QUALITY
EDUCATION FOR ALL

GUIDE
for Fostering
a Democratic
School Culture

Republic of Serbia
MINISTRY OF EDUCATION

The publication was created in cooperation with the Ministry of Education.

QUALITY
EDUCATION FOR ALL

GUIDE

for Fostering
a Democratic
School Culture

CONTENTS

EXPLANATION

... descriptor, digital citizen, human rights education ...

DEFINITIONS AND CLARIFICATIONS

HANDBOOKS

... How to Achieve Democratic Culture in Schools, Digital Citizenship Education ...

APPENDICES

... list, form ...

HIGHLIGHTED

... mentor school support, SWOT analysis ...

BASIC INFO

The "Quality Education for All" project is a joint project of the Council of Europe and the European Union implemented within the European Union and Council of Europe "Horizontal Facility for the Western Balkans and Türkiye III", whose general aim is to foster a democratic culture in schools, through the application of the Council of Europe Reference Framework of Competences for Democratic Culture.

The "Quality Education for All" project promotes quality education by supporting schools in their efforts to eliminate prejudices and discriminatory approaches to vulnerable groups, as well as the prevention of violence in schools, through the development of a democratic school culture.

The project uses the Reference Framework of Competences for Democratic Culture for systematic support at two levels – at the school level and at the level of educational policies.

The "Quality Education for All" project is based on the experience of the
"Fostering a Democratic School Culture" pilot project, which introduced the Model of Competences for Democratic Culture into the education system by piloting activities in 20 primary and secondary schools throughout Serbia.

The "Quality Education for All" project
has three key objectives:

1

The first relates to building the capacity of schools to develop competences for democratic culture with students and contribute to a democratic school culture

2

The second project objective refers to the implementation of the recommendations from the document "Recommendations to education policy makers" developed in cooperation with main partners within the previous project

3

The third project objective is aimed at increasing the awareness of educational experts, schools and wider communities about the values of democratic culture in education with the aim of reducing discrimination and finding new ways to strengthen the school ethos.

2017 -2019

The "Fostering a Democratic School Culture" pilot project (2017-2019) was aimed at the implementation of the Reference Framework of Competences for Democratic Culture at the level of policies and schools. At the policy level, this meant linking the afore-mentioned competences with teaching and learning curricula, with the main role of the Institute for the Improvement of Education, while at the school level, it meant developing competences for democra-tic culture through activities within the framework of teaching and learning, extracurricular activities, and in cooperation with the local community.

2019 -2022

The "Quality Education for All" project (2019-2022) continued the work on achieving the same goals, but in an expanded scope – it included a total of 60 schools, schools from the pilot project took on the role of mentors, and the Institute for the Improvement of Education continued working on connecting competences for democratic culture with teaching and learning curricula.

2023 -2026

The new three-year phase of the "Quality Education for All" project aims to transfer the good practices and experiences of schools that have proven to be exceptional in the development of democratic school culture to new sc-hools throughout Serbia, and to expand, establish or additionally strengt-hen democratic culture in schools to the greatest extent possible. To achieve this, the project is supported by **36 mentor schools** (Appendix 1) that have shown their excellence in the previous project phases, most of

which have been working on the development of competences for democratic culture for five years and that, through the process of mentoring, will transfer their knowledge and experience to new schools.

Generally speaking, the role of the new schools, schools that want to foster a democratic culture, is to, in cooperation with the mentor schools, define an action plan and implement it, which implies the implementation of activities in teaching and learning, extracurricular activities and activities in the local community, including marking the Day of Education for Democratic Culture.

In light of the inclusion of new schools, this set of materials was prepared, aimed at systematising all the activities, resources, materials, practices and examples and thus being an auxiliary tool for new schools for developing and fostering the democratic school culture.

⬡ **MENTOR SCHOOL SUPPORT**

Mentoring, an interactive relationship between the one who has knowledge and experience and wants to transfer it and the one who has less knowledge and experience and wants to acquire new knowledge, has been present since the beginning of the project implementation. This role was first played by engaged experts who worked intensively with 20 pilot schools within the "Fostering a Democratic School Culture in Serbia" project, and then 20 schools applied a similar mentoring model in 40 new schools during 2020-2022 in the "Quality Education for All" project.

Schools that were ready to fully promote the concept of democratic school culture through teaching, training, raising awareness, information, and through practices and activities aimed at developing attitudes and behaviour, have now become a resource that spreads this knowledge to new interested schools.

Ultimately, two projects "Fostering a Democratic School Culture in Serbia" and "Quality Education for All" resulted in a total of

36

mentor schools to support new schools wanting to foster democratic culture.
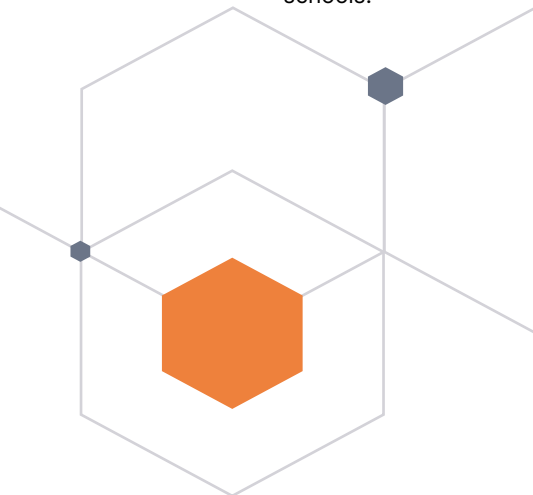
WHICH COMPETENCES ARE WE DEVELOPING AND WHY?

What is a competence? Let's refresh our memory! Competence is an integrated set of knowledge, skills, capacities and attitudes that enable an individual to effectively perform work activities, in accordance with the expected standard.[1]

The orientation of the education system towards competences is a consequence of the global belief that students should leave the education system equipped to function in modern society and possess key skills, knowledge and capacities for participating in it. Competences understood in this way go beyond the framework of traditional practices where the student learns within the framework of a subject.

The basic change brought about by the orientation towards competences in general is reflected in a more dynamic and engaged combination of knowledge, skills and attitudes relevant to various real contexts that require their functional application (Law on the Fundamentals of the Education System).

This is achieved through the cooperation and coordination of the activities of several teachers, and/or subjects and by innovating the way work is done in class, but also through extracurricular activities or activities in the community.

The orientation of the educational process towards competences does not mean the introduction of new courses or additional classes thematically dedicated to a specific competence.

1 http://noks.mpn.gov.rs/sr_lat/pojmovnik/

SOME OF THE FRAMEWORK COMPETENCES RECOGNISED BY THE EDUCATION SYSTEM IN SERBIAI

Key Competences for Lifelong Learning are competences that relate to three aspects of life – personal development, participation in society, and participation in the world of work. The Law on the Fundamentals of the Education System defines key competences as "a set of integrated knowledge, skills and attitudes that every individual needs for personal fulfilment and development, inclusion in social life and employment" (Article 11).

