TOOLKIT

DEVELOPMENT OF CIVIC COMPETENCES

UCIVIC

TOOLKIT

DEVELOPMENT OF CIVIC COMPETENCES

UC uCIVIC

HRYO

BIDERBOST BOSCAN ROCHIN

CePaG Centro de Estudios Paraguayos Antonio Guasch

gurises unidos
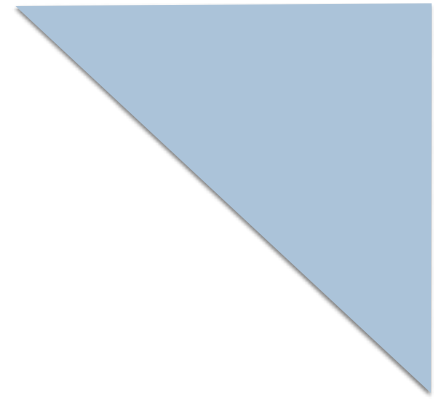
https://ucivic.eu/

uCivic - Using New Technologies for Civic Education. Generating New Knowledge on How to Support Youth Workers to Increase the Political Competencies among New Generations. Project 589682-EPP-1-2017-1-IT-EPPKA2-CBY-ACPALA implemented by Human Right Youth Organisation (HRYO), Biderbost, Boscan & Rochin (BB&R), Centro de Estudios Paraguayos Antonio Guasch (CEPAG) and Gurises Unidos.

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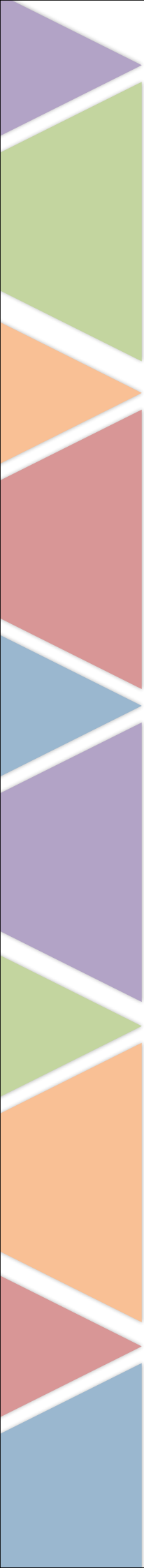
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PREFACE

uCivic - Using New Technologies for Civic Education (589682-EPP-1-2017-1-IT-EPPKA2-CBY-ACPALA) was a capacity-building project in the framework of the Erasmus+ Programme. The initiative was implemented, between 07-2017 and 06-2019, by Human Rights Youth Organisation (Italy), Centro de Estudios Paraguayos Antonio Guasch (Paraguay), Biderbost, Boscan & Rochin (Spain) and Asociación Civil Gurises Unidos (Uruguay).

uCivic was designed with two specific goals. First, to **generate an exchange of good practices** (between Italy, Paraguay, Spain and Uruguay) on which strategies really work and are attractive for the civic-political empowerment of young people. Second, to **design a free virtual ToolKit on how to develop civic competences** and raise awareness on political issues among the new generations of Latin-Americans and Europeans (specially youngsters with fewer opportunities). Both included theoretical and practical information of five specific competences: **political attention, political knowledge, political participation, political efficacy and political tolerance**.

The process behind the project had a structure of three phases. The first one consisted in a **kick-off meeting in Salamanca** (Spain), where the partners were able to agree on the action frameworks that were carried out throughout the process. Then, each partner celebrated **virtual surveys with youth workers and focus groups with youth workers and young people**, in order to know their needs about civic competences and the best way to learn them. With all the information above, the partners designed the first versión of the ToolKit.
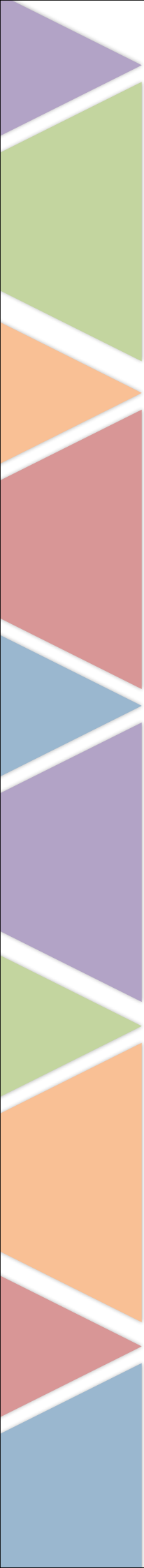
In the second phase, the ToolKit was presented among youth workers in the **first training course of the project celebrated in Montevideo** (Uruguay). In this meeting, the participants were able to identify the characteristics that had to be maintained and those that had to be improved in the ToolKit. With the feedback above, the partners designed the second version of the ToolKit and tested with young people of their own localities (Misiones, Montevideo, Palermo and Salamanca).

