

# Table of contents:

## **1.** The Civic Learning Programme: Citizenship in practice

- 1.1.** Programme objectives and key references
- 1.2.** Programme structure and evaluation procedures
- 1.3.** Summary diagram of the programme curriculum

## **2.** Steps in building your Civic Learning Project: A long-term commitment

### **2.1.** Year 1

**2.1.1.** The Engagement Letter

**2.1.2.** The Civic Internship

### **2.2.** Year 2

**2.2.1.** The Independent Project

**2.2.2.** Compulsory methodological workshops

### **2.3.** Year 3

**2.3.1.** The Capstone Project

**2.3.2.** Optional Independent Project during the third year

## **3.** Programme tools and resources

- 3.1.** Documents
- 3.2.** Workspaces
- 3.3.** Key contacts

# 1. The Civic Learning Programme: Citizenship in practice

The Civic Learning Programme reinforces **Sciences Po's long-standing commitment** to producing graduates equipped with a **strong ethical conscience**, an awareness of **social realities from local right up to global level** and a commitment to championing humanist principles and **improving society**.

— More specifically, the programme gives students an opportunity to **put citizenship into practice** and assume their **social and civic responsibility**. In forging connections between **theoretical study** and **practical fieldwork**, the programme invites students to develop a **personal project** around a topic of their choice in an area contributing to the **common good, the promotion of equality and the fostering of community**.

— The Civic Learning Programme is a cornerstone **of the Undergraduate College curriculum** and a **key requirement of the Bachelor's degree**.

## 1.1. Programme objectives and key references

Over the course of three years, the programme gives students a chance to develop **specific skills** while working on different aspects of citizenship. Its **approach is both empirical and conceptual**.

— **Empirical approach:** through **targeted fieldwork** in aid of **individuals facing discrimination** (due to geographical factors, age, physical appearance, sexual orientation, religion, disability etc.) **or in a position of vulnerability** (financial precarity, isolation etc.), students gain an opportunity to **interact with different groups of beneficiaries and understand their needs**. They also come into contact with a variety of professions, activities and organisations, giving them key **professional skills for the future**.

<i>Acquiring skills through an empirical approach</i>		
<b>Disciplinary and multidisciplinary</b>	<b>Academic skills</b>	<b>Interpersonal and civic skills</b>
Grasping the specificities of fieldwork in a given context or region and the issues involved in group work.	Designing and implementing activities in the field over a long-term period; evaluating outcomes.	Sharpening observational skills; learning to share ideas and listen to others.
Gathering and reporting information through field surveys (cf. participant observations or ethnographic interviews with beneficiaries).	Self-evaluating and taking a reflexive approach to the work undertaken.	Positioning oneself within an organisation; strengthening capacity to adapt to varied (and at times complex) contexts and interlocutors.

— **Conceptual approach:** Students gain first-hand insight into the **issues of citizenship** in all their dimensions through a **multidisciplinary, comparative programme** grounded in the realities of the field (modelled on the principle of “learning by doing”). The goal is to learn to **think critically** while acting responsibly.

<i>Acquiring skills through a conceptual approach</i>		
<b>Disciplinary and multidisciplinary</b>	<b>Academic skills</b>	<b>Interpersonal and civic skills</b>
Developing intellectual agility through exposure to different modes of thought; verifying and processing information by situating it in relation to theoretical perspectives.	Formulating and refining a research question and hypotheses and drawing out a precise argument; contributing to collective problem-solving by making reasoned proposals.	Writing with rigour and sophistication (cf. clear and concise expression of ideas, mastery of spelling, syntax and grammar).
Employing research and source analysis methodologies; developing a personal and critical research process.	Evaluating sources used and compiling a varied and justified bibliography; developing a personal research process.	Adhering to the format required for each of the written pieces; correct and precise referencing of sources and presentation of the bibliography.

— **Key references:**

The Civic Learning Programme is governed by Sciences Po’s academic regulations and rules concerning student life on campus. The principles of responsibility and solidarity that guide the programme also form the foundation of French law. For more detailed information, see the Civic Learning Programme Charter.