General cross-curricular competences are key competences placed in the school context. They are "developed through the teaching of all subjects, they are applicable in various situations and contexts when solving different issues and tasks, they are necessary for all students for personal achievement and development, as well as inclusion in social flows and employment, and form the basis for a lifelong learning" (Law on the Fundamentals of the Education System, Article 12).

Digital competences of teachers represent "a set of knowledge, skills, attitudes, capacities and strategies necessary for the quality use of information and communication technologies and digital media, aimed at the thoughtful, flexible and safe improvement of the teaching and learning process and other activities related to the teaching profession in the online and offline environments" (Digital Competence Framework – Teacher for the Digital Age 2019).

The European framework of key competences for lifelong learning is probably the best-known international framework of competences, which has been transposed into the legislative system of the Republic of Serbia, respecting national specificities, as well as the context of formal education!

The European Framework of Key Competences for Lifelong Learning[2] defines 8 key competences:

- Literacy competence;
- Multilingual competence;
- Mathematical competence and competence in science, technology and engineering;
- Digital competence;
- Personal, social and learning to learn competence;
- Civic competence;
- Entrepreneurship competence;
- Cultural awareness and expression competence.

---

2 https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:
OJ.C_.2018.189.01.0001.01.ENG&toc=OJ:C:2018:189:TOC

Employees in the education system in Serbia are familiar with developing key competences. Based on the above key competences, the Law on the Fundamentals of the Education System defined general cross-curricular competences for the primary and secondary education levels (Article 12), which are presented below:

GENERAL CROSS-CURRICULAR COMPETENCES FOR

the end of mandatory primary education	the end of secondary education
- learning competence; - responsible participation in a democratic society; - aesthetic competence; - communication; - a responsible attitude towards the environment; - a responsible attitude towards - health; - taking initiative and orientation towards entrepreneurship; - working with data and information; - problem-solving; - cooperation; - digital competence.	- lifelong learning competence; - communication; - working with data and information; - digital competence; - problem-solving; - cooperation; - responsible participation in democratic society; - responsible attitude towards health; - a responsible attitude towards the environment; - aesthetic competence; - taking initiative and entrepreneurial competence.

Competences for democratic culture form the framework created under the auspices of the Council of Europe and represents the aspiration to acquire competences in formal education that will confront the challenges today's society is facing. These challenges concern democratic culture in general, and in real life it manifests itself as intolerance, discrimination, lack of empathy, intolerance and prejudice against minority ethnic and religious groups, low voter turnout in elections, increased distrust of politicians, high levels of the criminal offences of hatred, hate speech, support for violent extremism, etc.

Competences for a democratic culture are central to the "Quality Education for All" project and are presented in detail in this publication, particularly in the Reference Framework of Competences for Democratic Culture section.

EDUCATION THAT SUPPORTS DEMOCRACY, HUMAN RIGHTS AND THE RULE OF LAW

Council of Europe, the international organisation of European countries, which was created in 1949, rests on three pillars – democracy, human rights protection and the rule of law. The basic starting points of the Council of Europe are that democracy, human rights and the rule of law need to **be constantly maintained and fostered**, which is a long-term process in which education plays a key role!

Education plays a key role in building the kind of society we want and in preparing young people for democratic citizenship.

Educational systems should prepare young people to become active participants in society and responsible individuals, especially in multicultural societies and societies that are rapidly changing and developing, and especially in times of economic and political crises.

The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education[3] 2010 defines **democratic citizenship education and human rights education.**

Democratic citizenship education means education, training, awareness-raising, information, practices and activities that aim, by equipping learners with **knowledge, skills and understanding** and developing their **attitudes** and **behaviour**, to empower them to exercise and defend their democratic rights and responsibilities in society.

---

3 https://rm.coe.int/1680487823

Human rights education means education, training, awareness raising, information, practices and activities that aim, by equipping learners with knowledge, skills, **understanding** and developing their **attitudes** and **behaviour**, to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to promoting and protecting human rights and fundamental freedoms.

Knowledge, skills, attitudes and behaviours are mentioned at the core of those definitions, or, in one word – competences! The Reference Framework of Competences for Democratic Culture offers an answer to the question of which competences encourage democratic citizenship education and human rights education.

In addition to the above, the Council of Europe has developed a concept in accordance with the social and technological evolution **of digital citizenship education**, with the so-called **digital citizen** at its core.

A digital citizen is someone who, through the development of a broad range of competences, is able to actively, positively and responsibly engage in both on and offline communities, whether local, national or global. Digital citizens not only know how to use digital technologies thoughtfully, but also how to behave online.

Digital citizenship education implies the empowerment of students through educational activities aimed at developing competences for learning and active participation in a digital society. These are the competences needed to practice and defend democratic rights and responsibilities, that is, to promote and protect human rights, democracy and the rule of law in the online area.

Today, more than ever, it is important to talk about the digital aspect of human rights education, since with the development and availability of IT, a large part of the activities of children and young people takes place in the online environment. Children integrate technology into their lives more than adults and see the digital environment as a natural dimension of being. Greater involvement in online activities can bring benefits as well as challenges that children and young people, their families, schools and society as a whole face.

When it comes to the concept of digital citizenship education, the Council of Europe has created a model for the development of digital competence, the basis of which are competences for democratic culture. To place the competences for democratic culture into the digital environment in which young people grow up today, a set of **10 digital domains**, has been defined as a foundation of the overall concept of digital citizenship.

Those ten digital domains are divided into three areas: "Being Online", "Well-being Online" and "Rights Online" (graph) and are described in the following manner:

WELL-BEING ONLINE

1. Ethics and Empathy
2. Health and Well-being
3. E-Presence and Communications

DIGITAL CITIZENSHIP

BEING ONLINE

1. Access and Inclusion
2. Learning and Creativity
3. Media and Information Literacy

RIGHTS ONLINE

1. Active Participation
2. Rights and Responsibilities
3. Privacy and Security
4. Consumer Awareness

> **Being Online** implies that the individual has access to the digital environment, engages in different forms of learning and expresses creativity, particularly when using digital media.

> For the sake of **well-being online**, it is necessary for an individual to have developed ethics of behaviour and empathy, to take care of health, especially in terms of addiction to the online environment, as well as to have developed competences that will enable them to manage their presence and identity in the online environment.

> The part that pertains to **rights online** means that digital citizens know their rights and responsibilities when interacting with others, protect personal and other people's online information and take care of online safety and that digital citizens are also consumers and Internet users.

The Council of Europe prepared **handbooks for teachers** for each of the mentioned concepts, and those handbooks are listed and described in this publication under Council of Europe Materials.

REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE

Reference Framework of Competences for Democratic Culture was created as a result of the belief that the purpose of education is, among other things, to equip students for democratic society, and/or competent participation in a democratic culture and culturally diverse and complex societies that are constantly changing.

The Reference Framework of Competences for Democratic Culture of the Council of Europe is the result of extensive consultations and checks carried out in the Council of Europe member countries, and it is built on democratic and human rights principles.

As such, the Reference Framework is **based on principles of inclusive education**, and/or education that is accessible and of equal quality for all students.

