QUALITY
EDUCATION FOR ALL

GUIDELINES
for Fostering a
Democratic Culture:
A Set of Materials for
Mentor Schools

Republic of Serbia
MINISTRY OF EDUCATION

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

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BASIC
PROJECT
INFO

2017

The introduction of competences for democratic culture into the education system in Serbia was initiated in 2017, with the pilot project „**Fostering a Democratic School Culture**", when decision-makers and practitioners from 20 selected schools were introduced to the Reference Framework of Competences for Democratic Culture.

The project had clear goals – the implementation of the Reference Framework of Competences for Democratic Culture at the level of educational policies and schools.

At the policy level, this meant linking the aforementioned competences with teaching and learning curricula, while at the school level, it meant the application of the approach of developing competences for democratic culture through activities within the framework of teaching and learning, extracurricular activities, and in the activities carried out in cooperation with the local community.

2019

The **„Quality Education for All"**, project, initiated in 2019, based on the pilot project experience, continued the work on achieving the same goals, but with an expanded scope – it included 40 new schools, while the schools from the pilot project took on the role of mentors, and the Institute for the Improvement of Education worked on connecting competences for democratic culture with the teaching and learning curricula.

2023

The new phase of the **„Quality Education for All"** project started in January 2023 and it 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 schools throughout Serbia, and to expand, establish or additionally strengthen democratic culture in schools to the greatest extent possible.

To achieve this, **the project is supported by 36 schools** that participated in the previous project phases, most of which have been working on the development of a democratic school culture for five years and that, through the process of **mentoring**, will transfer their knowledge and experience to the new schools.

In light of the participation of the mentioned mentor schools in the project, this set of materials was prepared, aimed at systematising all resources, materials, practices and examples and thus being an auxiliary tool for realising the important role that mentor schools play – spreading democratic culture to other schools in Serbia.

All the activities and tasks of the mentoring schools in the new phase of the "Quality Education for All" project are also summarised in this publication.

ON MENTORING BETWEEN SCHOOLS

The new project phase, as mentioned, is based on mentoring between schools experienced in developing and realising competences for democratic culture and schools that have yet to start or consolidate those processes. To that end, mentoring in this project is seen as 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. This approach has been present from the very beginning of the development of democratic culture in schools through Council of Europe projects.

The flow of the mentoring process in the project is presented in the diagram below.

More specifically, at first this role was played by experts from the Centre for Education Policy[1], who worked intensively from 2017 to 2019 with 20 pilot schools within the "Fostering a Democratic School Culture in Serbia" project, which then applied a similar mentoring model to 40 new schools during 2020-2022 in the "Quality Education for All" project.

Providing expertise	**Defining school activities**	**Empowerment of schools through training**
Networking and exchange between schools	**Raising community awareness – Democratic Culture Day**	**Collecting data on the results achieved**

The flow of the mentoring process in the project

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1 Centre for Education Policy (CEP) is a civil society organisation that provides professional support to decision-makers and practitioners in the development, implementation and evaluation of policies in the field of education, but also provides support to educational institutions in improving the quality of teaching, learning and support for students through mentoring and capacity-building.

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 Day / 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 school ▪ School action plan drafting ▪ Implementation of the planned activities ▪ Implementing the Day of Education for Democratic Culture Day/ Month of Education for Democratic Culture in schools ▪ Reporting on the implementation of school activities

During one school year, each mentor school will cooperate with at least **5 schools that did not have the opportunity to develop competences for democratic culture** in the way that the mentor schools had. In this way, the dissemination of good practices and experiences of mentoring schools to many schools throughout Serbia will be ensured.

MENTOR SCHOOL

| School 1 | School 2 | School 3 | School 4 | School 5 |
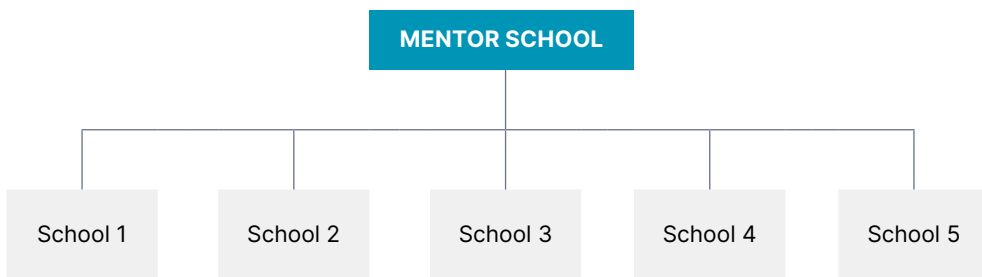
Everything that mentors need to know and apply in working with schools is the subject of this publication!

DEVELOPING A DEMOCRATIC SCHOOL CULTURE – THE WHOLE-SCHOOL APPROACH

Let's refresh our memory!

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

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.

It is important to repeat that 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; it is built on democratic and human rights principles, and consists of three components:

1

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, and the graphic representation of the model is presented in the figure on the left.

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
- Cooperation 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

REFERENCE FRAMEWORK
OF COMPETENCES
FOR DEMOCRATIC CULTURE

Volume 2   Descriptors of competences
for democratic culture

2

The second component consists of
descriptors of competence ,
the purpose of which is to help teachers
plan lessons and assess the achieve-
ment 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 in-
dicating that the person concerned has achieved a certain level of
proficiency with regard to a competence. Descriptors are intended to
help teachers and all persons involved in education to create situa-
tions 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 compe-
tence-mastering (basic, intermediate and advanced) for Analytical and crit-
ical 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 **guide-lines** for curriculum, pedagogy, assessment, teacher education, the school's 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 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 competences for democratic culture, 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.

„The whole-school approach" in the context of democratic culture development in schools integrates democratic values and principles of human rights into 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.

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

Teaching and learning

2

School governance and school ethos, and/or extracurricular activities at the school level

3

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
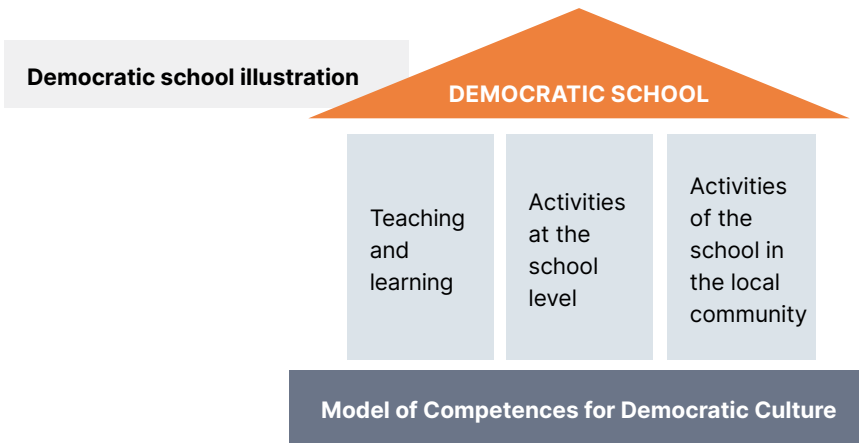
Let's recall **the steps in the "whole-school approach" implementation:**

1

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

2

The school identifies the preferred assessments, in accordance with the analysis, and/or chooses competences for democratic culture that it wishes to develop;

