in Kubrat – Bulgaria

P9: **Elisaveta Bagryana No 51** is public Secondary school located in Sofia – Bulgaria

P10: **Sittingbourne Community College** is a public secondary school located in Sittingbourne – United Kingdom

P11: **The Spires Academy** is a public secondary school located in Canterbury – United Kingdom

P12: **Spoleczny Zespól Szkol Policealnych** is a private secondary school located in Łódź – Poland

P13: **Zespól Szkol Integracyjny nr 1** is a public secondary school located in Łódź – Poland

P14: **Hasle Skole** is a public secondary school located in Arhus V – Denmark

P15: **Sondervangskolen** is a public secondary school located in Viby J – Denmark

5. Plans for the Future

As said before, the next year of CIVICO project will be focused on the Dissemination and Exploitation phase.

After the completion of the pilot – foreseen for the end of February 2012 – and the editing of the final and definitive version of the “Guide on Civic Competence” - March 2012 – all the partners will be busy on the spreading of the Guide and its utilization.

The dissemination phase already begun in the first year of the project, but in the future year will be more active and detailed directed to different target groups: a. teachers b. other stakeholders – schools, organizations training teachers, headteachers, teachers’ associations, researchers, politicians, volunteers, third sector associations (1500 interested parties will be contacted). 3 newsletter (January, June and December) will be written and send to all the addresses of the CIVICO's mailing list. All the partners will promote the Guide in Congresses at European and national level and in national or international journals of the field. A final conference will be organized in each partner's country for a total of 350 participants. More all the partners will be always informed about events regarding Civic Competences or related themes and the multilingual leaflet will be distributed into those events.

The exploitation phase will be significant. Each main partners will find interested schools into the Civic Competences issue and will support the use of the Guide at least in 5 other secondary European schools (25 schools in total). Other 10 schools of other European not partners countries will also involved into the exploitation of the Guide. An helpdesk managed by main partners based on a forum hosted on the project website will be activate in each partners country to support the teachers that would use the Guide. Each partners will also organize 2 workshops with teachers (10 in total, 100 teachers involved). The 3 university partners of the project will use the Guide in their courses addressed to teachers (60 teachers involved).

After the formal end of this project, January 2013, a “Post project exploitation plan” will direct the partners on the dissemination of the Guide and the maintenance of the project's website for, at least, 3 years.

6. Contribution to EU policies

The Recommendation of the European Parliament and Council on key competences for Lifelong Learning (2006/962/EC) recommends **each Member State to ensure initial education to develop civic competence** in order to grow active and democratic citizen.

“Civic competence is based on knowledge of the concepts of democracy, justice, equality, citizenship, and civil rights, including how they are expressed in the Charter of Fundamental Rights of the European Union and international declarations and how they are applied by various institutions at the local, regional, national, European and international levels. It includes knowledge of contemporary events, as well as the main events and trends in national, European and world history. In addition, an awareness of the aims, values and policies of social and political movements should be developed. Knowledge of European integration and of the EU's structures, main objectives and values is also essential, as well as an awareness of diversity and cultural identities in Europe...”

(Council, 2006 p.17 annex, paragraph 6b)

CIVICO project studies in dept and intend to pursue various objectives of the Lifelong Learning Programme: the Civic Competence the Project wants to develop in students is considered one of the main **important life skills** (COM-SpObj-b).

The “Guide on developing Civic competence” has been designed to help teachers to **facilitate active citizenship** of students (LLP-Obj-d) and it will develop **high quality content** (50 lessons plan for developing civic competence in students 14+) to be used by teachers, so contributing to improve quality of Lifelong Learning in Europe (LLP-Obj-a).

The CIVICO's Guide consists of lessons plan based on **active didactic**, so to improve the pedagogical approach of teachers using it (COM-OpObj-6) furthermore it will helps teachers to support the acquisition **of key competence n. 6 - Social and civic competences - in students**. As the Guide is based on active didactic, **motivation of students** will be better enhanced (COM-MulPrj-2).