In the third and final phase, the partners celebrated the **second training course of the project in Palermo** (Italy). In this mobility, the results obtained in the testing were presented and the reasons that caused those impacts were exposed. In addition, **good practices were exchanged to enhance and improve the characteristics of the ToolKit**. With all the above, the partners designed the third and final version of the uCivic ToolKit that was released to the world in Asunción and Misiones (Paraguay).

In this regard, uCivic developed a series of actions, from which emerged **reflections, proposals and educational tools that were systematised and shared in this publication**. That's why is important to mention that you have in your hands a ToolKit that was designed through a consultative process and **tested in four countries by numerous youth workers and young people** from Latin America and Europe.
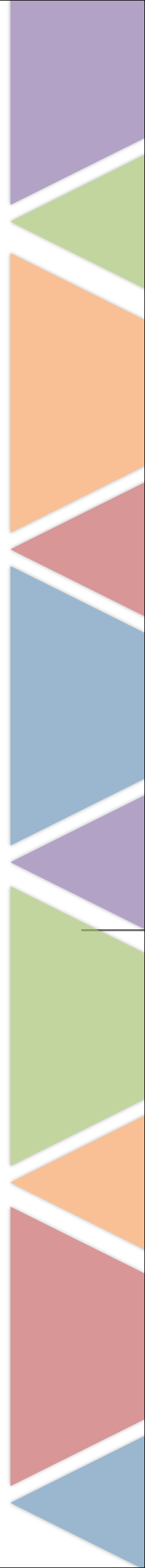
At the same time, the partners consider that **it is important to make the following considerations**. At first instance, the activities proposed are not a fix recipe. This means that **each youth worker has the freedom to adapt the ToolKit according to its context**, the young people with whom it works and the competence it wants to develop.

At second term, although the activities proposals are placed as one, **the step-by-step design allow the youth workers to develop the competence selected in several sessions** and taking the time it consider necessary (according to the needs of young people and its own).

On the other hand, we trust that **this ToolKit will be an input for youth workers, teachers and educators** interested in including the topic of civic competences in their daily work and fields. At the same time, we hope that **this publication can be an invitation to continue the research and development** of new practices in civic education.

Finally, we want to **express our gratitude to all the staff, youth workers, youngsters and entities that spent their time to make this project** and its ToolKit possible. Without forgetting our thanks to the Erasmus+ Programme, for giving us the opportunity to generate cooperation ties between Latin America and Europe.

Yours sincerely,

GLOSSARY

ACTIVITY

N° Sessions: Between 1/2.

Participants: 8-32 young people.

Age:14-30.

WHAT
IS CIVIC
EDUCATION

RESUME

The youngsters will create their own definitions for eight concepts civic education. They will reviewed if their definitions are equal or different to the official meanings. Then, the youngsters will update their definitions and assimilate each concept.

MATERIAL

OBJECTS: White paper for notes. Flip-chart sheets to write and present the definitions. Cards with the concepts. Pens. Markers.

According to the number of participants, **create at least four heterogeneous groups** (formed by two or four young people according to the total number of participants).

Each group will create a circle, receive a **flip-chart sheet** and a **card with the concept of the glossary** to work.

Then, the facilitator will tell to the youngsters that **they need to create their own definition** to the concept that they received in the card.

Questions for the definition: *What is the first thing that comes to your mind when you read/hear that concept? What do you think are the synonyms of these concepts?*

Once the youngsters finish with their concepts, **each group will present to the others their definition** and how/why they have reached that meaning.

After all the presentations, **each group will express if they are agree or not**, if they maintain or modify the meaning (until they reach the final definition of each concept).

STEP-BY-STEP

After the first four definitions are ready, the facilitator give the final four cards with the concepts of the glossary.

The facilitator can order the concepts according to the perspectives and needs of the youngsters.

Once the four concepts have the definition created by the youngsters, **the facilitator will share to the group the official definition of the concepts** according to the uCivic ToolKit.

In this regard, the youngsters will **compare their definitions with the official ones**. Then, the whole group will discuss the equalities/differences.

Questions for the discussion: Do you think that both definitions are equal? Do you think that both meanings match each other? In what aspects do you notice that there are differences? Why? Are you agree?

STEP-BY-STEP 5

After the young people expressed their opinions regarding both definitions, **the groups that work with each concept will update their definition** (if it is needed and always keeping their words and language).