3

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

4

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

5

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

1 Analysis of the situation

2 Identifying preferred changes

3 Drafting the school action plan

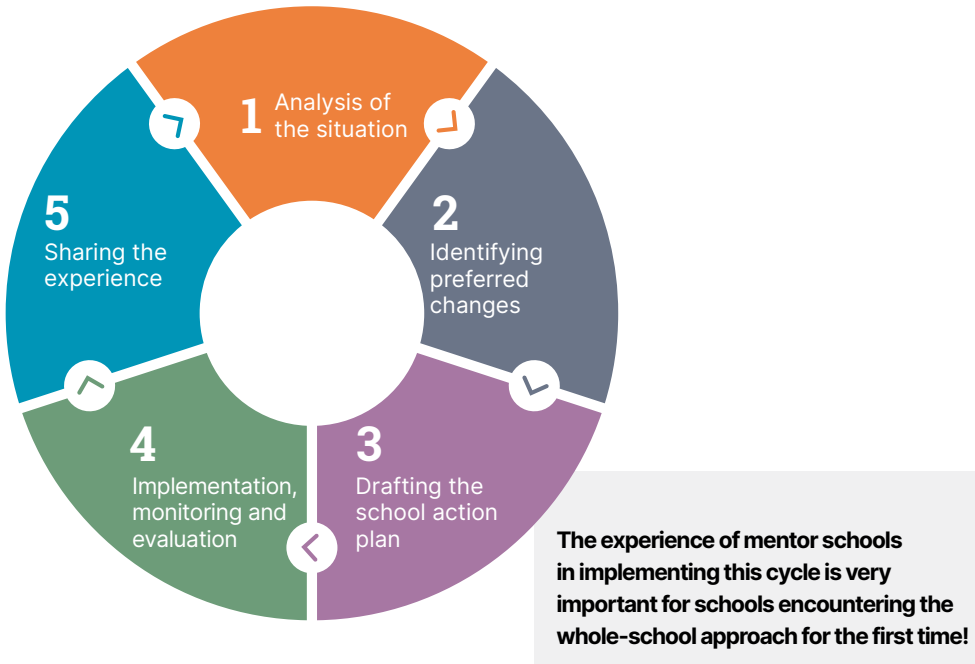**4** Implementation, monitoring and evaluation

5 Sharing the experience

The experience of mentor schools in implementing this cycle is very important for schools encountering the whole-school approach for the first time!

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 subject 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 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.

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 fairs, etc.

Activities in the Local Community

The school activities in the local community represent the 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 already mentioned 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).

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 subject and direction of implementation of "Quality Education for All.

As online and hybrid teaching became a reality, the project supported the adaptation and adjustment of 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.

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**.

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

Digital citizenship involves a wide range of activities, from creating, consuming, sharing, playing and socialising, to investigating, communicating, learning and working.

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.

Let's refresh our memory!

Competent digital citizens are able to respond to new and everyday challenges related to learning, work, employability, leisure, inclusion and participation in society, respecting human rights and intercultural differences, and in that they apply competences for democratic culture to a large extent.

To place these competences 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. These ten digital domains are divided into three areas – "Being Online", "Well-being Online" and "Rights Online", and are presented below:

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

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

DIGITAL CITIZENSHIP

RIGHTS ONLINE
1. Active Participation
2. Rights and Responsibilities
3. Privacy and Security
4. Consumer Awareness
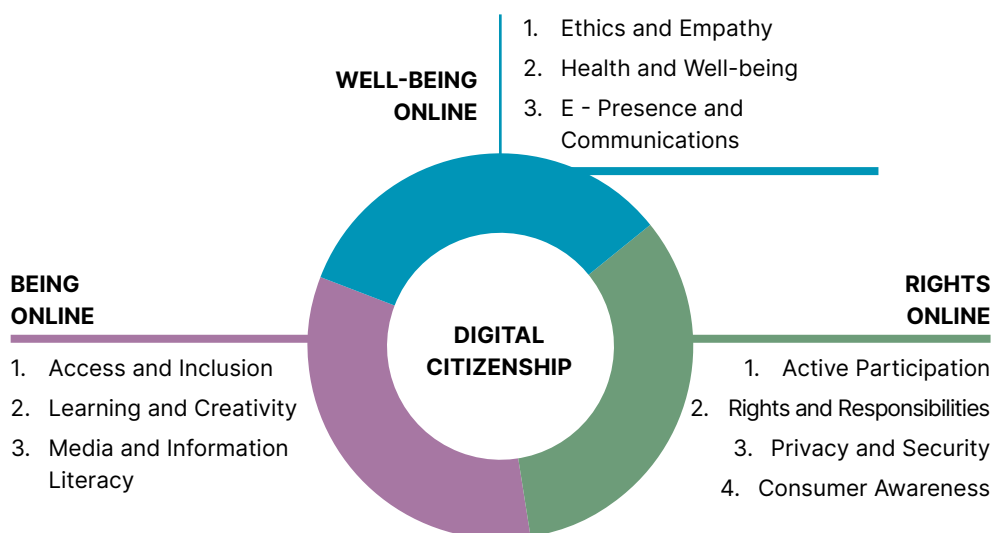
Digital Citizenship Education – Handbook contains a detailed description of the above mentioned 10 digital domains, which will help to better understand the importance of digital citizenship and encourage the development of ideas that will enrich the practice in classrooms.

Priručnik **The 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 **democratic citizenship education** and **education on 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.

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.

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.

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:

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.

How to Achieve Democratic Culture in Schools

|	
✔	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.

Digital Citizenship Education Handbook

✔	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.
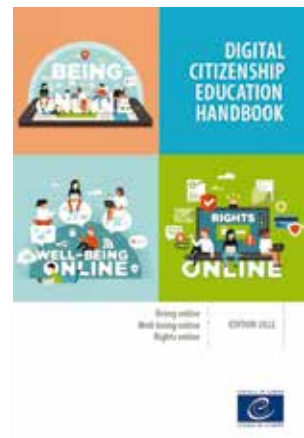
Easy Steps to Help Your Child Become a Digital Citizen

✔	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.
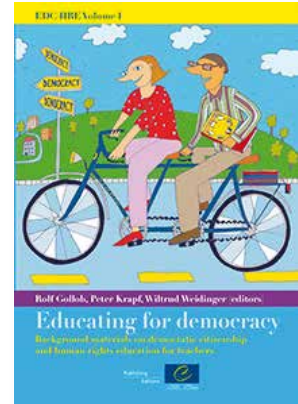
Growing up in Democracy

✔	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.
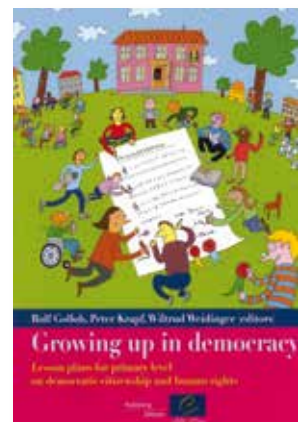
Living in Democracy
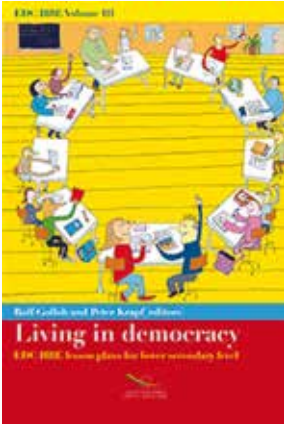
✔	For primary schools
✔	For secondary schools
✔	Contains teaching units, concepts, methods and models
✔	Contains worksheets for students in each unit

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 infor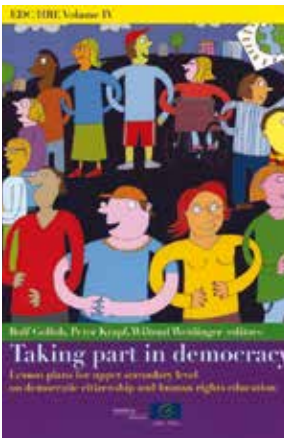mation for teachers. The handbook provides a year-long curriculum for the upper grades of primary school, but since each unit is complete in itself, the handbook allows considerable flexibility in use and can be used for secondary schools as well.

