



This project is co-funded by the European Union and the Council of Europe

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE



FUTURE IS OURS

STRENGTHENING DEMOCRATIC CULTURE IN BASIC EDUCATION
EUROPEAN UNION – COUNCIL OF EUROPE JOINT PROJECT

THE WHOLE SCHOOL MODEL





This project is co-funded by the European Union and the Council of Europe



COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

**STRENGTHENING DEMOCRATIC CULTURE
IN BASIC EDUCATION**

EUROPEAN UNION – COUNCIL OF EUROPE JOINT PROJECT

**THE WHOLE SCHOOL
MODEL**



All copyrights of this publication belong to the Ministry of National Education and the Council of Europe. It cannot be printed, reproduced or used for commercial purposes.

This publication was prepared within the scope of the Project on “Strengthening Democratic Culture in Basic Education” with the financial support of the European Union and the Council of Europe, and implemented by the Ministry of National Education of the Republic of Turkey and the Council of Europe. Its contents are the sole responsibility of the authors and do not necessarily reflect the views of the European Union, Ministry of Foreign Affairs Directorate for EU Affairs, Central Finance and Contracts Unit, Ministry of National Education or the Council of Europe.

Table of Contents

INTRODUCTION	7	APPENDIX 1 - DESCRIPTION OF THE COMPETENCES	30
PERFORMANCE AREAS OF THE WHOLE SCHOOL MODEL	11	APPENDIX 2 - THE DESCRIPTORS (TURKISH VERSION)	39
COMPETENCES FOR DEMOCRATIC CULTURE	12	APPENDIX 3 – SCHOOL COMPETENCE PLAN	48
PERFORMANCE AREAS OF THE WHOLE SCHOOL MODEL	13	APPENDIX 4 - WORK PLAN	49
Teaching and Learning	13	APPENDIX 5 - EVALUATION FORM	50
School Climate and Governance.....	14	APPENDIX 6 - EVALUATION REPORT FORMAT FOR SCHOOL COMMISSIONS	52
Family and Community Links.....	16	APPENDIX 7 - EVALUATION REPORT FOR THE PROVINCIAL COMMISSION	55
IMPLEMENTATION STEPS OF THE MODEL	17		
1. Setting up Commissions	18		
2. Analysing the Current Situation	21		
3. Determining Priorities for Improvement	22		
4. Building Teams and Developing Work Plans	18		
5. Implementing the Work Plan	19		
6. Evaluating the Results and Reporting	20		
7. Ensuring Sustainability	23		

INTRODUCTION

Education plays a major role in the growth and progress of a contemporary democratic society. Not only does it prepare young people for the labour market and enhance their personal development, but it also prepares them for life as active citizens in democratic societies.¹

Vision 2023 of the Ministry of National Education states that focusing solely on such functions of education as passing exams or employment will be insufficient to meet 21st century skills.² The “human-centred” approach of the Document emphasises universal values and points out the need for a curriculum that enables individuals to acquire competences for services that they may provide for themselves and for others around them.

While adopting an educational approach that integrates emotion and action in human beings and reconciling theory and practice, Vision 2023 aims to raise individuals who are not deprived of their own culture but are at the same time open to learning about other cultures. The rapid development of new technologies, products and ways of working, has showed that having the right technical skills and subject qualifications will not be sufficient. Therefore, young people in the 21st century have to develop new skills and outlooks in order to contribute to their society as citizens. Besides, it is also important to develop personal and social competences, such as:³

- Critical thinking and creativity
- Communication
- Collaboration
- Self-management
- Social responsibility
- Leadership.

¹ Recommendation of the Council of Europe CM/REC (2007) 6

² Ministry of National Education, Turkey's Education Vision 2023, available at http://2023vizyonu.meb.gov.tr/doc/2023_VIZYON_ENG.pdf

³ Pearson, Personal and Social Capabilities, available at <https://www.pearson.com/content/dam/one-dot-com/one-dot-com/global/Files/efficacy-and-research/skills-for-today/Personal-and-Social-Capabilities-WEB.pdf>

It is not only technology or working life which are changing in the globalised world. Society is also changing and this results in structural, cultural and behavioural differences. Consequently, to be able to bring stability to the society young people have to be open to communication, and sensitive to other beliefs and different worldviews and lifestyles. Flexibility, adaptability, empathy and respect for difference are becoming essential skills for success at work and in society generally.

Competences such as critical thinking, communication, collaboration and teamwork and responsibility can be taught out of school, at home with the families, or through interaction with society. These kinds of competences can be taught indirectly through students' daily experience of life in school – in particular, through the way they are treated by their families and school community, the examples set by adults, the responsibilities they are given, how they are expected to work together, etc. Often, it is through the 'hidden messages' the school gives out through its practices in implementing the processes of training and education, rather than through things which are said explicitly, that students acquire such competences, which can therefore be transferred not only in the classroom, but throughout school life.