Each group will present the final definition of each concept. The facilitator will explain and deepen each concept (if required).

Finally, the youngsters will return to be only one group and **hold a feedback session** about the activity.

STEP-BY-STEP

Thematic Questions: How was the process of creating a definition? Do the concepts were easy or difficult to explain? Were you aware that you already knew those concepts? Do you think it is important for young people to know these concepts?

Experience Questions: What did you learn? What do you like? What can be improved? A final comment.

A

The concept of **POLITICAL ATTENTION** refers to both: (1) the level of interest that people have in relation to the political reality of the society to which they belong; and (2) to the various mechanisms used to keep watching political events.

The concept of **POLITICAL PARTICIPATION** refers to involvement by people in activities that relate, directly or indirectly, to the political system. These activities can be done individually or collectively. Their purpose can be seeking to influence the political decision-making or the intention of expressing support for ideas or competing political platforms.

DEFINITIONS

B

On one side, **POLITICAL KNOWLEDGE** it refers to the amount of data on the political situation. On the other, the ability that the citizen have to interrelate such data. For several authors, if citizens have significant levels of political knowledge, their decisions will have higher doses of responsibility, fairness and inclusion.

The concept of **POLITICAL TOLERANCE** refers to the tendency of individuals to allow free political expression of those groups/individuals who have thoughts and demands opposite to theirs.

DEFINITIONS

C
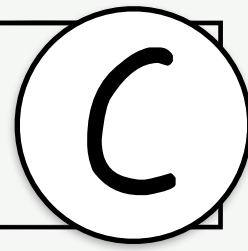
POLITICAL EFFICACY is a civic competence that is linked, on one hand, to the capacity (self-declared) of understanding the political reality in which individuals are immersed. On the other hand, to the belief that individual and collective politic actions can have an impact on the political process.

CIVIC COMPETENCES are personal, interpersonal and intercultural attitudes and aptitudes, as well as all forms of behaviour of an individual, to participate effectively and constructively in the social and political life of their environment.

DEFINITIONS D
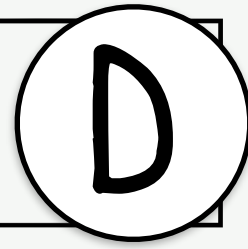
CIVIC EDUCATION pursues that people, especially the youngest ones, achieve an active participation as citizens of their country. For this, it addresses civic competences so that people are able to face social problems, learn to manage their emotions and, through learning, manage to control their way of dealing with situations of social, political and professional life.

CIVIC DEVELOPMENT refers to the fact that the process of acquiring civic competences, as happens with the incorporation of other affective, psychic and physical resources, is a phenomenon of an evolutionary type that all people go through. that it is possible to influence through different mechanisms (such as the ToolKit of this project).

POLITICAL ATTENTION

ACTIVITY

N° Sessions: Between 1/2.

Participants: 8-20 young people.

Age:14-30.

RAISING
POLITICAL
ATTENTION

SUMMARY

The activity consists of young people **checking current news of their locality/country**. From there, identifying how much attention young people had paid to the those situations. Finally, now that they know this reality, what would they do?

NEWS

MATERIAL

NEWS: News clippings about political events or situations. It is recommended that they be related or that it affects the young participants.

OBJECTS: White paper for notes. Flip-chart sheets to present their ideas/proposals. Pens. Markers

According to the number of participants, **create at least two heterogeneous groups** (formed by four participants).

Each group will **create a circle** and will **receive news about a recent political situation** that may affect young people at local, regional or national level.

The youngsters will **read the news** and discuss among them **if they already knew the situation** of the newspapers.

Questions for the discussion: *Who knew the situation? At what level? Why is it known or why not?*

After the discussion, each group will have to **form a complete group opinion** of the news. Reach consensus.

Questions for the discussion: *What is the situation? What's going on? Does it really affect us? Why?*

Then, they will have to **decide what they want to do about the situation** and write down their main idea/proposal. Only one.

Questions for the discussion: *If you had the power to do something for this situation, what would you do?*

Each group will **choose one person to go in front** of all the participants and **present their discussion** *(who knew the situation)* **and proposal** regarding the situation that they are discussing.

Once all the groups have presented, all the **participants will vote for the idea/proposal that they think is the best action** to implement for the political situation discussed.

STEP-BY-STEP

It is important to let them see that they are voting for the best proposal (and not for the group that is proposing it).

The catch is that only one idea/ proposal can be implemented and that they will have to make a decision on which issue is more important or what solution will be more effective.