The Reference Framework of Competences for Democratic Culture consists of three components:

<table>
<tr>
<td>

1

</td>
<td>

The first component is the **Model of Competences for Democratic Culture**, which contains twenty competences grouped into four broad clusters: values, attitudes, skills and knowledge and critical understanding. The model is described in Volume 1 of the Reference Framework – Context, concept and model.

</td>
</tr>
</table>

This model represents the core of the Reference Framework and the "Quality Education for All" project and forms the basis on which new schools build the objectives they want to meet in the project.

COMPETENCES

- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law

- Openness to cultural otherness and to other beliefs, world views and practices
- Respect
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity

VALUES

SKILLS

ATTITUDES

KNOWLEDGE AND CRITICAL UNDERSTANDING

- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Co-operation skills
- Conflict-resolution skills

- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

2

The second component consists of **competence descriptors**, the purpose of which is to help school employees to better understand the outcomes that can be achieved when they develop certain competences, and plan lessons and assess the achievement of the planned outcomes.

The descriptors are described in Volume 2 of the Reference Framework – Descriptors of competences for democratic culture.

A descriptor is a statement that describes observable behaviours indicating that the person concerned has achieved a certain level of proficiency with regard to a competence from the Model of Competences for Democratic Culture.

Descriptors are intended to help teachers and all persons involved in education to create situations that will enable them to observe student behaviour related to a specific competence or to plan activities that will contribute to their development.

Below are some **examples of descriptors** and three levels of competence-mastering (basic, intermediate and advanced) for Analytical and critical thinking skills:

Can identify similarities and differences between new information and what is already known	**BASIC**
Uses evidence to support his/her opinions	
Can assess the risks associated with different options	**INTERMEDIATE**
Shows that he/she thinks about whether the information he/she uses is correct	
Can identify any discrepancies, inconsistencies or divergences in the materials being analysed	**ADVANCED**
Can use explicit and specifiable criteria, principles or values to make judgements	

3

The third component includes **guidelines** for curriculum, pedagogy, assessment, teacher education, school approach to building democratic culture and resilience to radicalisation showing how the Model can be integrated into a broader context.

Guidelines are described in Volume 3 of the Reference Framework – Guidance for implementation.

In the context of Serbia, the Reference Framework of Competences for Democratic Culture of the Council of Europe represents an **elaboration/upgrade to the key and general cross-curricular competences, additionally emphasising the principles of inclusive education and focusing on the educational role of the school**.

That is why the "Quality Education for All" project represents a segment in an effort to bring the Reference Framework as close as possible to schools, that is, for schools to adopt and apply the Model of Competences for Democratic Culture in their regular practice.

As the development of democratic competences, or democratic culture in general, requires continuity, consistency, application in all domains of school life and a comprehensive approach, the Council of Europe adopted the **"whole-school approach"** for the implementation of the Model of Competences for Democratic Culture in practice and/or strengthening a democratic school culture.

DEVELOPING A DEMOCRATIC SCHOOL CULTURE – THE WHOLE-SCHOOL APPROACH

„**T**he "whole-school approach"** in the context of democratic culture development in schools integrates democratic values and principles of human rights in teaching and learning, in school management and in the entire school climate, with the aim of providing students with experience in the practical application of competences for democratic culture and their development.

In other words, the "whole-school approach" includes three "pillars" on which democratic culture and competences for democratic school culture are developed, and they are:

1	**2**	**3**
Teaching and learning	School governance and school ethos, and/or extracurricular activities at the school level	Cooperation with the local community and/or school activities in the local community.

Democratic school illustration

DEMOCRATIC SCHOOL

| Teaching and learning | Activities at the school level | Activities of the school in the local community |

Model of Competences for Democratic Culture
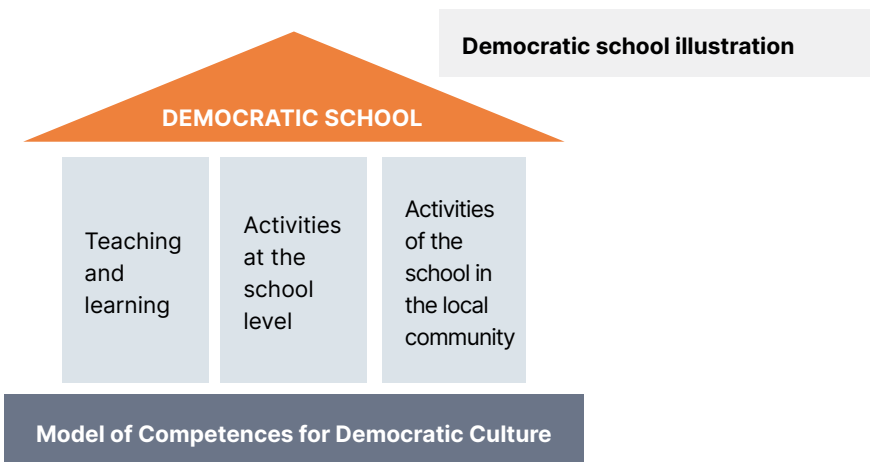
For the school to apply the **"whole-school approach",** it needs to implement the following steps:

> ▶ The school analyses the situation in the school and the community, most often with the help of a SWOT analysis;

> ▶ The school identifies the preferred assessments, in accordance with the analysis, and/or chooses the competences from the Model of Competences for Democratic Culture that it wishes to develop;

> ▶ The school prepares an action plan that contains specific activities in classes, outside of classes and activities carried out in the local community;

> ▶ The school conducts, monitors and evaluates the implementation of the action plan;

> ▶ The school shares their experience with all relevant actors in the community, especially in other schools.

1 Analysis of the situation

2 Identifying preferred changes

3 Drafting the school action plan

4 Implementation, monitoring and evaluation

5 Sharing the experience

Therefore, for the school to develop and foster a democratic culture, it is necessary to implement:

1. **teaching and learning activities**
2. **extracurricular activities**
3. **school activities focusing on the local community**

Teaching and Learning Activities

The school curriculum provides numerous opportunities for learning about democracy and human rights at a formal level. Competences for democratic culture, as well as cross-curricular competences, can be incorporated into each subject, in special teaching units in individual subjects or as cross-curricular topics (as a topic within several or all subjects).

Mentor schools can find numerous good practices for developing competences for democratic culture within teaching and learning in the **How to Achieve Democratic Culture in Schools handbook** .

Example of curricular activity:

Workshops with Form Teachers

"Radoje Domanović" Primary School, Niš Competence: Responsibility

The aims of the activity were to introduce students to democratic values, to familiarise them with human rights and examples of human rights violations.

The topics covered in the workshops were: student participation, responsibility, cooperation, tolerance, pluralism, violation of human rights, getting to know diversity. Examples of lesson plans by form teachers were taken from the Council of Europe manual "Living in Democracy"

Outcomes: students will increase their awareness of the existence of discrimination and their understanding; express your opinion on the topic covered; develop awareness of the problem; suggest ways to solve the problem.

In addition to the content presented to the students, the teaching and learning methods themselves and the learning environment have a considerable influence on the development of democratic competences. They provide students with the opportunity to learn based on the experience of democracy and human rights "in action", to freely share their experience and to learn actively, participating in the teaching and learning processes.