Reference Framework of Competences for Democratic Culture

The Council of Europe has been implementing various projects in different countries on democratic competences within the context of Education for Democratic Citizenship and Human Rights Education (EDC/HRE), both within the school systems and through informal ways, out of school. These projects have demonstrated that it is not enough to teach citizenship education only in class, but that it is also important to consider how children and young people can put their knowledge into practice in their daily lives. The overall objective of a democratic school culture is to convey democratic competences to students in each school level through education. Besides, students gain knowledge, critical understanding, skills, values and attitudes which will help them play active roles as young citizens in the society.

As a concrete step to realise the above mentioned objectives, the Model of Competences for Democratic Culture was unanimously welcomed by the 2016 Council of Europe Standing Conference of Ministers of Education. Building from this model, the Reference Framework of Competences for Democratic Culture⁴ was published in three volumes in 2018.

⁴ <https://www.gelecekbizim.org/posts/DEMOKRATİK-KÜLTÜR-YETKİNLİKLERİ-REFERANS-ÇERÇEVESİ/411>

The First Volume, which is about the context, the concepts and the model, identifies 20 competences for successful participation in life in a modern diverse and democratic society – otherwise known as 'competences for democratic culture'. The competences for democratic culture are clustered under four areas, which are values, attitudes, skills, knowledge and critical understanding. Various descriptors have been specified for each competence. The task for schools is to evaluate how their students currently stand with respect to these competences by using these descriptors, to build on ones in which they are already strong and to find ways of improving ones which need to be improved.

The Second Volume presents the descriptors for each of the competences of the model. These descriptors help competences become functional and they provide important and beneficial tools in terms of planning curricula, teaching, learning and evaluation. Descriptors of the competences are the expressions of observable behaviours that show a person's level of qualification in terms of a specific competence.

The Third Volume, Guidance for Implementation, provides guidance regarding the competences within six different educational contexts:

1. Curriculum
2. Pedagogy
3. Assessment and evaluation
4. Teacher Training
5. Whole School Approach
6. Developing resistance to violent extremism and radicalism which lead to terrorism.

The Project “Strengthening Democratic Culture in Basic Education”⁵

The overall aim of the Project “Strengthening Democratic Culture in Basic Education”, which is implemented by the Ministry of National Education and the Council of Europe, is to help children and young people develop the personal and social competences which will improve their learning and better equip them for life at work and as citizens in society in the 21st century world.

In accordance with this aim, the Project has four main components:

1. Developing policy recommendations aimed at integrating competences for democratic culture into the education system;
2. Creating education support materials for the development of students' competences;
3. Developing training modules aimed at building capacities of the teachers on these competences, and on delivering trainings;
4. Building a structure to support the democratic culture in schools.

Within the scope of the fourth objective of the project, a structure that includes all the stakeholders of the school community has been created taking into consideration the current practices in schools, and this structure has been called the “Whole School Model”.

The provinces and the schools chosen to pilot this initiative are the implementation areas of the project. The results achieved will be important in shaping future policy in Turkish schools in this area and will shed light to other work to be carried out in co-operation with the Council of Europe.

In a democratic school culture, concepts such as honesty, love, respect, tolerance, trust, courage, righteousness, loyalty, justice, moral values, participation in decisions, co-operation, honour and scientificity come to the forefront. A democratic school culture, which the model aims to develop, is a social element that affects students' learning and sense of trust and acceptance. What is important here is not to ask students to do everything at the same time and perfectly, but to provide the necessary environment and support for each school to maximise what each student can do in terms of his or her conditions and capacity. Therefore, it is not possible to work on all 20 competences at once. Consequently, each school was suggested to select two or three of these competences as their priorities.

⁵ For more information on the Project <https://www.gelecekbizim.org/>

COMPETENCES FOR DEMOCRATIC CULTURE

Competences which are indicated in the Council of Europe Reference Framework of Competences for Democratic Culture are explained in this section. The 20 competences are divided into four areas:

- Values
- Skills
- Attitudes
- Critical knowledge and understanding

The four areas and the competences they include are often illustrated in the form of a 'butterfly' diagram (see Fig 1). A detailed explanation of each of the twenty competences can be found in Appendix 1 of this model.