**1.2. Programme structure over the three years**

The Civic Learning Programme is an **academic requirement** of the Sciences Po Bachelor’s degree. A minimum of **6 ECTS credits** (9 ECTS credits maximum) are awarded for the fieldwork and an additional **6 ECTS credits for the Capstone Project**. To obtain these credits, students must submit the following elements:

— **Two reflective written pieces (at the start and end of the Civic Learning Programme):**

— **The Year 1 Engagement Letter (submitted in Semester 2):** this non-credit-bearing letter sets out the topic each student is interested in exploring over the course of the programme, the projects they intend to work on in the field and any potential advantages or obstacles they foresee in the completion of these. It should be between two to three pages maximum.

— **The Year 3 Capstone Project (submitted in Semester 2):** This written assignment, which should be between 15 to 20 pages, is the final assessment of the Bachelor’s degree and counts for 6 ECTS credits. It is a chance for students to synthesise all knowledge they have gained over their three years of study, drawing links between the courses they took, their chosen major and their experiences in the field.

The Capstone Project is composed of the following parts:

**The Position Paper** (10 to 15 pages), which may either be written from a **public policy** or a **research-oriented** standpoint, asks students to respond to a specific issue they encountered during the Civic Learning Programme. In their response, they should refer to the disciplines of their major, to one academic publication and to a varied range of other sources (academic literature, surveys, interviews, images, statistical data etc.).

**The Analytical Report** (four to five pages) requires students to provide a critical overview of their chosen project and to draw connections between their courses, choice of major, fieldwork and academic exchange year abroad.

### Completion of two projects in the field

Students' fieldwork must demonstrably involve direct interaction with and assistance of a group of beneficiaries (areas of work might include social action, education, prevention and awareness-raising). What specific form the Civic Internship and Independent Project take may vary. Likewise, they may be either voluntary or paid, so long as the student can show that he/she is actively involved in work contributing to promoting the common good, equality and community within a given organisation or department. The fieldwork is structured as follows:

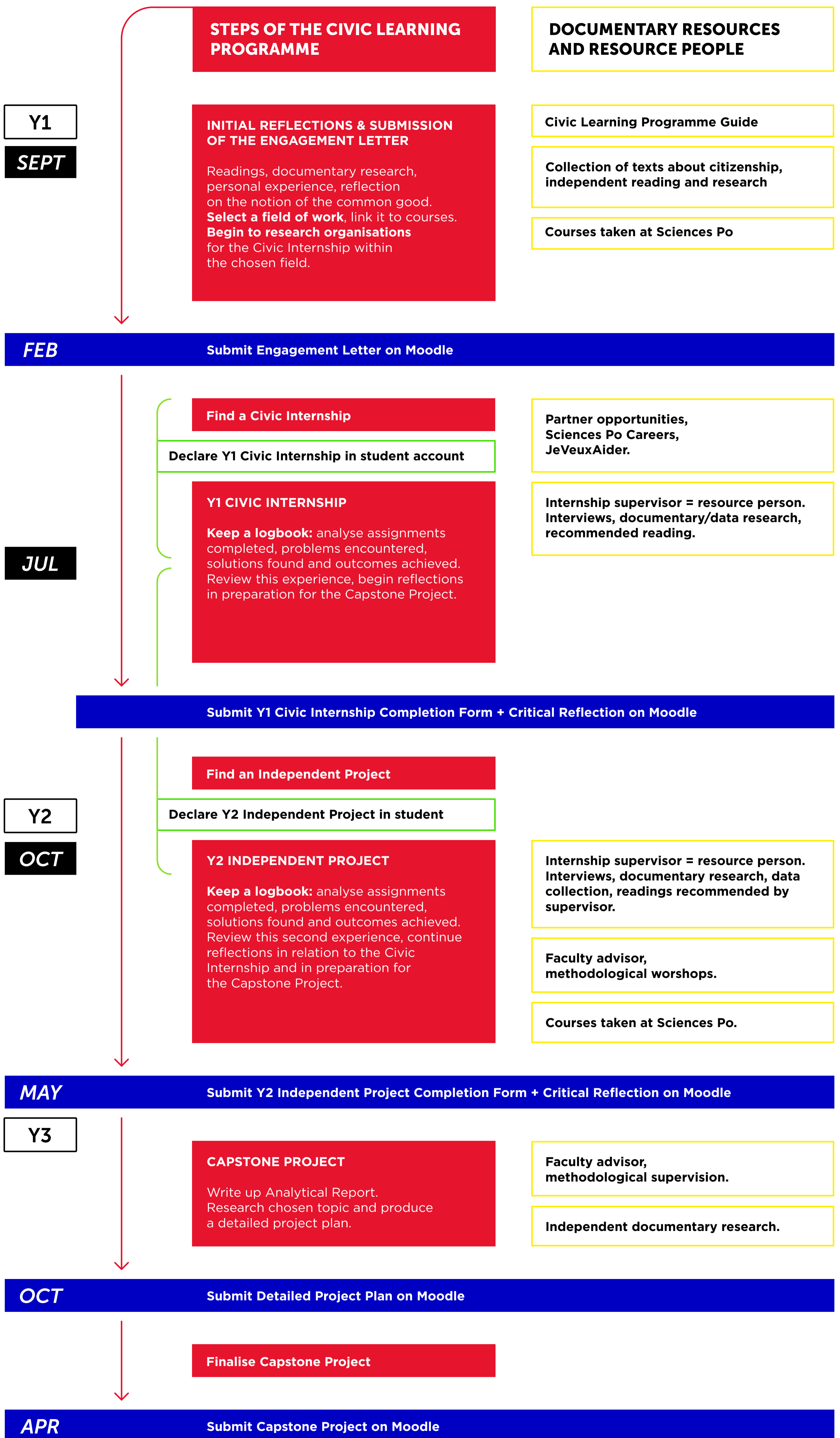
**Civic Internship:** this takes place off-campus in Year 1 and requires the student to be immersed full-time within a single organisation over a period of four to six consecutive weeks (duration: 140 hours) after the end-of-year exams (in May, June, July or August).