How can this be ensured?

- ❯ By promoting participation and respect and encouraging students to express their opinions and emotions, jointly formulating and respecting rules of conduct.

- ❯ By peer learning and evaluation.

- ❯ By cooperative learning and project learning, discussions and group learning.

- ❯ By cooperation between teachers of different subjects in teaching planning, action research and analysing their own practices.

▶ By using different sources that allow different perspectives to be examined together with others, etc.

Extracurricular Activities

The school's extracurricular activities include a wide variety of workshops, performances, gatherings, activities and events aimed at involving parents, encouraging student participation, the Student Parliament, Parent Council, reducing discrimination and violence in schools, etc.

In the **How to Achieve Democratic Culture in Schools handbook** , there are also numerous examples of extracurricular activities, which are very different in terms of scope, type and duration. Some of the most diverse examples are: the "Living Library" activity, inter-school exchange, school painting activities, peer education, regional meetings of student parliaments, language fair, etc.

⬡   Example of extracurricular activity:

"Zero Tolerance for Gender-Based Violence" School Painting Activity

Fashion and Beauty School Niš

Competences: Openness to cultural otherness and to other beliefs, world views and practices

Within the project, in cooperation with the "Osvit" Association, the students painted a school wall with a slogan "I can refuse! Love is not violence", thus significantly contributing to the global campaign against intimate partner violence.

The activity objectives were to draw attention to and raise awareness among the students of our school and the public about the problem of violence, especially violence against women.

Activities in the Local Community

The school activities in the local community represent activities carried out with members of the local community, whether they are individuals or representatives of institutions and organisations in the community in which the school is located. The aim of these activities is for the school to establish and maintain good relations with the members of the local community, to demonstrate the openness and democratic spirit of the school, as well as to increase its visibility.

In the **How to Achieve Democratic Culture in Schools handbook** , there are numerous examples of activities in the local community, which are usually intended for a larger number of representatives of the local community, and

they are most often events, manifestations, forums, performances and the like, but they are not necessarily limited to these types of activities.

It is important to note that it is not always possible, or necessary, to establish a clear distinction between the three types of activities (curricular, extracurricular and community activities), and that the school can carry out, for example, activities in teaching and learning that are at the same time activities in the local community (for example – a public class attended by a community representative).

Example of activity in the local community:

"The Beauty of Experience" Fashion Show

"23. maj" Technical School, Pančevo
Competences: Empathy; Cooperation skills

The objectives of this activity were to encourage and develop the empathy of young people towards the elderly, socialise with them, and reduce discrimination against them. The beneficiaries from the Gerontology Centre services were very satisfied with the attention and care of the students, they enjoyed the makeover and the fashion show. The students also enjoyed spending time with the elderly. TV Pančevo promoted this activity in media.

Online or Hybrid Activities

The COVID-19 epidemics should also be considered, as at the beginning of 2020, it affected not only the education system but society as a whole, both in Serbia and globally, to a certain extent affecting the course and direction of implementation of "Quality Education for All" project. As online and hybrid teaching became a reality, the project supported the adaptation and adjustment of the training to the online environment, online meetings became the "new normal", and topics such as developing a democratic culture in a digital environment and **digital citizenship education** obtained additional significance.

Digital Citizenship Education – Handbook contains a detailed description of the above mentioned 10 digital domains, which will help to better understand the importance of digital citizenship and encourage the development of ideas that will enrich the practice in classrooms.

Therefore, the activities of the school mentioned **in this publication include activities carried out live, as well as those that are carried out online, or combined.**

Democratic Culture in the Digital Environment – Handbook is based on the implementation of online and hybrid teaching in schools and the experiences of schools during the COVID-19 epidemic and contains examples of the development of competences for democratic culture carried out remotely, via the Internet, and represents a source of examples that mentor schools can offer to new project schools.

COUNCIL OF EUROPE MATERIALS

In the long-term practice of developing and encouraging **education on democratic citizenship** and **education for human rights**, the Council of Europe has created a lot of practical materials for employees in education, which a school may offer to new schools in the mentoring process as inspiration and an auxiliary tool for planning and implementing school activities.

In the examples that represent the good practice of all the schools that participated in the "Quality Education for All" project (the first two handbooks), ways of strengthening democratic competences are shown, which not only offer ideas on how to strengthen the democratic competences in different classes and through different activities, but vividly describe how an activity can strengthen entire clusters of mutually inseparable competences.

These include the following publications:

How to Achieve Democratic Culture in School

✔	Teaching and learning activities
✔	Extracurricular activities
✔	Activities focusing on the local community
✔	For primary schools
✔	For secondary schools

This handbook is most directly related to the practices of schools that develop a democratic culture based on the Reference Framework of Competences for Democratic Culture and includes examples of school activities that are classified according to areas that fall under the whole-school approach.

Guidelines for the Integration of the Reference Framework of Competences for Democratic Culture in Selected Subjects of National Curricula

✔	Teaching and learning activities
✔	Includes specific examples
✔	Includes a checklist for teaching practice assessment
✔	For primary schools
✔	For secondary schools

This publication contains examples of cross-curricular competence development for democratic culture and describes how the subjects (Serbian Language and Literature, Mathematics, the World around Us / Nature and Society, Foreign Language, History, Geography, Physics, Chemistry, Psychology and Civic Education) contribute to developing these competences. It contains specific examples that are applicable in primary and secondary schools, as well as a checklist for assessing the contribution of teaching practice to the development of competences for democratic culture.

Democratic Culture in the Digital Environment

✔	Teaching and learning activities
✔	Extracurricular activities
✔	Activities focusing on the local community
✔	For primary schools
✔	For secondary schools

This handbook is also related to the practices of schools that develop a democratic culture based on the Reference Framework of Competences for a Democratic Culture and includes examples of the online and hybrid activities of schools classified according to the Model of Competences for Democratic Culture and/or competence clusters.

Digital Citizenship Education Handboo

✔	Conceptual model of digital citizenship
✔	For primary schools
✔	For secondary schools
✔	Also applicable to work with parents

This handbook will help to better understand the importance of digital citizenship and encourage the development of ideas that will enrich the practice in classrooms. The handbook itself aims to upgrade the educational framework of digital citizenship, including teachers, students and parents in primary and secondary schools, while encouraging all those learning from the handbook to explore the on and offline communities in which they live.

Easy Steps to Help Your Child Become a Digital Citizen

✔	Concept of digital citizenship
✔	Handbook intended for parents
✔	Useful suggestions and specific examples
✔	Suitable for children of various ages

This guide explains some of the simple steps parents should follow to help children learn to behave responsibly online. The handbook is primarily intended for parents, but also for others who participate in the education of children, and it can also be used by teachers.

Education Pack "All Different - All Equal"

|	
✔	Intercultural education
✔	For primary schools
✔	For secondary schools
✔	Contains practical and theoretical material
✔	Applicable in non-formal education

This handbook offers a number of methods and activities for the promotion of intercultural education. It contains ideas, tools and methods for teaching about interculturality. Topics related to differences in society are discussed, along with divisions, such as the differences between north/south, east/west, the position of minorities in states, new phenomena such as mass migration, etc., but also understanding diversity and what causes prejudice, stereotypes, discrimination, xenophobia, etc. It includes 43 briefs and scenarios for the implementation of these practical examples.