Once they have counted the votes and the winning idea has been chosen, the youngsters will return to be one group and they will **hold a feedback session** about the activity.

STEP-BY-STEP

Thematic Questions*: How was the discussion process? Why did you vote what you voted? Do you think the idea voted was the best proposal? Did you know that this situation was already happening?*

Experience Questions*: What did you learn? What do you like? What can be improved? A final comment.*

POLITICAL PARTICIPATION

ACTIVITY

N° Sessions: Between 1/2.

Participants: 8-20 young people.

Age:14-30.

SUMMARY

Participatory budgets are a democratic process so that the people can decide directly how to use part of the public budget. In this regard, if young people had such budgets at their disposal, **how would they spend the funds?**

MATERIAL

OBJECTS: White paper for notes. Flip-chart sheets to present their proposals. Pens. Markers

TIP: You can bring some official letter from the municipality, so the context can be more real and official.

According to the number of participants, **create at least two heterogeneous groups** (formed by four participants).

STEP-BY-STEP

2

Each group will receive an **official communication of their municipality.** The letter certifies that **young people will receive 15.000 USD/EUR** to young people, in order to decide where to use it and improve their local context.

Each group will have to **discuss what would they improve in their municipality** if they had that budget available.

It is important to **guide young people to choose a topic related with their needs** and problems that they are facing as youngsters.

STEP-BY-STEP

Thematic Questions: *Would your activity be focused on generating work, education or health? Would you do something with the streets or public transport? Would you hold a concert in favor of youth?*

Process Questions: *How would you use the budget? Would you use it in a single action or in several? How much budget would you need?*

STEP-BY-STEP 4

Once the proposals are ready, they will have to **present their group proposal in front** of all the participants.

Each group must address their idea, resources needed, why this proposal is important for them and how much budget will cost.

The **facilitator will give a summary of all the draft proposals** presented and the whole budget that they represent.

After that, all the groups will be informed that they will have to **discuss among them** and see if they are able to **include all the proposals** with the budget that they have.

The facilitator will give a **summary of all the final decisions** made by the groups (final proposals and budgets).

Then, all the **participants will vote to decide what action or actions will be carried out** with the budget they had. The final decision will have to be obeyed.

Once they have counted the votes and the winning proposal has been chosen, the youngsters will return to be one group and they will **hold a feedback session** about the activity.

STEP-BY-STEP

Thematic Questions: How was the experience of having a budget at your disposal? Do you think that the chosen proposals were the ones that would most help the young people in your city/locality? How was the process of discussion and dialogue with your group and with the other groups? If you had a budget at your disposal, would you submit a proposal and vote?

STEP-BY-STEP

Experience Questions: *What did you learn? What do you like? What can be improved? A final comment that you want to share.*

POLITICAL KNOWLEDGE

ACTIVITY

N° Sessions: Between 2/3.

Participants: 9-21 young people.

Age:14-30.

SUMMARY

This activity focuses on **making a quiz/trivial about a specific political issue** and identify how much young people know about it. Initially, it is proposed that the questions can be related with political issues concerning young people and with their local or national reality.

MATERIAL

POLITICAL TOPIC: Fact sheets, newspapers, and magazines regarding the topic. Cellphone/laptop (with internet).

OBJECTS: White paper for notes. Color papers for the family name. Flip-chart sheets to take the score. Pens. Markers.

According to the number of participants, **create at least three heterogeneous groups** (formed by three participants).

STEP-BY-STEP ②

Each group will **be a family** and they will have to **create their surname**. The family name must **combine cultural aspects of all the members** of the group.

Each family will **present their surname** and explain why they choose it.

After that, **the facilitator will provide to each group a specific political topic** regarding their context/country and in relation to the aspects that they want to work with the youngsters.

STEP-BY-STEP

Each group will receive **sheets**, **newspapers**, and **magazines** regarding the topic in question.

Also, the youngsters will have **the possibility to use internet** to search the most relevant information about their issue. **Try to avoid fake news!**

Then, each group will have to **develop a quiz with 10 questions**, **with three answers** (only one can be correct), regarding the information that they searched about their topic in the previous step.

*The quiz can be **made by hand or in on-line applications** (i.e. Kahoot!, Quizlet).*

STEP-BY-STEP

The facilitator will support the youngsters in the creation of the questions and answers, so each family really address the issue that they have.

It is important that the questions have different levels of difficulty (from the simplest to the most complicated). Also, the youngsters can do more tan 10 questions if they are engage to the dynamic.

Once each group have their quiz ready, **they will play a Political Knowledge World Cup**. The tournament will be Family vs Family (and not person vs person).

