

## Sociology and History as compulsory subjects and Student parliaments in VET school Montenegro

### DESCRIPTION

Two main initiatives have been introduced to **foster democratic competences among students in VET schools**:

1. **The introduction of compulsory subjects: Sociology and History:**

- Sociology is taught in Year 3 in all VET schools, comprising a total of 57 lessons;
- History is taught either in Year 1 or 2 in 3-year VET schools (30 lessons in total) and in Year 1 or 2 in 4-year VET schools (58 lessons in total).

Among the activities, workshops are organised on **peaceful resolution of conflicts, cyber bullying, and digital footprint**.

The **aims of compulsory subject Sociology** are:

- Development of critical thinking and critical attitude toward social groups, institutions, social creations and processes;
- Understanding and forming of autonomous system of values aligned with universal values such as justice, true, freedom, honesty, humanity, personal and collective responsibility;
- Development of tolerance, empathy and culture of argumentative dialogue, ability to recognise social prejudices, stereotypes, bias, nationalistic ideals, xenophobia, gender inequality, nepotism, localism...;
- Understanding and respect for different political, cultural, religious and general social values;
- Development of mechanisms for construction of society of social justice and equality;
- Development of sense for integration in social life, work and life environment, especially for active life in civil democratic society;
- Cultivation and improvement of attitude toward international integration, system of modern civil democratic life, open society, rule of law, political democracy, cultural and religious pluralism.

The **aims of compulsory subject History**:

- forming a personality free from intolerance, xenophobia, prejudices and nationalistic ideals;
- cultivation of democratic forms of behaviour, as well as religious and national tolerance.

2. **The introduction of Student parliaments in every VET school:**

Student parliaments are representative bodies that are involved in **decision-making processes on issues important for students at school and, to some extent, national level**.

The establishment of student parliaments is mandated by the **General law on education** (article 96) with the general purpose of representing students. **Each school statute typically defines in more details the scope and mode of work**, covering areas such as representation, advocacy, organising and making decision on events and activities, community engagement. A representative of student parliament can attend the meetings of the **school governing board** (General law on education, article 73). Additionally, **student parliaments propose members of the National Council for Education** (General law on education, article 31b).

The active functioning of school parliaments is part of both external and self-evaluation of schools (Evaluation methodology, chapter 3. Ethos, standard A.3.3).

The impact of both initiatives is implicitly reflected in the external school evaluations carried out by the Centre for Vocational Education and the Bureau for Educational Services, as well as in schools' self-evaluations.