Education for Democracy

✔	Promotes citizenship and human rights education
✔	For primary schools
✔	For secondary schools
✔	Contains guidelines for interactive learning

The handbook deals with objectives, competences and the whole-school approach to education for democracy and human rights. The aim of the handbook is to support teachers and professional staff in promoting citizenship and human rights education. Key questions about these concepts are discussed, including competences for democratic citizenship, objectives and basic principles by which the whole school participates in education for democracy and human rights. The handbook also provides guidelines and practical tools for designing, supporting and evaluating student processes of constructivist and interactive learning.
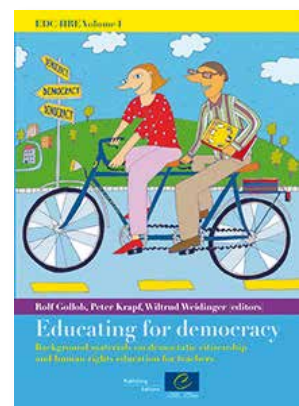
Growing up in Democracy

✔ For primary schools

✔ Includes specific examples

✔ Contains guidelines for interactive learning

The handbook is intended for primary school teachers who want to integrate democratic citizenship education and human rights education into their daily work. It contains nine units, detailed instructions and materials for students, as well as additional information for teachers. The key concepts in this handbook are developed using specific examples and they focus on interactive learning situations.

Living in Democracy
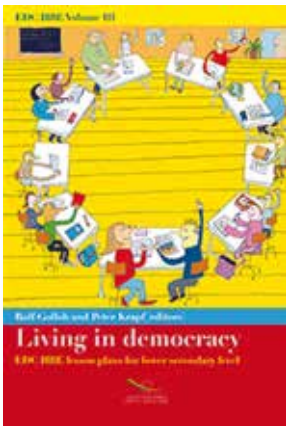
✔ For primary schools

✔ For secondary schools

✔ Contains teaching units, concepts, methods and models

✔ Contains worksheets for students in each unit

The publication contains nine teaching units in the field of education for democracy and human rights. Lesson preparations provide step-by-step instructions, and contain worksheets for students, as well as additional information for teachers. The handbook provides a year-long curriculum for the upper grades of primary school, but since each unit is complete in itself, the handbook allows considerable flexibility in use and can be used for secondary schools as well.

Taking Part in Democracy

✔	For secondary schools
✔	Contains teaching units
✔	Includes specific examples

This handbook contains a curriculum for acquiring the skills needed to participate in democracy. Each teaching unit offers a special approach aimed at empowering and encouraging students to participate in the life of their community. The handbook contains preparations for classes on democratic citizenship education and human rights for secondary schools, as well as instructions and work materials for students.
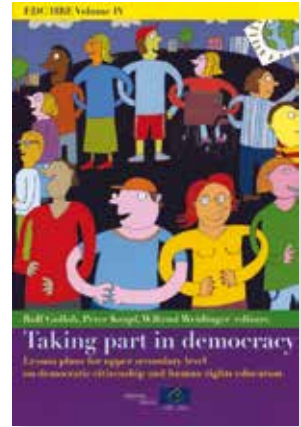
Exploring Children's Rights

✔	For primary schools
✔	Includes detailed preparation for classes
✔	Contains teaching materials
✔	Includes specific examples

This handbook is intended for teachers looking for a way to teach children's rights in primary schools. The handbook contains nine teaching units together with detailed descriptions and lesson plans, as well as a learning approach through tasks. It contains teaching units for all grades of primary school and a detailed description of the lessons and lesson flow, as well as an appendix with several resources (including the Convention on the Rights of the Child and an illustrated version of the Convention) and supporting information concerning children's rights.
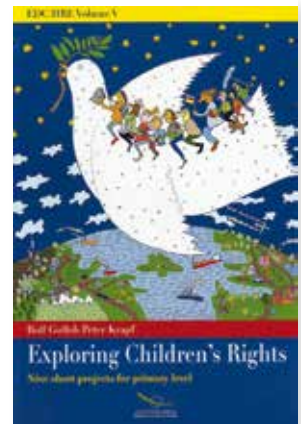
Teaching Democracy
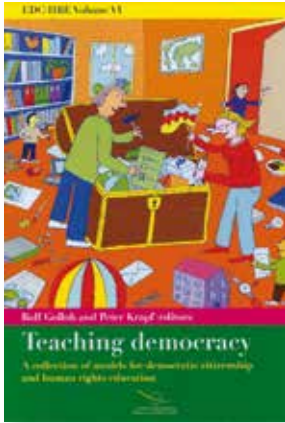
✔	Intended for teachers
✔	Applicable in both in formal and non-formal education
✔	Contains a collection of exercises and models
✔	Applicable to different age groups

The handbook is intended for teachers and contains a collection of exercises and models for democratic citizenship education and human rights education in schools, as well as in non-formal forms of education. The handbook offers teaching models that engage students by providing examples and insights for understanding the general principles of democracy and human rights. Many exercises can be adapted to different age groups.

WHAT SHOULD A SCHOOL DO TO FOSTER A DEMOCRATIC CULTURE

Since 2017 when the pilot project started, over 60 primary and secondary schools throughout Serbia have applied steps from the "whole-school approach", to encourage and additionally strengthen the democratic school culture.

These steps include:

- **Cooperation with mentors / mentor schools**
- **Development of the school action plan, based on the school needs and selected competences for democratic culture**
- **Implementation of planned activities, including the Day of Education for Democratic Culture**

All the mentioned activities are implemented through several basic mechanisms serving to encourage the active participation of schools, cooperation, knowledge-sharing and training. These are the following:

1

Visits to new schools by mentor schools are very important for establishing cooperation and getting to know the mentor schools in the project, as well as making live contact. Visits to schools are therefore implemented in the project as the first visits – made at the very beginning and/or the moment when the new project schools are included, and as evaluation visits – made at the end of the project implementation, for the purpose of evaluating the project results.

2

Online meetings are an excellent tool for maintaining regular communication with mentor schools, as well as for providing support in key project segments – for example, when providing mentor support in developing a new school action plan, in the preparation of the activities of the new school in which the mentor school has a lot of experience, in the preparation of the Day of Education for Democratic Culture, etcl.

The key tasks and expectations of schools wishing to foster a democratic culture are explained below.

Cooperation with Mentor Schools

New schools wishing to foster a democratic culture have at their disposal 36 mentor schools with many years of experience in developing and fostering a democratic culture.

In practice, this means that each school will be connected with one mentor school during one school year, that is, that the school team of the new school will be supported by one member of the mentor school staff.

The support of the mentor school is reflected in the introduction of the school to the Reference Framework of Competences for Democratic Culture, supporting the new school in defining the school action plan, more precisely, in designing activities for teaching and learning, extracurricular activities and activities in the local community, either live, online or hybrid activities, as well as in designing the concept of Day of Education for Democratic Culture.