The referee will be the group that make the quiz and the other **two groups will be playing to see who knows more**. All the groups have to be referee at least one time.

The family that accumulates the **most points/victories in all the matches** will win the tournament.

8

Once the tournament is over, the youngsters will return to be one group and they will **hold a feedback session** about the activity.

STEP-BY-STEP

Thematic Questions: *What you liked about the quizzes? What you liked about searching information? Did you know anything about the questions of your group and the other groups? Do you think this way of learning is fun? How was the discussion process? How was the process of creating a family name? Do you like to be a family during the quizzes?*

STEP-BY-STEP

Experience Questions: What did you learn? What do you like? What can be improved? A final comment that you want to share.

POLITICAL TOLERANCE

ACTIVITY

N° Sessions: Between 2/3.

Participants: 12-18 young people.

Age:14-30.

SUMMARY

The activity seeks to have three groups. **Two that debate** on a specific topic and that have opposite positions. **The third group will observe the debate** and take note: **Has there been tolerance?** Have they had points in common? Could a consensus be reached?

MATERIAL

OBJECTS: White paper for notes. Flip-chart sheets to present arguments. Post-it of different colours. Envelopes. Pens. Markers.

STEP-BY-STEP

1

Each youngster will receive **two post-it of different colours**. In one color the young people will put **one thing that they like or that they are agree** with. In the other post-it, they will put **something that they do not like or are in disagree**.

All the **positive post-its will be deposited in an envelope** and all the **negative post-its will be in another envelope**. The facilitator will move the envelopes and mix the papers.

According to the number of participants, **create three heterogeneous groups** (formed by at least four participants). After that, the groups will have to **decide which one is going to be number one, two and three**.

The **first group** will take out a **positive post-it**. The **second group**, meanwhile, will get a **negative post-it**. And the **third one** will have the possibility to **choose one positive or negative**.

Then, **the first and second group will start a debate** (maximum of 10 minutes). The first group will expose the topic of their post-it and will defend it. The second group, on the other hand, will have to give arguments against that position/situation.

The **third group** will be in charge of **observing every detail of the debate**.

Focus on identifying the elements in favor and against, when they have coincided, if both groups were tolerant of the opinions of the opposing position, and what attitudes they observed in both groups.

Once the debate is finish, **the first group will now become the observer**. The **second debate will be between the second and the third group.**

STEP-BY-STEP

In this occasion, the second group will expose the topic of their post-it and give arguments to defend it. The third group, on the other hand, will have to give arguments against that position/situation.

The dynamic of the second debate will be the same as the first one.

After the second debate, the **second group will take the place of the observer and the last debate will be between the first and third group.**

STEP-BY-STEP

The third group will expose the topic of their post-it and they will have to defend that position; while the first group will have to counter it.

The dynamic of the third debate will be the same as the first one.

Once the third debate is over, the youngsters will return to be one group and they will **hold a feedback session** about the activity (exposing their experience debating and observing).

STEP-BY-STEP

Thematic Questions: *What was it like to debate an idea that was not yours? What differences did you notice when observing and debating? After this activity, do you think that tolerance is more necessary than ever? Do you think you could find common ground? What happened in the debate happens in real life?*

STEP-BY-STEP

Experience Questions: *What did you learn? What do you like? What can be improved? A final comment that you want to share.*

POLITICAL EFFICACY

ACTIVITY

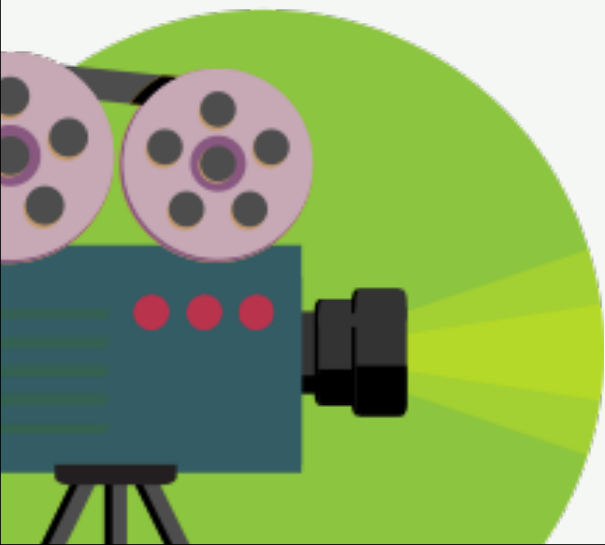**N° Sessions**: Between 3/4.

Participants: 8-16 young people.

Age:14-30.