**The Independent Project:** in Year 2, students participate in the design and running – or purely the running – of a social and community-based project off-campus within a single organisation. This project, which is supervised and evaluated by the academic staff of the campus, is a part-time commitment pursued outside of courses across the academic year (duration: 60 hours over the two semesters, from September through to April).

### 1.3. Summary diagram of the programme curriculum

Throughout the Civic Learning Programme, students are invited to use a 'logbook' to document key information that will feed into their reflective process over the course of the programme, and to keep a record of their field experiences and critical analysis in preparation for the Capstone Project.

What form this logbook takes, and whether it is recorded in physical or digital format, is entirely up to the students. They are free to choose whatever medium or tool they feel most suitable: paper notes, digital notes (OneNote, Evernote, Elephant etc.). The only documents with a predefined format to follow are those submitted in the Online Civic Learning Programme Workspace (Engagement Letter, Project Completion Form, Critical Reflection, Capstone Project etc.).



## 2. Steps in building your Civic Learning Project: A long-term commitment

### 2.1. Year 1

#### 2.1.1. The Engagement Letter

##### Objectives

The Engagement Letter is not a cover letter. Rather, it constitutes a **statement of intent**, in which you outline:

- Your personal interests and aspirations in relation to the overarching citizenship topic you have chosen for the Civic Learning Programme.
- Your initial thoughts and questions in response to the chosen topic, building on essential preliminary research.
- Based on this research, a preliminary plan of your project and the fieldwork you intend to undertake in Year 1 (Civic Internship) and Year 2 (Independent Project), in contact with the target beneficiaries.

Overall, the Engagement Letter should demonstrate how you plan to develop your Civic Learning Project over time, following a clear and consistent **guiding theme**.

##### Writing guidelines:

Students are free to organise their letter as they so wish, so long as they cover all of the following three points (paying equal attention to each):

##### a) Structuring the civic engagement project over the long term :

Students outline how they plan to build their own engagement project over the three years:

--> How do you contextualize your civic engagement? What civic purpose do you want to serve?

--> How will you get involved in the field in the first and second years (and optionally in the third)? In which host structures and with which beneficiaries?

--> What are the possible benefits of this engagement experience, and what obstacles might you face?

##### b) Exploring the civic topic in detail:

Students will document their topic of civic engagement with detailed references:

--> What civic engagement topic have you identified and how do you relate it to current issues?

--> Why do you consider the selected topic to be of general interest? In what way does it constitute an important citizenship issue in the community today?