It is important to know:

> Mentoring can be conducted both live and online.

> Mentoring is limited to one school year.

The mentor school is there to transfer all its practical experience to the new school – whether it concerns specific activities in the school that foster competences for democratic culture or reporting on them.

The mentoring that takes place between schools in the "Quality Education for All" project includes the following:

Role of the mentor schools	Role of the schools receiving mentoring support
▪ Establishing and maintaining contact with schools ▪ Support in the selection of priority competences for democratic culture ▪ Support in defining the school action plan ▪ Sharing good practices ▪ Support in designing the concept of Day of Education for Democratic Culture /Month of Education for Democratic Culture in schools ▪ Reporting on the implementation of activities in assigned schools ▪ Evaluation of the progress of new schools	▪ Maintaining contact with the mentor school ▪ Exchange with the mentor schools ▪ School action plan drafting ▪ Implementation of the planned activities ▪ Implementing the Day of Education for Democratic Culture /Month of Education for Democratic Culture in schools ▪ Reporting on the implementation of school activities

Drafting the School Action Plan

School action plan drafting is one of the basic (and mandatory) steps in establishing a "whole-school approach" that encourages a democratic culture in schools.

The action plan is a document that, in one place, systematises and shapes all the activities that the school will carry out during one school year, specifying the goals that the school wants to achieve, the competences from the Model of Competences for Democratic Culture that the school wants to develop, the specific activities that the school will implement (activities in teaching and learning, extracurricular activities and activities in the local community), planned implementation time, responsible persons for each activity, as well as the desired outcomes of all activities.

Objectives	→	Activities	→	Implementation time	→	Responsibility	→	**Preferred outcomes**

The **Action plan form** that the schools should use to draft an action plan can be found in Appendix 2 of this publication.

As a rule, the action plan should reflect the needs of the school. The school, in cooperation with mentors from the mentoring schools, will go through the process of defining needs and conducting a SWOT analysis.

⬡ SWOT Analysis

> SWOT analysis is an acronym of Strengths, Weaknesses, Opportunities and Threats. In accordance with these words, this analysis involves the systematisation of the strengths, weaknesses, opportunities and threats in a certain situation or process being analysed.
>
> A SWOT analysis often introduces the factor of the environment that impacts the subject, and the strengths and weaknesses are analysed from the internal, and opportunities and threats from the external environment.

Drafting the school action plan is the subject matter of the first meeting that the new schools will have with the mentor schools. They will receive support from the mentor of the new school in devising specific activities and formulating the school action plan.

For the sake of sustainability and quality assurance, all schools are recommended to present the school action plan to all employees at the teacher council and to adopt it as an **annex to the school curriculum!**

In addition, in its many years of practice, the Council of Europe has prepared a number of publications that contain specific examples that schools can implement in their practice. All relevant publications are specified in the Council of Europe Materials section of this publication.

If the new project school assesses its capacities (for example, through the self-evaluation process) as high and wants to ensure the school's long-term commitment to the development of competences for democratic culture, it can also start drafting the **Strategic Plan for the Development of Democratic Culture in Schools** (Appendix 3), which represents a document that plans the development of certain competences from the Model of Competences for Democratic Culture over a long period of time and using a strategic approach.

Implementation of Activities for and Marking of the Day of Education for Democratic Culture and Reporting

After the school has defined the activities in the action plan, there is the implementation of what was planned, which is certainly the activities in teaching and learning, extracurricular activities and activities in local communities that encourage the development of competences for democratic culture. The action plan is implemented during the 2023/2024 school year.

One of the activities that should be planned in the action plan is the marking of the **Day of Education for Democratic Culture**, which is a feature of the "Quality Education for All" project".

The Day of Education for Democratic Culture is a unique event that was established in the project "Fostering Democratic Culture in Schools in Serbia" and then maintained in the project "Quality Education for All", which, through various forms (performances, thematic classes, meetings, public performances, joint school activities, etc.), aims to point out the importance of fostering a democratic school culture.

Day of Education for Democratic Culture (former Democratic Culture Day) may be curricular, extracurricular or activity in the local community. In the following period, all the schools will mark this day during one month, which will symbolically be called the Month of Education for Democratic Culture, about which all schools will be informed in a timely manner.

It is important for the marking of the Day of Education for Democratic Culture to **provide visibility and share information**, which can be achieved in various ways – through creating posters, sharing announcements on social networks, making reports in the media, inviting guests – parents, local community representatives, etc.

During the action plan implementation, the school is obliged to periodically report on the implemented activities to the assigned mentors. For that purpose, the **Reporting form** was prepared (Appendix 4).

This means that the new schools will be obliged to submit a completed reporting form to the mentor schools, which will happen approximately at the end of the school year, **in June 2024**.

The mentors will inform schools about the exact time of reporting in a timely manner.

HOW MUCH HAS THE SCHOOL PROGRESSED IN DEVELOPING COMPETENCES FOR DEMOCRATIC CULTURE?

INSTRUCTIONS FOR SCHOOLS FOR IMPLEMENTING THE SELF-EVALUATION PROCESS

Remember that the aim of the "Quality Education for All" project is to keep on developing and fostering a democratic school culture, and that schools need to reinvent the existing practices in the form of the development of competences for democratic culture.

In order for the school to assess the status of the school after the action plan implementation, it is suggested to carry out a self-evaluation process.

The methodology of the self-evaluation process implies that schools, in short, will be in charge of conducting a group discussion (reflection) with members of the project team from their school about the **effectiveness, relevance and feasibility of the activities** that were included in the school action plan. That is why the **Form for Conducting the Self-Evaluation Process** (Appendix 5), which contains the reporting boxes, was developed.

In particular, the school will ensure that through this process, the school project team evaluates the contribution of the action plan, that is, all the activities implemented during the school year, and the results of the self-evaluation will be used for planning new activities in the action plan and/or revising the existing ones.

Conducting the self-evaluation process is one of the steps that the schools taking part in the project can organise at the end of the project.

The self-evaluation aim is for the schools to assess the effectiveness, relevance and feasibility of the school action plan through the process of exchange and reflection and the analysis of their own activities, and, based on the results, to improve their practice even more and plan new activities in the school action plan.

MORE USEFUL MATERIALS

Below are the additional materials of the Council of Europe to serve new schools in the planning and implementation of activities in order to encourage the development of competences for democratic culture.

Growing up in a Democratic Family – A Manual for Parents with Sections on Ages 6-10 and 11-14

✔	Intended for parents
✔	Describes the role of competences for democratic culture in everyday life
✔	Includes basic information about the role of the Council of Europe
✔	Includes specific instructions for talking to children

This publication is intended for parents of children of primary school age. It describes what it means to live in a democracy and different styles of education, as well as the role of competences for democratic culture in everyday life. The publication also contains instructions for parents on how to deal with and talk to children on various age-appropriate topics (e.g. mobile phone use, parental divorce, responsibility towards pets, etc.).