RAISING
POLITICAL
EFFICACY

SUMMARY

The activity seeks that the young people **interview the citizens of their localities** about a problem they face. Once the interviews are collected,they will **produce a short documentary** with the final result.

MATERIAL

DOCUMENTARIES: Smartphone. Camera. Editing programmes. Laptop. Social media. Microphones.

OBJECTS: White paper for notes. Flip-chart sheets to present needs or problematics. Markers

According to the number of participants, **create at least two heterogeneous groups** (formed by four participants).

Each group will create a circle and **discuss what are their needs or the problems** that they are facing as young people or in their community.

They will have to **write down at least five needs/problematics** that they are facing. Then, they will have to **choose in which one they want to deepen** and work during this activity.

STEP-BY-STEP

3

Each group will **make a brief presentation on the chosen theme** (description of the problem, why it is an inconvenience, what is causing it and how it could be solved).

After that, they will have to **elaborate five questions** according to the presentation. With this questionnaire, **each group will go out and interview citizens** in order to **know what they think about the topic** they have chosen.

Each group must, at least, **interview 5 citizens**. It will be positive that the interviewees are diverse. The questions have to **allow citizens to express themselves** and really address the issue.

All interviews have to be recorded on video. It is important to have the informed consent of the citizens.

STEP-BY-STEP 6

When the groups have all the necessary interviews, they will have to **produce a documentary** of the problematic that they have chosen.

The documentary must have their presentation of the topic, the feeling of the citizens regarding that topic and the conclusions that the group reach after the whole activity.

STEP-BY-STEP

Questions for discussion: *The feeling of the group was the same as the citizens? Did citizens see this situation as a problem? Who is closer to the reality of the problem addressed? Have they changed their minds by listening to citizens?*

STEP-BY-STEP

Each group will **present its documentary** to the rest of the participants, so that they can know all the topics addressed and to **what conclusions they have reached**.

Once the last exhibition is finish, the youngsters will return to be one group and they will **hold a feedback session** about the activity (exposing their experience making interviews around their community).

STEP-BY-STEP

Thematic Questions: *How was interviewing citizens? How was the process of producing the documentary? Do you think this is a way of knowing the opinions of young people on different topics? Has your perspective changed on the issues addressed? Have you reached any possible solution?*

STEP-BY-STEP

Experience Questions: *What did you learn? What do you like? What can be improved? A final comment that you want to share.*

SUGGESTIONS

A

It is recommended that the **young participants organise a screening** of the short films or documentaries in their community. **1**

Another option that is encouraged is for young people to **send these documentaries to political authorities** and other social agents. **2**

SUGGESTIONS B

RECORDING

↓

Cellphones
Reflex
GoPro

EDITING

↓

Powerdirector
Pinnacle Studio
Pro Kinemaster
iMovie

BROADCASTING

→

Vimeo
Youtube
Facebook
Wikispaces

EVALUATION

ACTIVITY

Implementation: Before and after the development of a civic competence.

Participants: The same youngsters that took part in the development of the civic competence.

ASSESSMENT
OF CIVIC
COMPETENCES

SUMMARY

The activity seeks to **identify the impact and the knowledge acquired** by the young people before and after the session and/or activities developed of the ToolKit. This will allow you to **know how effective the activities and the ToolKit itself have been**.

MATERIAL

EVALUATION: Please, bring the survey before and after printed, in order to give it to the youngsters.

OBJECTS: Markers and pens.

STEP-BY-STEP

①

Before staring any session with the youngsters, the youth worker will **give them the before survey**. They need to fulfil the questions, in order to know their **first impression** regarding civic competences and uCivic ToolKit.

If the young people need support, the youth worker will explain the questions.

Once the young people have finished, **the youth worker will collect the surveys** and save them.

Immediately, the youth work will **start with the session as planned** and scheduled.

Once that the youth worker **finished with all the step-by-step activities** of one civic competence, will **pass the after survey** to all the youngsters.

Young people need to fulfil the questions, in order to discover their **final impression** regarding civic competences and uCivic ToolKit.

The youth worker will collect all the surveys. Then, she/he will **write in all the surveys the civic competence/s that developed with the youngsters.**

For the analysis of the surveys. First, **make the sum of all answers** given. Second, with each sum **make the average of each question** in both surveys. Third, **compare the average obtained** and identify in which questions there was a difference.

STEP-BY-STEP 6

The youth worker can **present the results to the youngsters and discuss them** in a feedback session.