--> In preparation for your capstone project, what specific aspects of the topic would you like to explore further?

\*\*\*The Engagement Letter is an opportunity to begin thinking systematically about a project that will mature and clarify over the course of your studies and experiences in the field.

### References and documentation:

Students are encouraged to mobilize a variety of sources from, among others:

--> Personal readings (cf. first key bibliographic references on the subject and, if necessary, other sources (textual, visual, statistical data, etc.) → Please attach excerpts and passages from documents (books, articles...) used for your reflection and referenced in your bibliography;

--> The collection of texts on citizenship ;

--> Sources from the public debate and national, European and/or international news (press kit, etc.);

--> Specialized scientific and academic articles

### Format :

Number of pages: between two (minimum) and three (maximum)

Font: Times New Roman, size 12

Spacing: single spaced

Document type: Word or PDF.

### Important :

- Make sure the finished document is well presented.
- Proofread carefully to avoid spelling mistakes.
- Cite all sources correctly, in line with the current referencing standards at Sciences Po, including footnotes and a final bibliography.
- Include first and second name and delete any other personal data (ID number, postal address, telephone number etc.).

### Assessment criteria:

The Engagement Letter is a non-credit-bearing academic requirement assessed (on a pass/fail basis) according to the following criteria:

Articulation of a personal and justified ambition.

Reasoned and well thought out argument backed up by documented research.

Links drawn to courses taken in Year 1 of the Undergraduate College.

Project outlined with clarity and precision.

Attention paid to how the letter is written, in terms of both form and content (e.g. correct spelling, grammar and punctuation).

Formatting guidelines adhered to.

The Engagement Letter and the plan it outlines serve as a basis when you come to prepare your Analytical Report, submitted at the end of Year 3.

## ENGAGEMENT LETTER CHECKLIST

**Before submitting your letter on Moodle, make sure you have checked each of the following points:**

I have specified my field of work and clearly and convincingly defended my reasons for choosing it.	<input type="checkbox"/>
I have backed up all my points with references to my independent reading, the collection of texts on the theme of citizenship, statistical data etc.	<input type="checkbox"/>
My argument draws on some of the courses I have taken in Year 1.	<input type="checkbox"/>
The sources I use (books, articles, audiovisual material, websites) are cited as footnotes to my letter or in a bibliography at the end of the document, as per Sciences Po's referencing	<input type="checkbox"/>
I have mentioned the different avenues I would like to explore in my fieldwork in Years 1 and 2.	<input type="checkbox"/>
I have followed the formatting guidelines (two to three pages, Times New Roman, font size 12, single line spacing).	<input type="checkbox"/>
My letter is saved as a Word or PDF file entitled SURNAME.Firstname.EngagementLetter.	<input type="checkbox"/>
I have made sure my letter is well presented (layout, correct vocabulary, spelling and grammar).	<input type="checkbox"/>

### 2.1.2. The Year 1 Civic Internship

#### **Learning objectives:**

This internship invites students to get involved with the civic activities (e.g. social action, education, prevention, awareness-raising etc.) of a host organisation and provide direct assistance to a specific group of beneficiaries. The aim is to give students a deeper understanding of citizenship issues (culture, education, equality, employment, environment, disability, justice, poverty, health etc.), by bridging knowledge gained through their undergraduate courses and in the field.

Example activities: promoting social inclusion through cultural or sporting activities; running workshops on digital skills or reading to children; raising awareness of environmental issues; providing support to the homeless; etc.

The Civic Internship is an academic requirement worth 3 ECTS credits.