Living in a Democratic Family – A Manual for Parents of Adolescents Aged 15 to 19

✔	Intended for parents
✔	Describes the role of competences for democratic culture in everyday life
✔	Includes basic information about the role of the Council of Europe
✔	Provides advice for parents

The manual is intended for parents of children of secondary school age. It describes what it means to live in a democracy and different styles of education, as well as the role of competences for democratic culture in everyday life. The publication introduces readers to the characteristics and development of adolescents and instructs parents on how to act in certain stages of their development, when both children and parents encounter different emotions.

Quality History Education in the 21st Century – Principles and Guidelines

The publication is intended for history teachers and it presents the importance of developing competences for democratic culture for a critical understanding of historical events. The publication presents the role that competences for democratic culture can have for the evaluation, initial education and professional development of teachers. The publication includes eight principles and guidelines for establishing a teaching and learning programme of history and pedagogy based on the principles of democracy, respect for diversity and inclusiveness.

Teaching Controversial Issues

This publication presents a professional development pro-gramme for teachers designed to support and promote the teaching of controversial issues in schools in Europe. Some examples of controversial issues are: parental divorce, nu-trition and eating disorders, new technologies, trafficking in human beings, traffic safety, Internet safety, peer violence, global warming, etc. It is intended for primary and secondary school teachers, but also for school management and can be used for planning curricular and extracurricular activities.
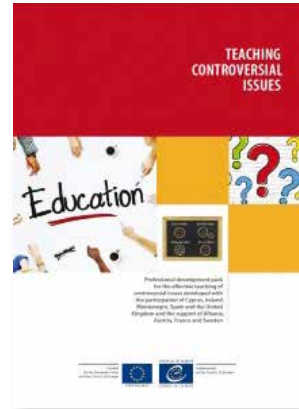
Mirrors – Manual on Combating Antigypsyism Through Human Rights Education

This manual was produced within the Roma Youth Action Plan of the Council of Europe to provide teachers, trainers and faci-litators of non- formal education processes with essential in-formation and methodological tools to address antigypsyism with young people of all ages and in any social-cultural set-ting. It is equally suitable for work with groups of non- Roma, Roma only, or mixed groups. It focuses on basic human rights and offers schools 18 workshop-type activities that they can conduct with their students, covering various topics, from ge-nocide against Roma to Roma culture and stereotypes.
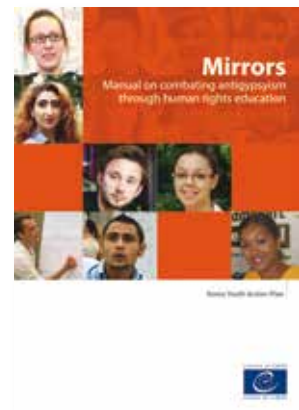
Bookmarks – A Manual for Combating Hate Speech Online Through Human Rights Education

This manual is useful for teachers wanting to address hate speech on the Internet from a human rights perspective, both inside and outside the formal education system. It is designed for work with students aged 13 to 18, but the activities can be adapted to other age groups. The manual first introduces the Council of Europe campaign "No Hate Speech Movement", and then proposes 21 activities to prevent hate speech on the Internet through human rights education.

Compass – Manual for Human Rights Education with Young Peoplee
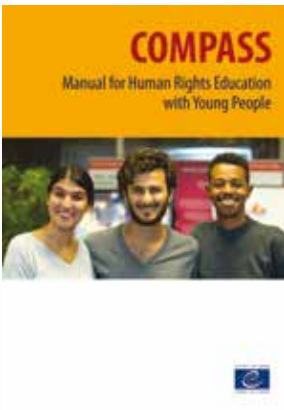
In addition to introducing the concept of human rights education, this manual contains 58 activities with attached scenarios, intended for young people, which can be implemented in a school context. Some of the topics covered by these activities are globalisation, health, media, the world of work, culture and sports, migration, poverty, gender equality, etc. In addition, the manual contains 19 youth-friendly topics that can be taught in class and extracurricular activities.

Compasito – Manual for Human Rights Education with Children

Compasito is intended for adults engaged in educational work with children and it uses an informal methodology and structure that provides theoretical and practical support to users of the manual. The manual contains activities that can be carried out with younger children, specifically 40 activities with developed short scenarios. In addition, the manual contains 20 child-friendly topics (citizenship, democracy, discrimination, gender equality, media, etc.).
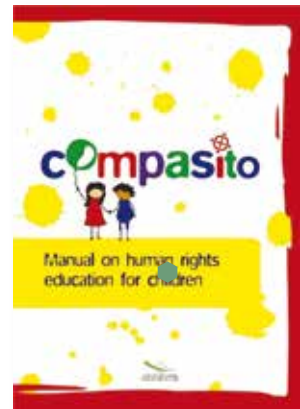
Report on the Use of Hate Speech in Serbian Media

The report presents and analyses international standards related to the prohibition of hate speech, as well as the domestic legal and strategic framework, in order to establish possible legal and practical limitations leading to the ineffectiveness of the system of protection against hate speech in the media in Serbia.

Considering the content, it is more suitable for secondary school teachers and students.

APPENDICES

1. List of mentor schools
2. School action plan form
3. Form for a strategic plan for the development of democratic culture
4. Form for reporting at the end of the school year
5. Self-evaluation form

Appendices in A4 format, adapted for printing, can be downloaded from:

https://rm.coe.int/hf32-appendices/1680adaec6

or scan the
QR code:

Appendix 1 – List of Mentor Schools

MENTOR SCHOOLS FOR DEMOCRATIC CULTURE

	SCHOOL	PLACE	TYPE	SCHOOL ADMINISTRATION
1.	**Žarko Zrenjanin**	Banatsko Novo Selo	Primary	Zrenjanin
2.	**Zdravko Gložanski**	Bečej	Primary	Novi Sad
3.	**Veljko Dugošević**	Turija	Primary	Požarevac
4.	**Sveti Sava**	Vladičin Han	Primary	Leskovac
5.	**Radoje Domanović**	Niš	Primary	Niš
6.	**Miroslav Antić Mika**	Pančevo	Primary	Zrenjanin
7.	**Matko Vuković**	Subotica	Primary	Sombor
8.	**Jovan Jovanović Zmaj**	Đurđevo	Primary	Novi Sad
9.	**Bratstvo**	Novi Pazar	Primary	Group for Expert-pedagogical Supervision for the Municipalities of Novi Pazar, Sjenica and Tutin
10.	**Dragiša Luković Španac**	Kragujevac	Primary	Kragujevac
11.	**Dragan Marinković**	Adrani	Primary	Kraljevo
12.	**Vuk Karadžić**	Negotin	Primary	Zaječar
13.	**Mića Stanojlović**	Koceljeva	Primary	Valjevo
14.	**Jovan Jovanović Zmaj**	Novi Kneževac	Primary	Zrenjanin
15.	**8. septembar**	Pirot	Primary	Niš
16.	**The First Primary School**	Valjevo	Primary	Valjevo
17.	**Jovan Jovanović Zmaj**	Aleksinački Rudnik	Primary	Niš