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 education 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.
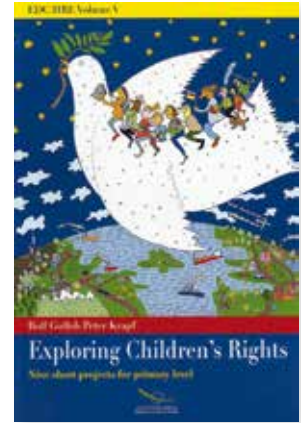
Teaching Democracy

✔	Intended for teachers
✔	Applicable in both 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.
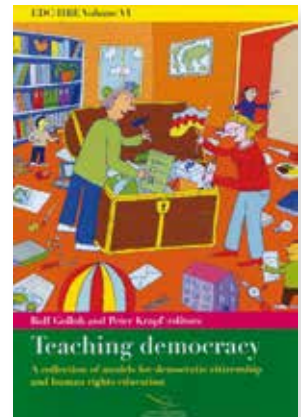
KNOWLEDGE AND EXPERIENCE TRANSFER MECHANISMS

The basic mechanisms applied by mentor schools, in both the old and new phases of "Quality Education for All" project, to share their knowledge and experience in developing a democratic school culture are the following:

1

Visits to schools – initial visit and evaluation visit.

2

Online meetings – in accordance with the needs of the school and the capacities of the mentor.

1. **Visits to schools** are very important for establishing cooperation and getting to know new schools, as well as making live contact and for monitoring the results achieved. Visits to schools are therefore implemented in the project as **initial visits** – made at the very beginning of the school year (in the September-November period), and as **evaluation visits** – made at the end of the project implementation.

With regards to the **initial visit to schools**, and as the aim remains the same in the new phase of the project – to analyse the situation of the new schools at the very beginning, choose the desired competences for democratic culture, and create an action plan (the first three steps from the cycle of implementing the "whole-school approach"), an **agenda for the initial visit**, has been prepared for the mentor schools, along with a **detailed scenario for the implementation of the initial visit to new schools**, which are among the appendices of this publication (Appendices 1 and 2).

> **Important!** The mentors are given the option to perform the initial visit **online**, in accordance with their own plans and duties, and it is important to note that the mentors are in charge of adapting the materials and content of the online visit.
>
> This also means that the mentors do not have to implement all the listed exercises that are planned for the live visit ("butterfly", "three pillars", etc.), but they need to meet the aim of the first visit – all new schools need to undergo an analysis of the school status and needs, the selection of competences from the Model of Competences for Democratic Culture and designing activities that will be included in the school action plan, and start drafting the action plan.

In terms of the **evaluation visit to new schools**, general information about the purpose, tasks and process of conducting the visit can be found in the "Monitoring and Evaluation" section of this publication.

2. **Online meetings** are an excellent tool for maintaining regular communication with new schools, as well as for providing support – for example, when giving feedback on the proposed 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, etc.

Mentors are provided with an option for organising online or live meetings, and these are optional activities that can be carried out in accordance with the needs of the new schools, that is, the possibilities and duties of the mentor schools.

KEY MENTOR ACTIVITIES AND TASKS FOR NEW SCHOOLS

Key activities that the mentor schools should implement with the new project schools are divided into conducting the initial visit and the activities carried out within them, and the activities after making the first contacta.

Conducting an Initial Visit

The initial visit to schools is organised at the beginning of the 2023/2024 school year (September-November) and can be made live or online.

As part of the initial visit, mentor schools should implement the following activities:

- Carrying out an analysis of the status and needs of the school
- Introducing schools to competences for democratic culture
- Support for schools in the selection of priority competences for democratic culture
- Support for schools in designing activities that will be included in the school action plan

After the mentor schools have made the initial visits, they need to submit a report on the initial visits to the Council of Europe Office, for which **a form for reporting on initial visits to schools** has been prepared, see Appendix 3 of this publication.

An important note is that mentors will enter information from all initial visits to new schools in one report.

The steps in the implementation of the aforementioned activities of mentor schools are described in detail in **Appendix 2 – Scenario for Conducting an Initial Visit to New Schools** , and they are summarised below, as a reminder:

CARRYING OUT AN ANALYSIS OF THE STATUS AND NEEDS OF THE SCHOOL

In the first contact with the school, during the initial visit, the mentors should encourage the school to think about the needs regarding the development of democratic culture and to plan future activities in accordance with these needs. SWOT analysis represents an excellent tool for group analysis of the status, which will specify the needs of the school more clearly.

⬢ 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.

INTRODUCING SCHOOLS TO COMPETENCES FOR DEMOCRATIC CULTURE

After analysing the needs, the mentor schools should introduce the new schools to the Model of Competences for Democratic Culture in detail. To this end, mentor schools can conduct an exercise called "butterfly", the name of which indicates an illustration of the Model and cluster of competences for a democratic culture, and to introduce new schools to the names and descriptions of competences for a democratic culture.

⬢ "BUTTERFLY" EXERCISE

Distribute to the participants pieces of paper with the names of the competences, ask the participants to determine whether the competences they received belong among the attitudes, values, skills or knowledge and ask them to place the competences in a certain field of the "butterfly". After that, the participants should combine the name of the competence with the corresponding description of the competence, and finally present their solutions.

SUPPORT FOR SCHOOLS IN THE SELECTION OF PRIORITY COMPETENCES FOR DEMOCRATIC CULTURE

When the new schools have become familiar with the meanings of all 20 competences from the Model of Competences for Democratic Culture, it is up to the mentors to provide support to the school in the selection of the most important competences considering the analysis of the status and needs of the school, and/or which are a priority for development and which will be the outline for creating activities in the action plans of new schools.

To this end, mentors can conduct a "three circles" exercise.

"THREE CIRCLES" EXERCISE

Each participant gets an equal number of cards, i.e. titles of competences, which he/she should not show to other colleagues. Everyone thinks about how important the competence they received is for implementation in their school and, based on that, decides which circle they will place the competence in – the largest circle represents the lowest level of priority, and the smallest circle represents the most important. The facilitator monitors what is happening in the group all the time and encourages the participants to reach an agreement on the three priority competences.

SUPPORT FOR SCHOOLS IN DESIGNING ACTIVITIES THAT WILL BE INCLUDED IN THE SCHOOL ACTION PLAN

When new schools have chosen competence priorities, the mentors should encourage them to think about activities that can best contribute to the development of the chosen competences for a democratic culture. In addition to offering their own examples, mentor schools can conduct the "three school pillars" exercise, which aims to ensure that the school action plan includes activities from all "three pillars" – that is, activities in the classroom, extracurricular activities and activities that are implemented in the local community.

"THREE PILLARS" EXERCISE

The three school pillars, in accordance with the project illustration of a democratic school, consist of curricular, extracurricular and activities outside of the school, that is, those that are implemented with the local community. In this exercise, a new school should define, to begin with, several activities that will be included in the school action plan, which include activities during classes, outside of classes and with the local community. In case of a large number of students, the participants can be divided into three groups, so that each group defines activities for one competence or one "pillar".