## Practical requirements:

- 2.1 With a view to promoting local civic engagement (i.e. activities taking place in the surrounding area), the Civic Internship should ideally be completed either in the city where the student's campus is located or, for practical reasons (cost etc.), elsewhere in France.
- 2.2 With a view to promoting the educational policy of the Undergraduate College in relation to Europe, the Civic Internship may also be completed elsewhere in the European Area, i.e. in the geographical continent of Europe, including the European Union.
- 2.3 If, for practical reasons (visa, cost etc.), options 2.1 and 2.2 are not possible, the Civic Internship may be completed in the country of fiscal residence of the student's parents.
- 2.4 The majority of the internship activities must be conducted in direct contact with their intended beneficiaries.
- 2.5 The Civic Internship must not involve any partisan, trade union or proselytising activities.
- 2.6 The internship must be carried out in person within a single non-profit organisation of public or social utility, whether public or private (e.g. public institutions, local authorities, registered charities and associations, NGOs, foundations, etc.).\*
- 2.7 The Civic Internship is a full-time, off-campus commitment running for a period of four to six consecutive weeks during the summer between Years 1 and 2 of the Undergraduate College (May, June, July or August, from the end of the exams until the resumption of teaching in Induction Week) (total duration: 140 hours).
- 2.8 The Civic Internship may take any of the following forms: paid internship (stage), volunteering placement or fixed-term contract (CDD). In all cases, students are assigned an internship supervisor at their host organisation whose role is to supervise them throughout the placement.

\* Are also accepted the limited for profit-oriented structures, of social utility and having a shared model of governance (e.g. Social and Solidarity Economy - ESS).

## Steps and approval procedure

**Step 1.** Students declare their Civic Internship online in their student accounts before the deadline, selecting the relevant placement type: internship, volunteering or fixed-term contract. The declaration is then examined and approved by the campus' Civic Learning Programme Coordinator.

— A description of the placement activities is submitted online in the form of a list using verbs or action nouns (e.g. "designing and running workshops..." / "design and running of workshops...").

— When the internship has been declared and approved, Sciences Po Careers informs students of the procedures and forms they must complete before beginning their Civic Internship. These will vary depending on the type of placement (internship, volunteering, fixed-term contract).

— Should the declared internship not be approved, either because the proposed placement does not meet the Civic Learning Programme specification or because the declaration is missing information, the campus' Civic Learning Programme Coordinator will contact the student to request additional information or propose a meeting.

**Step 2.** To obtain final approval at the end of the internship (and the corresponding 3 ECTS credits), students must submit the following documents on the Online Civic Learning Programme Workspace (“Section 3: The Civic Internship”) before the deadline:

- A Critical Reflection (writing guidelines downloadable from the Programme Workspace or the Sciences Po Careers website).
- The Project Completion Form (including the last page of the internship or voluntary assignment agreement), which must be filled out, signed and stamped by the host organisation on the final day of the Civic Internship.
- For fixed-term positions (CDD), a copy of your payslip(s).

**Important :**

- Civic Internships started and/or finished without prior declaration online in your student account and approval from the Civic Learning Programme Coordinator cannot be accepted retroactively. The corresponding 3 ECTS credits will therefore not be awarded.
- No Civic Internship may begin until a legal agreement has been signed (the internship agreement in the case of an internship or volunteering placement, a voluntary assignment agreement if it is not possible to establish an internship agreement or an employment contract for fixed-term positions/CDD).
- Civic Internships will only be approved on the condition that documents attesting to the completion of the placement (Critical Reflection, Project Completion Form filled out by your internship supervisor at the host organisation, copy of payslip(s)) are submitted online before the specified deadline, and that these documents meet the requirements set out in the Civic Learning Programme specification.

## 2.2. Year 2

### 2.2.1. The Independent Project

#### **Learning objectives**

The Independent Project is an academic requirement for Year 2 of the Undergraduate College programme and is worth 3 ECTS credits. It forms an integral part of the Sciences Po Bachelor’s degree. The project complements experience gained during the Year 1 Civic Internship. Through hands-on involvement in the field, it aims to further deepen students’ critical reflection on the citizenship issues they have chosen to study as part of the Civic Learning Programme (arts and culture, education, equality, employment, environment, justice, housing, health, solidarity etc.).

The project's activities must principally involve direct interaction with beneficiaries as part of local support or community initiatives. Students play an active role in the design and running – or purely the running – of a civic project with a social or community function (e.g. in social action, education, prevention, awareness-raising etc.) coordinated by an organisation off-campus. Please note that the Independent Project must not involve any partisan, trade union or proselytising activities.

The Independent Project must be carried out in person within a single non-profit organisation of public or social utility, whether public or private (e.g. public institutions or state departments, local authorities, registered charities and associations – this includes permanent and recognised student associations at Sciences Po –, foundations recognised as being of public utility etc.). The project must be overseen by a project supervisor at the host organisation.