	SCHOOL	PLACE	TYPE	SCHOOL ADMINISTRATION
18.	**Svetozar Marković**	Vranje	Primary	Leskovac
19.	**"7. april" Medical School**	Novi Sad	Secondary	Novi Sad
20.	**Polytechnic School**	Subotica	Secondary	Sombor
21.	**"4. juli" Secondary Vocational School**	Vrbas	Secondary	Novi Sad
22.	**Dental School**	Beograd	Secondary	Beograd
23.	**"Mija Stanimirović" Electrotechnical School**	Niš	Secondary	Niš
24.	**"Slobodan Minić" School of Economics and Catering**	Aranđelovac	Secondary	Kragujevac
25.	**Technical School**	Užice	Secondary	Užice
26.	**Technical School**	Vlasotince	Secondary	Leskovac
27.	**School with Dorm for Students with Impaired Hearing and Speech "11. maj"**	Jagodina	Secondary	Jagodina
28.	**"23. maj" Technical School**	Pančevo	Secondary	Zrenjanin
29.	**Agricultural and Chemical School "Dr Đorđe Radić"**	Kraljevo	Secondary	Kraljevo
30.	**Secondary School "Miloje Vasić"**	Veliko Gradište	Secondary	Požarevac
31.	**Požarevac Gymnasium**	Požarevac	Secondary	Požarevac
32.	**Agricultural School with Student Dorm "Sonja Marinković"**	Požarevac	Secondary	Požarevac
33.	**Fashion and Beauty School**	Niš	Secondary	Niš
34.	**Technical School**	Bor	Secondary	Zaječar
35.	**School for Tourism and Hospitality**	Beograd	Secondary	Beograd
36.	**Zemun Gymnasium**	Beograd, Zemun	Secondary	Beograd

Appendix 2 – School Action Plan Form

MODEL OF THE COMPREHENSIVE SCHOOL ACTION PLAN

Project:	*Quality Education for All*
School and place:	
Implementation period:	*School year 2023/2024*
Project name at the school level:	*Devise a school-wide project name that would suit your school needs*
School Project Team Coordinator:	
Selected competences from Model of Competences for Democratic Culture:	*1.* *2.* *3.*
General and specific objectives of the project:	*General objective* *Specific objectives:* *1.* *2.* *...*
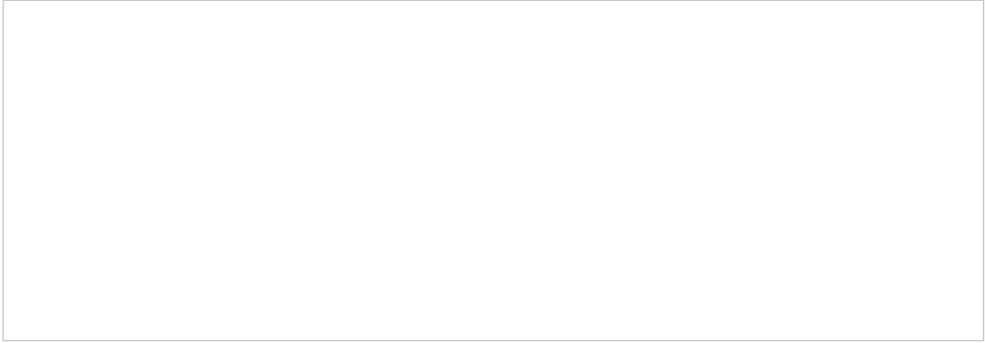
Number	Activity	Time of implementation	Activity Coordinator / Responsible Person	Expected outcomes

Enter as many lines as needed

RISKS

Please indicate the potential risks for the implementation of the above activities:

Appendix 3 – School strategic plan Form

STRATEGIC PLAN FOR DEVELOPING SCHOOL DEMOCRATIC CULTURE

The school team members are:

1.
2.
3.
4.
5.

SCHOOL VISION

Values	Behaviours*

* Enter as descriptors

1. SWOT Analysis

Enter SWOT analysis results

Strengths	Weaknesses
Opportunities	**Threats**

2. Analysis of Previous Activities Within the "Quality Education for All" project:

Summary of the school action plan

Based on the previously analysed segments, **we conclude that**:

We are satisfied with:	We would like to improve:

3. The activities included in the strategic plan are organised by areas:

▸ Teaching and learning

▸ School level / extracurricular activities

▸ Cooperation with local community

AREA: Teaching and Learning

Aim:

Activity		Outcomes/Descriptors	
1		1	
2		2	
3		3	
4		4	
5		5	

AREA: School Level / Extracurricular Activities

Aim:

Activity		Outcomes/Descriptors	
1		1	
2		2	
3		3	
4		4	
5		5	

AREA: Cooperation with the Local Community

Aim:

Activity		Outcomes/Descriptors	
1		1	
2		2	
3		3	
4		4	
5		5	

Appendix 4 – Reporting Form for All Schools

REPORTING FORM FOR ALL SCHOOLS

Please list all the activities from the action plan that the school has implemented in the reporting period (please add as many lines as necessary). **The report needs to be accompanied by actual evidence of the application of competences for democratic culture for each activity** (plans, minutes, photos, posters, presentations, etc.):

Activity and realisation date	Activity type – curricular, extracurricular or activity in the local community	Activity aim / link to competences for democratic culture
Workshop on fostering empathy, 23 April 2022	*Extracurricular activity*	*Fostering empathy among students*

Name and place of school:

Reporting period:

Report submission date:

Report prepared by:

Number of included students, teachers, parents and local community representatives	Results achieved
15 students 3 *teachers 2* *local community representatives (Youth Office)*	*15 students from three 6th grade classes were encouraged using examples to describe feelings in actual situations and they discussed empathy*

Please list all the activities from the action plan that the **school planned but did not implement** in the reporting period:

Activity Coordinator	Activity type – curricular, extracurricular or activity in the local community	The reason for not implementing the activity	Plan for activity implementation / overcoming challenges

If you would rate any of the activities implemented in the specified reporting period as a **good practice**, please describe it in more detail and explain why it is a good practice:

Appendix 5 – Self-Evaluation Form

SELF-EVALUATION FORM

1. **Evaluation of the effectiveness, relevance and feasibility of the school action plan**

Activity from the action plan	How satisfied are we with the achieved effects? (1 – low effectiveness, 5 – high effectiveness)	What is our assessment of the importance of the activities for the improvement of competences for democratic culture? (1 – slightly significant, 5 – very significant)	How suitable is the activity for implementation within school activities? (1 – unsuitable, 5 – very suitable)	Total rating (max 15):

Enter as many lines as needed

2. Plan for the improvement of activitiesi

Rating	Activities with the lowest rating	Suggestions for improv-ing/revising low-rated activities

3. **General conclusion on the effectiveness, relevance and feasibility of the activities from the action plan and the direction in which the new school action plan will be developed:**

ENG

The Member States of the European Union have decided to link together their know-how, resources and destinies. Together, they have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms. The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders.

www.europa.eu

The Council of Europe is the continent's leading human rights organisation. It comprises 46 member states, including all members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

www.coe.int

Co-funded
by the European Union

EUROPEAN UNION

COUNCIL OF EUROPE

CONSEIL DE L'EUROPE

Co-funded and implemented
by the Council of Europe