*The above is important, so the youngsters **can see their own evolution**, certify that the activities and the ToolKit really work and **be more engage** into the whole process of civic competences.*

STEP-BY-STEP

Thematic Questions: *Once you have seen the results of the before-after evaluation, how do you feel? Do you think that your results are accurate? Why? Do you notice an evolution in your learning process? Why? Has your initial perspective changed? Why?*

STEP-BY-STEP

Experience Questions: *What did you learn? What do you like? What can be improved? A final comment that you want to share.*

SUGGESTIONS

The youth worker can **create the before and after survey in Google Form or Survey Monkey.** This will allow (the youngsters) to fulfil the questions in their smartphones and (for the youth worker to) have the information already in a virtual data base.

SUGGESTIONS B

Although it is **recommended to pass the after survey when the last step-by-step is finished**, the youth worker can adapt it to its needs.

It is recommended that, between the development of one competence and another, there be a **considerable space of days**, so young people can not remember the questions.

SUGGESTIONS C

In the event that **the questions in the survey are not the most appropriate approach for the youngsters**, the youth worker can adapt the survey. For example:

Young people paint before what they understand about the competence to develop; and after what they learned regarding that competence.

Young people say from 0 to 10, how much they think they know about the civic competence to develop; and after how much they learned regarding that competence.

FIRST CONTACT. This survey will allow us to **explore your initial impression** about civic competences and ToolKits. Your answers are completely anonymous. When you answer, you will do it on a **scale of 0 to 4** (0 being "Little or completely disagree" and 4 "Very or completely agree"). This survey is for informational purposes only, so **there are no correct or incorrect answers**. Please, answer honestly.

COMPETENCE/S TO WORK*	
* Information to be filled only by the facilitator at the end of the session.	

FIRST CONTACT					
Do you think that a Toolkit can help to know what civic education is about?	0	1	2	3	4
Do you think that a Toolkit can be useful to promote civic competences?	0	1	2	3	4
Are you interested in the political reality of your locality?	0	1	2	3	4
Are you interested in the political reality of your country?	0	1	2	3	4
Do you think that with a ToolKit you could work on values such as cooperation, empathy, solidarity, etc.?	0	1	2	3	4
Do you pay attention to the current political issues that occur in your locality?	0	1	2	3	4

FIRST CONTACT

Do you pay attention to the current political issues that occur in your country?	0	1	2	3	4
Do you usually participate in formal political activities in your region? (i.e. go to vote or join a political party). If you are not old enough, would you like to vote or join a political party?	0	1	2	3	4
Do you usually participate in informal political activities? (i.e. manifestations, signature of petitions, use of protest shirts, etc.)	0	1	2	3	4
Do you think there are easy and fun ways to acquire political knowledge?	0	1	2	3	4
If you have the opportunity, would you like to talk with political authorities or political decision-makers?	0	1	2	3	4
Do you think that being tolerant is important when making decisions?	0	1	2	3	4
Do you think you can learn more about politics and civic skills with a ToolKit that is a web page?	0	1	2	3	4
Do you think you can learn more about politics and civic skills with a ToolKit that is a mobile application?	0	1	2	3	4
Do you think you can learn more about politics and civic skills with a ToolKit that has activities / dynamics?	0	1	2	3	4
Do you think you can learn more about politics and civic competences with a ToolKit that has audiovisual content?	0	1	2	3	4
Do you think you can learn more about politics and civic competences with a ToolKit that is a presentation?	0	1	2	3	4

FINAL CONTACT. This survey will allow us to **explore your final impression** about civic competences and the uCivic ToolKit. Your answers are completely anonymous. When you answer, you will do it on a **scale of 0 to 4** (0 being "Little or completely disagree" and 4 "Very or completely agree"). This survey is for informational purposes only, so **there are no correct or incorrect answers**. Please, answer honestly.

COMPETENCE/S WORKED*	
* Information to be filled only by the facilitator at the end of the session.	

FINAL CONTACT					
Do you think that a Toolkit can help to know what civic education is about?	0	1	2	3	4
Do you think that a Toolkit can be useful to promote civic competences?	0	1	2	3	4
Are you even more interested in the political reality of your locality?	0	1	2	3	4
Are you even more interested in the political reality of your country?	0	1	2	3	4
Do you think that with a ToolKit you could work on values such as cooperation, empathy, etc.?	0	1	2	3	4
Will you pay even more attention to the current political issues that happen in your locality?	0	1	2	3	4