It is up to students to decide on a format for their project, choosing from the following two options:

- An individual project for which the student chooses his or her own host organisation (which may or may not have a pre-existing partnership with Sciences Po). The chosen project (whether an internship, volunteering placement or fixed-term contract (CDD)) is subject to an agreement: the internship agreement in the case of an internship or volunteering placement, a voluntary assignment agreement if it is not possible to establish an internship agreement or an employment contract for fixed-term positions. Placement opportunities offered at partner organisations of the Civic Learning Programme can be consulted on the Sciences Po Careers website (in the section “Year 2 Internships – Independent Project”).
- A group project involving a small number of students in the running of a civic project designed by one of the Civic Learning Programme partner organisations in collaboration with the Undergraduate College. Places are allocated on the basis of a call for applications published by Sciences Po. Group projects are subject to a specific agreement established between Sciences Po and the host organisation.

The Independent Project must involve a minimum of 60 hours' work distributed evenly across the two semesters of Year 2, including weekends and vacation periods.

The project takes place outside of class time and must run over a long-term period, as regularly as possible throughout the academic year (ideally around three to six hours per week). In all cases, students are required to outline their Independent Project plans in detail in advance via an online declaration, which is then approved by the academic staff on each campus.

### **Steps and approval procedure:**

**Step 1.** Students declare their Independent Project online before the deadline.

- If it is an individual project: click on the tab “Year 2 Internship – Individual Independent Project” in your student account. Important: the project activities should be described clearly and in detail, in the form of a list using verbs or action nouns (e.g. “Designing and running workshops...” / “Design and running of workshops...”).
- If it is a group project: you must make an appointment with the Civic Learning Programme Coordinator on your campus so that he/she can explain the specificities of the project. If the outcome of your application is positive, you will be sent a Google Form to finalise the administrative approval.

**Step 2.** Academic approval and administrative supervision:

- Once the Independent Project has been approved online, the campus' Civic Learning Programme Coordinator informs students of all the procedures and documents they need to complete before beginning their project (whether it is an internship, volunteering placement, fixed-term contract or group project).
- Should the declared project not be approved, either because the proposed assignment does not meet the Civic Learning Programme specification or because the declaration is missing information, the campus' Civic Learning Programme Coordinator will contact the student to request additional information or propose a meeting.

**Step 3.** To obtain final approval from campus academic staff at the end of the Independent Project (and the corresponding 3 ECTS credits), students must submit the following documents on the Online Civic Learning Programme Workspace ("Section 4: The Independent Project") before the deadline:

- A two- to three-page Critical Reflection.
- The Project Completion Form (including the last page of the internship or volunteering agreement), which must be filled out, signed and stamped by the host organisation on the final day of the Independent Project.
- For fixed-term positions (CDD), a copy of your payslip(s).

**Important :**

- Independent Projects started and/or finished without prior declaration online and approval by the Civic Learning Programme Coordinator cannot be approved retroactively. The corresponding 3 ECTS credits will therefore not be awarded.
- Independent Projects will only be approved on the condition that documents attesting to the completion of the project (Critical Reflection, Project Completion Form filled out by your project supervisor at the host organisation, copy of payslip(s)) are submitted online before the specified deadline, and that these documents meet the requirements set out in the Civic Learning Programme specification.
- The Independent Project may be completed with the same host organisation as the Year 1 Civic Internship.

### 2.2.2. Compulsory methodological workshops

In Years 2 and 3, students are supervised by a faculty advisor, who assists them in preparing the methodology for the two written pieces of the Capstone Project: the Analytical Report and the Position Paper. The advisor's role is to offer regular support to groups of around 20 students during key sessions scheduled over the two years (detailed calendar below) to help them plan and prepare their Capstone Project.

— **First methodological workshop:** an approximately two-hour workshop during the first semester of Year 2. As an overview, the first workshop covers the following topics:

Presentation of the Civic Learning Programme, the role of the faculty advisor, the Programme Charter and the Capstone Project, emphasising the importance of interdisciplinarity.

Students introduce themselves and present:

The topic and organisation they have chosen for their Civic Internship.

The link between this practical experience, their studies and theory in general.

Their plans for the Capstone Project

Introduction to documentary research:

Using the Methodological Toolbox (bibliography and websites consulted).