Activities After the Initial Visit

After the initial visit, the mentor schools will be in charge of:

- ▶ Providing feedback on the proposed school action plan
- ▶ Providing support to the schools in designing the concept of observing the Day of Education for Democratic Culture in schools
- ▶ Providing support to schools during the implementation of the action plan – in accordance with the mentor capacities

The key tasks after an initial visit are summarised below.

PROVIDING FEEDBACK ON THE PROPOSED SCHOOL ACTION PLAN

When the initial visit is over, the new schools will work for some time on defining the school action plan, and after that they will send a draft of the action plan to the mentor schools. The task of the mentor is to review the action plan of the new school and provide feedback to the new school about its quality.

When providing feedback, mentors should be guided by the following principles or approaches:

- The principle of collegiality – mentors foster a friendly and equal relationship with new schools;
- Positive approach – when commenting on specific activities, mentors try to emphasize the positive aspects;
- Specific approach – mentors provide a specific proposal on how the activity or action plan as a whole can be improved.

PROVIDING SUPPORT TO SCHOOLS IN DESIGNING THE CONCEPT OF OBSERVING THE DAY OF EDUCATION FOR DEMOCRATIC CULTURE

What used to be a Day of Democratic School Culture is now the Day of Education for Democratic Culture. Although the name of this event has changed, the essence remains the same – all schools should mark the day when they will point out the importance of fostering a democratic school culture.

Mentor schools that have had the opportunity to design and implement the Day of Education for Democratic Culture several times can provide support to new schools.

Some of the types of support that mentor schools can offer to new schools are:	❯ Ensuring an understanding of the concept of Day of Education for Democratic Culture
	❯ Providing ideas for the implementation of the Day of Education for Democratic Culture
	❯ Organising the joint celebration of the Day of Education for Democratic Culture

New schools should understand that Day of Education for Democratic Culture can be marked in different ways – as one or a set of activities, as a short or long-term activity, as an activity in the classroom or an extracurricular activity, i.e. activity in the community, as an event in which school actors participate, together with actors and communities.

It is up to the schools to come up with a way to mark Day of Education for Democratic Culture, and **ensuring visibility and sharing information** about it is very important. Visibility and informing the public can be achieved in different ways – through creating posters, sharing announcements on social media, making reports in the media, inviting guests – parents, local community representatives, etc.

If schools wish and opportunities allow, they can also organise joint events – e.g. the Day of Education for Democratic Culture of a new school and mentor school, or the association of new schools, etc.

In the new phase of the project, all schools will mark this day during one month, which will symbolically be called **Month of Education for Democratic Culture**, about which all schools will be informed in a timely manner.

> **The Day of Education for Democratic Culture** is a unique event that was established in the project "Fostering a 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.

PROVIDING SUPPORT TO SCHOOLS DURING THE IMPLEMENTATION OF THE ACTION PLAN

During the 2023/2024 school year, and/or during the implementation of the action plans of new schools, mentors can, in accordance with their capacities, provide support to new schools in the form of short consultations, online or live meetings, in connection with any topic related to the implementation of the action plan that is important for the new school.

MONITORING AND EVALUATION

Apart from implementing the previously mentioned activities in schools, mentor schools are also responsible for monitoring and evaluating the implementation of activities in new schools, as well as for the self-evaluation process that takes place in their mentor schools.

The main activities in new schools and activities in mentor schools related to monitoring and evaluation are presented below.

Activities in New Schools

As we said, mentor schools are in charge of monitoring and evaluation activities in new schools, which means collecting and reviewing reports on new schools on the implementation of the school action plan, as well as conducting evaluation visits to new schools.

Let's start from the beginning:

COLLECTION AND REVIEW OF REPORTS ON NEW SCHOOLS ON THE IMPLEMENTATION OF THE ACTION PLAN

After the new schools define, with the help of the mentors, the action plan and start its implementation in the 2023/24 school year, the mentor schools will be in charge of collecting and reviewing their reports, which the new schools will deliver to the mentors at the **end of the 2023/24 school year**.

This means that the mentors will be obliged to deliver to the new schools the reporting form , in Appendix 4 of this publication, to review it, and to ask for additional information from schools if needed. If time and opportunities allow, you can present this form to the schools during the first visit after the action plan is finalised, to link the reporting more clearly to the activities that will be implemented.

If not, a short online meeting with schools on this topic is definitely recommended as it is very important that schools understand (and accept) reporting as a part of quality assurance and the basis for improving activity implementation, and not as an administrative and/or project activity without a "deeper" purpose.

Along with the report, new schools submit evidence of the activity implementation (photographs, participant lists, prepared materials, lesson preparations, etc.).

Based on the collected reports of new schools, as well as the entire subject of cooperation between the mentor schools and the new schools, the mentor schools should report to the Council of Europe Office on the implementation of activities in the new schools and the mentoring, using the **form for reporting on new schools**, in Appendix 5 of this publication. It is also important to emphasise that for this type of mentor report, content is more important than quantity, so these reports focus on the most important issues and this type of reporting will only require from the mentor schools those efforts that allow gaining insight into the situation, identifying the areas where mentor schools need support, and providing corrective activities in cooperation with new schools if they are needed.

CONDUCTING EVALUATION VISITS TO SCHOOLS

At the end of the "Quality Education for All" project implementation, the mentor schools will be in charge of making the evaluation visits to schools, aimed at collecting information on the achieved results and effects after the implementation of the activities in new schools at the end of the project implementation.

The draft **Evaluation Visit Agenda** was prepared within this publication, together with the **Instructions for Conducting the Evaluation Visit** (Appendices 6 and 7).

In summary, within the evaluation visit, mentors should hold a meeting with the new school team and hold a focus group with teachers on the topic of the impact of the development of competences for a democratic culture on the school, those participating in the life of the school and other actors involved, and fill in the **form for reporting on the results achieved by new schools** (Appendix 8) and submit it to Council of Europe.

As the evaluation visit is planned for the end of the "Quality Education for All" project, detailed info will be delivered to all the schools in a timely manner.

Activities in Mentor Schools

In addition to their role in transferring knowledge and experience to new schools, the mentor schools will continue to implement activities in accordance with their action plans, and will be in charge of implementing the **self-evaluation process** in their own schools.

The self-evaluation aim is, as before, for the mentor schools to assess the success of the school in developing competences for democratic culture through the process of exchange and reflection and the analysis of their own activities and/or to assess the degree of progress of the school in the project, and to improve their practice even more based on the results.

The self-evaluation process "methodology" implies that the mentor schools will be in charge of conducting a focus group meeting with teachers from their school and observing one activity in teaching and learning and one extracurricular activity or school activity in the local community, based on which they will prepare a self-evaluation report.

This publication includes **instructions for implementing the self-evaluation process**, with a methodology description, and the **self-evaluation reporting form** (Appendices 9 and 10).

The self-evaluation process will be implemented at the end of the "Quality Education for All" project and the mentors will be promptly informed thereof.

REPORTING

L ike the new school, mentor schools will also be in charge of reporting on the implementation of their own activities from the school action plan in the form of drafting reports to be submitted to the Council of Europe by the end of the school year .

The form for the reporting of schools at the end of the school year is included in Appendix 4 and is the same form used by the new schools for reporting at the end of the school year.