FINAL CONTACT					
Will you pay even more attention to the current political issues that happen in your country?	0	1	2	3	4
Would you like to participate in the formal political activities of your region? (i.e. go to vote or join a political party) If you are not old, would you like to vote or join a political party?	0	1	2	3	4
Would you like to participate in informal political activities? (i.e. manifestations, signature of petitions, use of protest shirts, etc.)	0	1	2	3	4
Would you consider the session in which you just worked as an easy and fun way to acquire political knowledge?	0	1	2	3	4
If you have the opportunity, would you like to talk with political authorities or political decision-makers?	0	1	2	3	4
Do you think that being tolerant is important when making decisions?	0	1	2	3	4
Do you think you can learn more about politics and civic skills with a ToolKit that is a web page?	0	1	2	3	4
Do you think you can learn more about politics and civic skills with a ToolKit that is a mobile application?	0	1	2	3	4
Do you think you can learn more about politics and civic skills with a ToolKit that has activities / dynamics?	0	1	2	3	4
Do you think you can learn more about politics and civic competences with a ToolKit that has audiovisual content?	0	1	2	3	4
Do you think you can learn more about politics and civic competences with a ToolKit that is a presentation?	0	1	2	3	4

FINAL COMMENT. *Please, briefly comment any thoughts and/or feelings that you want to highlight about the activities, the civic competences and the uCivic ToolKit. Your opinion is very important, as it will help us improve the ToolKit and our work.*

GET IN TOUCH WITH UCIVIC

#uCivicToolKit

THE PARTNERS OF UCIVIC ARE VERY INTERESTED IN KNOW YOUR OPINION ABOUT THE TOOLKIT THAT YOU ALREADY TESTED WITH YOUR YOUNGSTERS. IN THIS REGARD, WE ENCOURAGE YOU TO SHARE YOUR WORK, RESULTS, FEEDBACK, KNOWLEDGE, EXPERIENCES AND/OR FEELINGS YOU HAD DURING THE SESSIONS.

SHARE YOUR OWN EXPERIENCE IN UCIVIC SOCIAL MEDIA.

TELL US YOUR BEST PRACTICE EXPERIENCE WITH THE UCIVIC TOOLKIT IN THIS FORM.

SHARE YOUR OWN EXPERIENCE WITH YOUR COLLEAGUES AND FRIENDS IN YOUR SOCIAL MEDIA WITH THE #UCIVICTOOLKIT.

AT THE SAME TIME, THE PARTNERS OF UCIVIC KNOW THAT YOU GAINED A FRAMEWORK OF CIVIC COMPETENCES AND HAVE LEARNT HOW TO USE THE UCIVIC TOOLKIT. IN THIS SENSE, WE ALSO ENCOURAGE YOU TO BECOME AND UCIVIC AMBASSADOR, IN ORDER TO SUPPORT OTHERS IN THEIR WAY TO USE AND DISSEMINATE THIS TOOLKIT.

ORGANISE MEETINGS WITH YOUR COLLEAGUES AND ENTITIES

GENERATE A CHAIN OF TELL STORY THROUGH PICTURES, QUESTIONS OR DESCRIPTIONS OF YOUR EXPERIENCE

CREATE A NEW BLOG WHERE YOU DESCRIBE IN FIRST PERSON WHAT HAVE YOU LEARNED AND HOW

PARTNERS

HUMAN RIGHTS YOUTH ORGANIZATION

Human Rights Youth Organization (HYRO) is a non-profit NGO founded in Palermo, Italy in 2009. HYRO aims to facilitate and improve the quality of human rights throughout the world by creating a network of organisations with similar human rights oriented goals. HYRO actively works towards promoting peace by regularly taking part in, and promoting non-violent actions towards liberation of any form of oppression.

http://www.hryo.org

BIDERBOST, BOSCAN & ROCHIN

Biderbost, Boscan & Rochin (BB&R) is a professional, international consulting firm located in Salamanca (Spain). BB&R specialises in many distinguished fields of expertise including social responsibility in the field of youth. BB&R's team consists of ten young and qualified professionals from all over the world, with various backgrounds and proficiencies in different subject matters.

http://bbyr.com/en/

CENTRO DE ESTUDIOS PARAGUAYOS ANTONIO GUASCH

The Center for Paraguayan Studies Antonio Guasch (CEPAG) is a non-profit organization that investigates the social and cultural reality of Paraguay. CEPAG encourage active protagonism and organized participation of people in a situation of social exclusion, taking into account their dignity, contemplating rural, peri-urban and indigenous populations for the construction of more equitable social alternatives.

https://cepag.org.py

GURISES UNIDOS

Since 1989, we are a civil society organization committed to defending the Human Rights of children and adolescents, both nationally and internationally. In this regard, we develop actions for direct attention, monitoring, advocacy and monitoring of rights for and with children and their families and communities belonging to the most vulnerable sectors.

http://www.gurisesunidos.org.uy/