Using data gathered in the field.

Practical exercise using two research and public policy-related issues.

Getting started on writing a research question, a plan, a bibliography and defining a discipline.

— **Second methodological workshop:** an approximately two-hour workshop during the second semester of Year 2. As an overview, the second workshop covers the following topics:

A deeper look at comparative, historical and data-driven research (field surveys, observation techniques, interviews etc.).

Feedback on submitted work.

Group work by topic to help students:

Situate their experience in a historical and/or comparative context in relation to the country of their third year abroad.

Manage qualitative and quantitative data.

- **One-on-one meeting:** a 30-minute meeting held remotely during the first semester of Year 3. Faculty advisors provide students with feedback on their detailed plans for the Analytical Report, Position Paper and bibliography. Students will need to send each of these plans to their advisors in advance.

Each faculty advisor is also responsible for assessing the Capstone Projects of approximately 20 students.

## 2.3. Year 3

### 2.3.1. The Capstone Project

#### **Specificities of the Capstone Project:**

The Capstone Project is the final assessment of the Undergraduate College curriculum and is composed of two distinct but complementary written pieces: the Analytical Report and the Position Paper. Both assignments require students to develop a thoughtful, thorough and well-structured argument.

The purpose of the Capstone Project is to synthesise all multi-disciplinary knowledge, methodological expertise and interpersonal skills students have acquired throughout their three years at the Undergraduate College, while inviting them to:

- Provide a personal and critical assessment of the project they developed as part of the Civic Learning Programme.
- Analyse a topic relating to this experience.
- Ground their reflection in courses taken for their chosen major.
- Apply research methodologies and analyse sources.

#### **The Analytical Report (four to five pages)**

Building on previous written pieces, particularly the Engagement Letter and the Civic Internship and Independent Project Critical Reflections, this assignment requires students to:

- Provide an overview of area(s) and themes linked to their field experiences throughout the Civic Learning Programme, specifying their reasons for choosing these experiences and how they might develop them in the future.
- Highlight key achievements of their fieldwork.
- Explain links drawn between coursework and fieldwork.
- Conduct a personal and critical review of their experience of the programme as a whole.

## **The Position Paper (10 to 12 pages)**

The aim of the Position Paper is to analyse a topic concisely and provide a detailed overview of the broader context of students' experiences in the field. Each student defines a research question in consultation with his/her faculty advisor.

They then have two formats to choose from: the Position Paper may be written from either a public policy or a research standpoint (policy-oriented or academic-oriented).

**A policy-oriented Position Paper** incorporates the following elements:

- A one-page executive summary providing a complete and concise overview of the paper's contents.
- The body of the paper must include an explanation of the contextual framework, the research question to be explored and its relevance, with a precise diagnosis of the issues at stake.
- The argument must draw on the two disciplines of the student's chosen major.
- A historical and comparative perspective.
- The paper should trace the outline of a preliminary prescriptive response to the topic by, for example, proposing changes to established norms or practices.

**An academic-oriented Position Paper** incorporates:

- A precise overview of the research topic and its relevance.
- A precise diagnosis of the issue identified.
- A literature review that engages critically with current research on the topic, drawing on the two disciplines of the student's major from a historical and comparative perspective.
- The research hypotheses.

### **Assessment criteria:**

The Capstone Project is a core requirement of the Sciences Po Bachelor's degree. It is worth 6 ECTS credits. Students are graded on a pass/fail basis according to the following criteria:

- 1.** Participation in the two compulsory methodological workshops and the additional one-on-one meetings organised (in person or remotely) by faculty advisors during Years 2 and 3.
- 2.** Clarity of the research question.
- 3.** Independent research.
- 4.** Range of sources and of the bibliography.
- 5.** Quality of the general overview.
- 6.** Evidence of each of the following within the final submission:
  - Ability to conduct documentary research and to compile and organise a wide range of sources.
  - Ability to interpret and analyse a piece of information or evidence.
  - Ability to problematize a research question and develop a personal and critical point of view.
  - Ability to express ideas clearly, concisely and convincingly in writing.
  - Ability to plan and implement a project and evaluate its outcomes.