Along with the report, mentor schools also submit evidence of the activity implementation (photographs, participant lists, prepared materials, lesson preparations, etc.).

Let's refresh our memory!

Regarding reporting, the mentor schools have the following tasks:

> Preparing the mentor report on the initial visit to the school (Appendix 3)

> Reviewing individual reports on each of the schools that the new schools will deliver to the mentors (Appendix 4)

> Preparing reports on the implementation of the activities of new schools at the end of the school year (Appendix 5)

> Preparing individual reports on the results achieved by the new schools, based on the evaluation visit (Appendix 8)

> Preparing individual reports on the self-evaluation of mentor schools (Appendix 10)

MORE USEFUL MATERIALS

Below are the additional materials of the Council of Europe to serve both mentor and 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 programme for teachers designed to support and promote the teaching of controversial issues in schools in Europe. Some examples of controversial issues are: parental divorce, nutrition 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 facilitators of non- formal education processes with essential information and methodological tools to address antigypsyism with young people of all ages and in any social-cultural setting. 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 genocide against Roma to Roma culture and stereotypes.
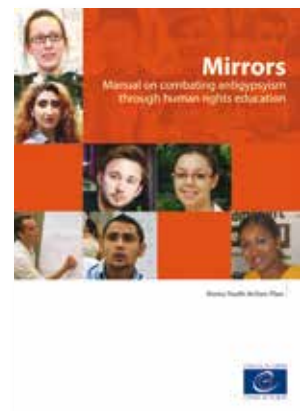
Bookmarks – A Manual for Combating Hate Speech Online Through Human Rights Education

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 People
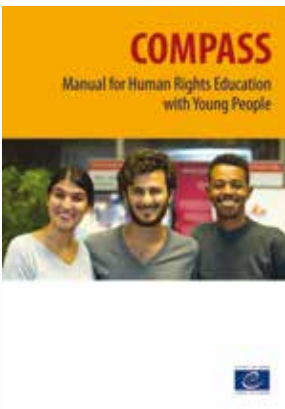
In addition to introducing the concept of human rights education, this manual contains 58 activities with attached scenarios, intended for young people, which can be implemented in a school context. Some of the topics covered by these activities are globalisation, health, media, the world of work, culture 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 on Human Rights Education for 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.).
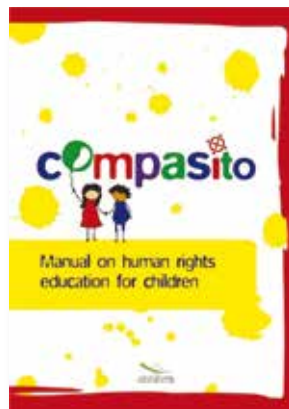
Report on the Use of Hate Speech in Serbian Media

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

CONDUCTING AN INITIAL SCHOOL VISIT

1. Example of an agenda for the initial visit to a school
2. Scenario for the initial visit to a school
3. Form for the reporting of mentors from the initial visits to schools 📥

REPORTING

4. Form for the reporting of schools at the end of the school year 📥
5. Form for reporting on the implementation of the activities of new schools at the end of the school year 📥

MONITORING AND EVALUATION

6. Example of an Evaluation Visit Agenda
7. Instructions for Conducting the Evaluation Visit
8. Form for reporting on the results achieved by new schools 📥 📥

SELF-EVALUATION

9. Instructions for implementing the self-evaluation process
10. Self-evaluation reporting form 📥

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

https://rm.coe.int/hf32-forms/1680adb4c8

or scan the
QR code:

Appendix 1 – Example of an Agenda for the Initial Visit to a School

"Quality Education for All"

INITIAL SCHOOL VISIT
AGENDA

Date, name and place of school

Time	Topic
10:00 – 10:45	**Meeting with the school management and members of the school management** (assistant/deputy principal, coordinators of school teams, etc.) ▪ Discussion about the project and school
10:45 – 11:00	Break
11:00 – 12:15	**Meeting with the Project Team – project presentation and an introduction to the framework for competences for democratic culture** ▪ Presentation of the school team members; ▪ Project and activity plan presentation; ▪ SWOT analysis; ▪ Model of the Competences for Democratic Culture presentation (exercise with competence description and name).
12:15 – 12:45	Break
12:45 – 13:45	**Meeting with the Project Team – the beginning of the development of the school action plan** ▪ Action plan drafting form presentation; ▪ Defining the three most important competences (exercise with circles and cards); ▪ Discussion on manners of implementing the chosen competences and possible responsibilities of the team members (exercise "three school pillars").
13:45 – 14:00	**Information about school reporting and final remarks** ▪ Information about project reporting; ▪ Discussion about the next steps and communication dynamics.

Appendix 2 – Scenario for the Initial Visit to a School

SCENARIO FOR CONDUCTING AN INITIAL SCHOOL VISIT

AIM OF THE VISIT:

The aim of the initial visit to the schools is to establish cooperation with the school management, introduce the school team, introduce the team to the main project activities, present the Model of Competences for Democratic Culture and define the most important competences that the school will focus on during project implementation. The aim is also to initiate the process of creating a school action plan and to provide information on school reporting, that is, establishing quality communication with schools and defining the next steps.

GENERAL INFO:

The visit will be conducted in 5 new schools, September-November 2023. Each mentoring pair will visit one school at a time. The visit first includes the introductory meeting with the school management and members of the school management, and most of the visit is dedicated to the school team. It is expected that approximately 5 people will attend the introductory meeting, while approximately 10 people will attend the meeting with the school team, noting that the same people can be expected to attend both meetings.

The mentors' work method includes presentation, group work (exercises) and group discussion.

Below is a detailed scenario for the first visit.

Approximate total duration of the school visit: 4h.

Time/ Duration	45 min

Topic/Aim

Meeting with the school management and members of the school management (assistant/deputy principal, coordinators of school teams, etc.)

Aim: 1. Establishing cooperation

Activity/Note

1. Mentor and project presentation *(provide the participant list for signing and share the Agenda).*
2. New school presentation.

Notes: ▪ The mentor will collect more detailed info about the school through SWOT analysis during the following session.

Work method / Facilitator materials   Appendix 1 – Participant list

Presentation, group discussion (*laptop and projector required – as needed*)

Materials for participants and printing   Appendix 2 – First visit agenda

 Break 15 min

Time/ Duration	75 min

Topic/Aim

Meeting with the Project Team – **PART I** – project presentation and introduction to the competence framework for democratic culture

Aim: 1. Introduction to the wider project team;
            2. Analysis of school strengths, weaknesses and opportunities through SWOT analysis;
            3. Model of Competences for Democratic Culture presentation

Activity/Note

1. Introduction of the mentor *(provide the participant list for signing and share the Agenda)*	5 min
2. Presentation of school team members (the subject they teach, years of service)	5 min
3. Project presentation	10 min

Activity/Note	
4. SWOT analysis (give Appendix 3 to participants) – split into groups, depending on the number of participants. If the meeting is attended by more than 5 participants, split so that one group works on strengths and weaknesses and the other on opportunities and threats.	20 min
5. Model of Competences for Democratic Culture presentation	10 min

Activity/Note	
6. Butterfly exercise – positioning of competences in relation to knowledge, skills, attitudes and values – everyone should determine which competence belongs to which group.	
7. Conducting the exercise of combining the title of the competence and the description of the competence. First distribute the titles of the competences to the participants (randomly, depending on the number of participants, 2-3 competences each), and then give each participant a document with descriptions of the competences (Appendix 5). Ask the participants to present their solutions at the end. The key for the exercise for mentors is provided in Appendix 5A.	
Notes:	▪ Appendix 5A needs to be cut with scissors so that the participants have separate competence titles.
Work method / Facilitator materials	▪ Appendix 1 – Participant list ▪ Appendix 5B – Exercise 2 key for exercise
	Presentation, group discussion *(laptop and projector required – ballpoint pens or marker pens as needed)*
Materials for participants and printing	▪ Appendix 2 – First visit agenda ▪ Appendix 3 – SWOT analysis ▪ Appendix 4 – Exercise 1 Butterfly ▪ Appendix 5 – Exercise 2 descriptions of all competences ▪ Appendix 5A – Exercise 2 names of all the competences

15 min break

Time/ Duration	75 min

Topic/Aim	
Meeting with the Project Team – PART II – the beginning of the action plan development	
Aim:	1. Reaching a consensus in the school team related to three competences that will be the backbone of the school's future work, that is, the action plan; 2. Initiating the process of defining the methods for implementing the agreed competences and assigning the responsibilities of the school team.

Activity/Note

1. Presentation of the action plan form (Appendix 6 to be provided to participants) Present the parts of the action plan, explain the function of the plan and give instructions to the school that the form will remain with them, that the mentor will send the action plan to the school in electronic form, and that it is necessary to send the completed action plan in electronic form to the mentor by the agreed date. — 5 min

2. Carrying out the "three circles" exercise with circles and cards and/or defining the three most important competences (give Appendix 7 to participants). Give each participant the same number of titles of competences and inform them about the exercise rules (below). The facilitator monitors what is happening in the group all the time and encourages the participants to reach an agreement on the three priority competences. Exercise rules: — 30 min

   - Everyone has an equal number of competences that they should not show to other colleagues.
   - Everyone thinks about how important the competence they received is for implementation in their school and, based on that, decides which circle they will place the competence in – the largest circle represents the lowest level of priority, and the smallest circle represents the most important competences.
   - The circle purposely includes fewer places than there are competences – some competences are the least important to the school, and can be found outside the circle.
   - The participant can immediately determine the competence that is the most important, so he/she does not have to go from the largest circle to the smallest.
   - In case of a situation where the circle is already filled and the participant thinks that his/her competence should be in it, the participant suggests which competence he/she would replace (and the facilitator initiates a discussion with the other members)

3. Implementation of the exercise with the three school pillars – teaching, extracurricular activities and activities outside the school/with the local community (give the participants Appendix 7). — 30 min

   - Once the schools have chosen the competences, there is the exercise based on which they will define, to begin with, several activities that will be included in the school action plan, which include activities during classes, outside of classes and activities with the local community.
   - Depending on the number of students, split into three groups, so that each group defines activities for one competence.

4. Finally, start a discussion with the participants about the possible responsibilities of the team members — 10 min

Notes:	▪ For exercise 3, the competence titles from exercise 2 are used, which actually represent the cards that the participants will arrange in circles. ▪ If the participants cannot agree on three priority competences, the facilitator will try to argue the possibility of defining only three, and if this fails, the school should be allowed to define more competences.
Work method / Facilitator materials	Presentation, group work, group discussion *(ballpoint pens or marker pens needed)*
Materials for participants and printing	▪ Appendix 6 – Action plan form ▪ Appendix 7 – Exercise 3 Three Circles (print out in A3 format, 1 copy) ▪ Appendix 8 – Exercise 4 Three School Pillars (print out in A3 format)

Time/ Duration	15 min

Topic/Aim

Information about school reporting and final remarks

Aim:	1. Introducing the school to the reporting process and method; 2. Defining the next steps and determining the dynamics of communication.

Activity/Note

1. Informing about reporting – presentation of the school report form.

   ▪ Explain all the segments to complete.
   ▪ Emphasise the importance of activity recording and sending attachments with the report.

Work method / Facilitator materials	Presentation, group discussion *(laptop and projector required – as needed)*

Appendix 3 – Form for the Reporting of Mentors from the Initial Visits to Schools

MENTOR REPORT FROM THE INITIAL VISITS TO SCHOOLS

Mentors	Reporting date

School 1

Name and place of school	Visit date
Current situation in the school (summary result of SWOT analysis)	
Selected competences that the school will work on	
Notes / General impression of the school	
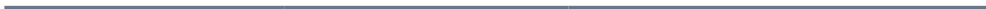
School 2

Name and place of school	Visit date
Current situation in the school (summary result of SWOT analysis)	
Selected competences that the school will work on	
Notes / General impression of the school	

School 3

Name and place of school	Visit date

Current situation in the school (summary result of SWOT analysis)

Selected competences that the school will work on

Notes / General impression of the school

School 4

Name and place of school	Visit date
Current situation in the school (summary result of SWOT analysis)	
Selected competences that the school will work on	
Notes / General impression of the school	

School 5

Name and place of school	Visit date
Current situation in the school (summary result of SWOT analysis)	
Selected competences that the school will work on	
Notes / General impression of the school	

Appendix 4 – Form for the Reporting of Schools at the End of the School Year

FORM FOR THE REPORTING OF SCHOOLS AT THE END OF THE SCHOOL YEAR

Please list all the activities from the action plan that the school implemented during the school year (*please add as many lines as necessary and delete the text in the first line because it is included in the table below as a guideline*). **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**:

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 as a **good practice**, please describe it in more detail and explain why it is a good practice:

> **Appendix 5 –** Form for Reporting on the Implementation of the Activities of New Schools at the End of the School Year

FORM FOR REPORTING ON THE IMPLEMENTATION OF THE ACTIVITIES OF NEW SCHOOLS AT THE END OF THE SCHOOL YEAR

Mentors   Reporting date

School 1

Name and place of school	
Information on the implementation of activities in new schools based on the new school report	*Summary of realised activities* *Summary of unrealised activities*
Is there an example of a good practice and if yes, please describe it briefly	
Notes / General impression of the new school's participation in the project	
General impression of the mentoring process	

School 2

Name and place of school	
Information on the implementation of activities in new schools based on the new school report	*Summary of realised activities* *Summary of unrealised activities*
Is there an example of a good practice and if yes, please describe it briefly	
Notes / General impression of the new school's participation in the project	
General impression of the mentoring process	

School 3

Name and place of school	
Information on the implementation of activities in new schools based on the new school report	*Summary of realised activities* *Summary of unrealised activities*
Is there an example of a good practice and if yes, please describe it briefly	
Notes / General impression of the new school's participation in the project	
General impression of the mentoring process	

School 4

Name and place of school	
Information on the implementation of activities in new schools based on the new school report	*Summary of realised activities* *Summary of unrealised activities*
Is there an example of a good practice and if yes, please describe it briefly	
Notes / General impression of the new school's participation in the project	
General impression of the mentoring process	

School 5

Name and place of school	
Information on the implementation of activities in new schools based on the new school report	*Summary of realised activities* *Summary of unrealised activities*
Is there an example of a good practice and if yes, please describe it briefly	
Notes / General impression of the new school's participation in the project	
General impression of the mentoring process	

Appendix 6 – Draft Agenda for Evaluation Visits to Schools

EVALUATION VISITS TO SCHOOLS

DRAFT AGENDA

Aim of the visit: Collecting data on the activities conducted and evaluating the results within the project, based on discussions with the school team and a focus group with teachers.