### **Practical information**

Students submit their Capstone Project on the Online Civic Learning Programme Workspace. It must be a single, approximately 15-page document, organised into two parts:

Part 1: Analytical Report  
(four to five pages plus appendices)

Part 2: Position Paper  
(10 to 12 pages plus appendices)

#### **Format :**

Font: Times New Roman  
Size : 12  
Spacing : single line spacing  
Document type : Word

### **2.3.2. Optional Independent Project during the third year abroad**

#### **Learning objectives**

The Optional Independent Project is an additional element of the Civic Learning Programme worth 3 ECTS credits. The project is an entirely optional way for students to further complement the experience they gained during the Year 1 Civic Internship and the Year 2 Independent Project. Through hands-on involvement in the field, the purpose of this second project is to deepen students' exploration of the citizenship issues they have chosen to study for the Civic Learning Programme.



The project's activities must principally involve direct interaction with beneficiaries as part of local support or community initiatives. Students play an active role in the design and running – or purely the running – of a civic project with a social or community function (e.g. in social action, education, prevention, awareness-raising etc.) coordinated by an organisation based outside of the host university campus abroad. Please note that Optional Independent Projects must not involve any partisan, trade union or proselytising activities.

The Optional Independent Project must be carried out in person within a single non-profit organisation of public or social utility, whether public or private (e.g. public institutions, local authorities, NGOs etc.). The project must be overseen by a project supervisor.

It takes the form of an individual project for which the student chooses his or her own host organisation (which may or may not have a pre-existing partnership with Sciences Po). The chosen placement (whether an internship, volunteering placement or fixed-term contract (CDD)) is subject to an agreement: the internship agreement in the case of an internship or volunteering placement, a voluntary assignment agreement if it is not possible to establish an internship agreement or an employment contract for fixed-term positions.

The Optional Independent Project must involve a minimum of 60 hours' work distributed evenly across the two semesters of Year 3, including weekends and vacation periods. The project takes place outside of class time and must run over a long-term period, as regularly as possible throughout the academic year (ideally around three to six hours per week). In all cases, students are required to outline their Independent Project plans in detail in advance via an online declaration, which is then approved by the academic staff on each campus.

**The approval procedure and criteria are the same as for the Year 2 Independent Project.**

## 3. Programme tools and resources

### 3.1. Research tools and resources

**Methodological toolbox:** Students are invited to use the methodological toolbox available on the Undergraduate College website. This provides a variety of resources (textual and visual) and tools to support field-specific, multidisciplinary and methodological skills and knowledge.

**Collection of texts on citizenship:** a non-exhaustive list of recommended reading compiled by the faculty advisors.

**The Sciences Po Careers website:** here students can find a full list of internship and volunteering opportunities offered by partner organisations, as well as guides and advice on CV and/or cover letter writing.

**JeVeuxAider platform:** a centralised search engine for internship and volunteering opportunities across France.

### 3.2. Workspaces and appendices

**Online Civic Learning Programme Workspace:** this Moodle platform is designed to support students in planning, executing and developing a personal project over their three years of study, including the final Capstone Project assessment. The workspace provides a centralised platform where students can access essential tools and resources and submit assignments easily, independently and punctually, in line with the programme deadlines. On it, they will find all information packs and teaching aids: charters, writing guides, timelines and administrative forms. Students can also use the platform to communicate with their faculty advisors and discuss programme content and methodology in preparation for the Capstone Project.

**Student account:** the personal account students use to declare their internships and Independent Projects.

**Detailed calendar:** a document detailing all key dates in the programme calendar, including assignment submission deadlines.

**Fieldwork FAQs and supporting materials:** a collection of documents to help students organise their field experiences (e.g. preparatory form for declaring an internship or volunteering placement, guide to declaring a placement in your student account, Group Independent Project Form etc.)

### 3.3. Key contacts

The Civic Learning Programme Coordinators on each campus are:

**Dijon** Campus:

Ismaël Combette  
[parcourscivilique.dijon@sciencespo.fr](mailto:parcourscivilique.dijon@sciencespo.fr)

**Havre** Campus:

Sandrine Quévieux  
[parcourscivilique.lehavre@sciencespo.fr](mailto:parcourscivilique.lehavre@sciencespo.fr)

**Menton** Campus:

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