Note for discussion about the school action plan: School team members should bring an action plan to the meeting.

Approximate total duration of the school visit: 3h

Time	Topic
10:00 – 11:00	Meeting with the school team – collecting data on the implementation of activities at the end of the project
11:00 – 11:30	Break
11:30 – 13:00	Focus group with teachers on the topic of the impact of the development of competences for democratic culture on the school

Appendix 7 – Instructions for Conducting an Evaluation Visit to New Schools

INSTRUCTIONS FOR CONDUCTING EVALUATION VISITS TO SCHOOLS

The aim of the visit to new schools is to collect data on the activities conducted and to evaluate the results within the project, based on discussions with the school team and a focus group with teachers.

Evaluation visits will be carried out on a certain **sample of new schools**, and the mentor schools will be informed in a timely manner thereof.

The methodology of conducting the evaluation process includes:

1. **conduct a group discussion (reflection) with members of the new school team** (5 to 10 employees depending on the size of the school) about implementing the school action plan and the school activities in the field of classes, extracurricular activities and activities in the local community.
   > It is necessary to collect qualitative data on the implementation of activities from the action plan, guided by the Data Collection Instrument , attached to the Reporting Form.

2. **organise a focus group with teachers from the new school**, guided by the following questions:
   > *To what extent are the competences for democratic culture represented in the school, taking into account the whole-school approach? Is any area more or less represented?*
   > *How do you assess the impact of the development of competences for democratic culture on the school ethos?*
   > *What are the main changes that you notice in any domain of school functionality that are related to democratic culture?*
   > *Where could the school achieve better results with regards to the development of competences for democratic culture?*

Based on the mentioned activities, the mentor schools should fill in a **report on the results achieved by the new schools** (Appendix 9) and submit it to the Council of Europe, together with the completed participant list and the Data Collection Instrument regarding the activities of new schools.

It is necessary to fill in the participant list, to include the members of the school team and the teachers participating in the focus group.

Evaluation visits will be conducted at the end of the "Quality Education for All" project implementation, and mentors will be promptly informed thereof.

Appendix 8 – Form for Reporting on the Results Achieved by New Schools

FORM FOR REPORTING ON THE RESULTS ACHIEVED BY NEW SCHOOLS

Name and place of school

Mentors

Evaluation visit date

GENERAL INFO ABOUT THE SCHOOL ACTION PLAN

Selected competences for democratic culture	
Teaching and learning activities (based on the Data Collection Instrument)	
Extracurricular activities (based on the Data Collection Instrument)	

Activities in the local community (based on the Data Collection Instrument)	
The mentor's conclusion on the school action plan implementation (based on discussions with the school team and data collected through the Instrument)	

FOCUS GROUP WITH TEACHERS

1. **To what extent are the competences for democratic culture represented in the school, taking into account the whole-school approach?** Is any area more or less represented (teaching and learning, extracurricular activities and activities in the local community? Please explain.

2. How do you assess **the impact of the development of competences for democratic culture on the school ethos?**

3. What are the main changes that you notice in any domain of school functionality that are related to democratic culture? In general, what is the biggest change that has happened in the area of teaching and learning, school culture and cooperation with the community?

4. Where could the school achieve **better results** with regard to the development of competences for democratic culture?

CONCLUSION

The mentor's general conclusion about the results achieved by the school in the project

APPENDIX: INSTRUMENT FOR COLLECTING STATUS DATA AT THE END OF THE PROJECT

Instrument for Collecting Data at the end of the project

This instrument serves as support for mentors in assessing the status of the new schools at the very end of the project. The instrument measures the frequency of school activities that contribute to the development of democratic competences.

The data includes areas related to the development of competences for democratic culture in classes (1), through whole-school activities (2) and through the activities of the school in the community (3).

When collecting data, it is necessary to mark the answers (circle, underline, in any way), to be presented as summaries in the mentor's report later on.

1	**Development of competences for democratic culture in classes (class activity)**		

1. **The school implements activities aimed at developing general cross-curricular competences (joint classes or thematic units) where topics related to democratic competences**	1	2	3
	Never	When it is within another activity (e.g. Child Week)	1-4 times per semester
	4		0
	Once a week		Other (please specify)

2. **In addition to civic education, questions related to human rights, children's rights and related topics are dealt with in other classes**	1	2	3
	Never	When it is within another activity (e.g. Child Week)	1-4 times per semester
	4		0
	Once a week		Other (please specify)

3. **Students can participate in the creation of content within the subject (present ideas, have their own projects)**	1	2	3
	Never	In certain classes when foreseen by the curriculum	Sometimes, with some colleagues
	4	0	
	Frequently in different class-es, with most colleagues	Other (please specify)	

4. **When the topic allows it, debate, discussion and other work methods that encourage free thinking and speech and argumentative discussion are used in classes**	1	2	3
	Never	In certain classes when foreseen by the curriculum	Sometimes, with some colleagues
	4	0	
	Frequently in different class-es, with most colleagues	Other (please specify)	

5. **In addition to textbooks, students use sources of information chosen by teachers (magazines, Internet, movies...)**	1	2	3
	Never	In certain classes when foreseen by the curriculum	Sometimes, with some colleagues
	4	0	
	Frequently in different class-es, with most colleagues	Other (please specify)	

Would you single out something from the field of teaching that you believe contrib-utes to the development of democratic culture?

2	**Development of competences for democratic culture through the activities of the whole school (school culture)**		

6. **The school marks days dedicated to different national minorities**	1	2	3
	Never	Marks days... (please specify)	It does not mark it through special activities, but there are signs of all the minorities present in the school (inscriptions and notices in different languages, billboards...)
	4		0
	Activities dedicated to different cultures are regularly held regardless of the date (a day of a certain cuisine, music, themed week...)		Other (please specify)

7. **Part of the professional development of teachers is necessarily dedicated to topics such as human and children's rights, civic competences, interculturality, work in a diversified environment**	1	2	3
	Never	They attend such seminars every few years	Each year, these topics are part of the employee's personal professional development plan
	4		0
	Each year, these topics are part of the employee's personal professional development plan of teachers, educators and expert associates, and/or the annual work plan of the institution		Other (please specify)

8. The Parents' Council has its own Rules of Procedure and actively participates in decision-making at the school.	1	2	3
	The Parents' Council has no Rules of Procedure and is passive	The Parents' Council has Rules of Procedure, but it is not active enough	The Parents' Council has Rules of Procedure and decides on matters that the schools put forward for consent
	4		**0**
	The Parents' Council has Rules of Procedure and decides on matters that the schools put forward for consent, but it also launches its own initiatives		Other (please specify)

9. The Students' Parliament has its own Rules of Procedure and actively participates in decision-making at the school.	1	2	3
	The Students' Parliament has no Rules of Procedure and is passive	The Students' Parliament has Rules of Procedure, but it is not active enough	The Students' Parliament has Rules of Procedure and decides on matters that the schools put forward for consent
	4		**0**
	The Parents' Council has Rules of Procedure and decides on matters that the schools put forward for consent, but it also launches its own initiatives		Other (please specify)

10. Both parents and students participate in the organisation of extracurricular activities (performances, sports activities, humanitarian activities).	1	2	3
	Never	Sometimes both students and parents participate	Students participate more frequently than parents
	4		**0**
	Both students and parents always participate		Other (please specify)

11. **The school implements activities related to the reduction of discrimination (e.g. forum theatre, peer support, violence prevention workshops).**	1	2	3
	Never	1-4 times per semester	Once a week
	4		0
	Several times a week		Other (please specify)

12. **In the school, teachers are sensitised to the topic of democratic culture and realise the value of developing competences for democratic culture (DC).**	1	2	3
	Teachers are not sensi-tised (except members of the wider project team)	Only a few teachers (out-side the team) are sensitised and see the value of de-velopment of competences for DC	A certain number of teachers are sensitised and see the value of development of compe-tences for DC
	4		0
	Most of the teachers are sensitised and see the value of development of competences for DC		Other (please specify)

13. **Teachers are included in the implementation of school activities aimed at developing competences for democratic culture**	1	2	3
	Teachers are not included (except for members of the wider project team)	Only a few teachers (out-side the team) are included	A number of teachers are involved
	4		0
	Most teachers are included		Other (please specify)

Would you add something you believe contributes to the development of democratic culture at the school level?

| **3** | **Development of competences for democratic culture through the activities of the school in the community** |

	1	2	3
14. **The school cooperates with local NGOs**	No	As needed / short-term	With one NGO, long-term
	4		5
	With more NGOs, regularly		Other (please specify)

	1	2	3
15. **The school cooperates with NGOs dealing in particular with minority rights, anti-discrimination, tolerance, etc.**	No	As needed / short-term	With one NGO, long-term
	4		5
	With more NGOs, regularly		Other (please specify)

	1	2	3
16. **The school uses the resources of the local community such as the library, cultural centre, galleries and museums**	Never	Rarely	A couple of times a year
	4		5
	Very frequently (several times per semester)		Other (please specify)

	1	2	3
17. **The school cooperates with other schools in organising various events that promote democratic values**	Never	Rarely	A couple of times a year
	4		5
	Very frequently (several times per semester)		Other (please specify)

18. The school organises activities in the community (humanitarian, cleaning actions, visits to elderly homes, etc.)	1	2	3
	Never	Rarely	A couple of times a year
	4		5
	Very frequently (several times per semester)		Other (please specify)

19. The school cooperates with other schools on developing competences for democratic culture	NO Yes (please specify) Other (please specify)

20. The school has implemented horizontal learning in cooperation with the assigned mentor school	1	2	3
	The school has not applied horizontal learning	The school has applied horizontal learning to a lesser extent and learned something from the mentor school	Pretty much, the school found out/learned some things through cooperation with the mentor school
	4		5
	Very much, the school found out/learned a lot of things through cooperation with the mentor school		Other (please specify)

21. The school implements projects focusing on the development of some of the democratic values	NO Yes (please specify) Other (please specify)

Would you add something that you believe contributes to the development of democratic culture in school, implemented with the local community?

Ask the participants if they would like to add something related to the segment of the development of competences for democratic culture in schools, which was not covered by the previous questions.

Answer:

Appendix 9 – Instructions for Implementing the Self-Evaluation Process

INSTRUCTIONS FOR IMPLEMENTING THE SELF-EVALUATION PROCESS

The aim of self-evaluation is for schools to assess their success in developing competences for democratic culture through the process of exchange and reflection and the analysis of their own activities and/or to assess the degree of progress of the school in the project, and based on the results, to improve their practice.

The methodology of the self-evaluation process implies that mentor schools will:

1. **conduct a focus group with teachers from their own school** (5 to 10 teachers depending on the size of the school), including those who are and who are not part of the wider project team, related to developing competences for democratic culture.

   ▪ It is necessary to fill in the participant list.

   ▪ The questions for guidance during the focus group are as follows:

   › *To what extent are the competences for democratic culture represented in the school, taking into account the whole-school approach? Is any area more or less represented?*

   › *How do you assess the impact of the project on the school ethos and cooperation with the community?*

   › *What are the main changes that you notice in any domain of school functionality that are related to democratic culture?*

   › *Where could the school achieve better results with regards to the development of competences for democratic culture?*

2. **organise the observation** of one teaching and learning activity and one extracurricular activity or school activity in the local community (two activities are observed in total), based on a checklist[2] included in the self-evaluation reporting form (Appendix 10)

   ▪ the person observing the activity(ies) can be any employee who is also a member of the school project team.

   ▪ the activities to be observed are chosen with the agreement of the project team.

   ▪ to observe the activity, it **is not necessary** to fill in the participant list.

Based on the mentioned activities, the mentor schools should draft the **self-evaluation report** and submit it to the Council of Europe, together with the completed participant list.

The self-evaluation process will be completed at the end of the "Quality Education for All" project implementation, and mentors will be promptly informed thereof.

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2 These are the same checklists that mentor schools use in new project schools during the evaluation visits.

Appendix 10 – Self-Evaluation Reporting Form

SELF-EVALUATION REPORTING FORM

Name and place of school	
Self-evaluation date	

EVALUATION OF COMPETENCES FOR DEMOCRATIC CULTURE DEVELOPMENT

Summarising the main observations related to the matters that were the subject of the focus group

- To what extent are the competences for democratic culture represented in the school, taking into account the whole-school approach? Is any area more or less represented?
- How do you assess the impact of the project on school ethos and cooperation with the community?
- What are the main changes that you notice in any domain of school functionality that are related to democratic culture?
- Where could the school achieve better results with regards to the development of competences for democratic culture?

OBSERVED ACTIVITIES

Evaluation of the observed **activity in teaching and learning** within which competences for democratic culture are developed

Activity:	
Participants:	
Brief description of the activity:	
Impression and evaluation of the activity by observers[3]:	

Evaluation of the observed **extracurricular activity or activity in the local community** within which competences for democratic culture are developed

Activity:	
Participants:	
Brief description of the activity:	
Impression and evaluation of the activity by observers[4]:	

3 Based on the checklist for observing curricular activities
4 Based on the checklist for observing extracurricular activities or activities in the local community

CONCLUSION

General conclusion about the results achieved by the school in the project

Appendices:
- Checklist for observing curricular activities
- Check list for observing extracurricular activities or activities in the local community

CHECKLIST FOR OBSERVING CURRICULAR ACTIVITIES

Number	OBSERVED AREA	YES/NO
1	Is it completely clear which competence or group of competences the curricular activity refers to?	
2	Has the teacher drafted a preparation for the lesson that contains competences for democratic culture and/or descriptor?	
3	Is student cooperation or group work encouraged within the curricular activity?	
4	Is discussion or critical thinking on the part of the students encouraged during the curricular activity?	
5	Are students' opinions, attitudes and ideas respected during classes?	
6	Does the curricular activity include teachers of other subjects?	
7	Is the use of different sources of information encouraged during classes?	

CHECKLIST FOR OBSERVING EXTRACURRICULAR ACTIVITIES OR ACTIVITIES IN THE LOCAL COMMUNITY

Number	OBSERVED AREA	YES/NO
1	Is it completely clear which competence or group of competences the activity refers to?	
2	Was the process of designing and implementing activities participatory and involving students and/or parents or other relevant actors?	
3	Does the activity encourage the cooperation of students and/or teachers and/or other school representatives who are of different cultural, religious or national affiliations?	
4	During the observation of the activity, are there visible descriptors related to the competences that are the focus of the activity?	
5	Are representatives of the Students' Parliament or Parents' Council involved in the activity in any way?	
6	Are representatives of the local institutions and organisations, or other schools involved in the activity in any way?	
7	Is the visibility of activities in the school and/or community ensured (notices in the school, social networks and/or media)?	

ENG

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