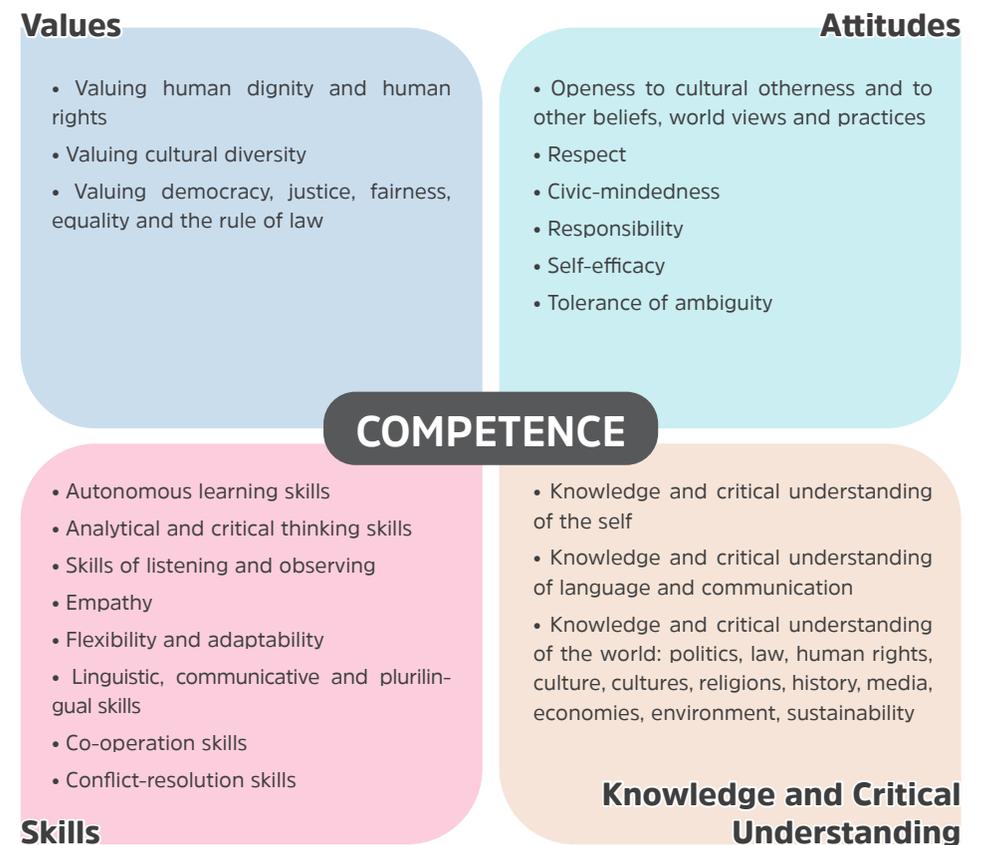


Fig. 1. Butterfly Diagram of the Competences for Democratic Culture

It is important to remember that in real life none of these competences exists in isolation. In reality, all of the competences are inter-connected, e.g. an attitude of ‘respect’ depends upon the value ‘valuing human dignity and human rights’, is developed through the skill of ‘empathy’ and is rooted in critical knowledge and understanding of ‘cultures’ and ‘religions’. Nevertheless, it is possible to select an appropriate competence for special emphasis and to work on developing it in a school, whilst bearing in mind it will be connected to others. It is expected that the schools prioritise only one, or maybe two or three particular competences at a time and work on them.

DESCRIPTORS OF THE COMPETENCES FOR DEMOCRATIC CULTURE

Competences for Democratic Culture are best thought of as general learning goals. As such, they are helpful tools for making general analyses of states of affairs and planning general types of action in school. However, they are too abstract for planning, implementing or evaluating specific actions or approaches in school.

For this reason, a series of descriptors have been identified to support the competences demonstrated in the butterfly diagram (Fig. 1). The descriptors are observable behaviours exhibited by students when they have developed a particular competence. For each competence there can be a range of descriptors, depending on the way one interprets the competence and the level of development a student has reached. For example, asking the teacher for points of clarification shows a student is developing the competence of ‘autonomous learning skills’. Descriptors are specific behaviours that should be encouraged in students if they are to develop the related competence. Having decided which competence to work on, schools should think about the specific behaviours that go with it. So, the descriptor should be used to plan, implement and evaluate the success of any initiative to develop the competence selected.

The descriptors, which were adapted to reflect the Turkish context, are presented in Appendix 2 of this Model.

PERFORMANCE AREAS OF THE WHOLE SCHOOL MODEL

Developing the ‘competences for democratic culture’ is a whole school effort. It is not only the task of the classroom. To understand what this means in practice, it is helpful to think of school culture as having three performance areas. These performance areas are:

- Teaching and learning
- School climate and governance
- Family and community links.

Teaching and Learning

This refers to what happens during the lesson. In seeking to develop the ‘competences for democratic culture’ there, the following issues should be taken into consideration: physical features of the school - as classrooms, libraries, laboratories and gyms should be arranged regularly, and seating arrangements should be determined in line with all students’ needs - annual plans should be organised; teaching methods and strategies should be reviewed; appropriate sources and materials should be selected; teaching methods and mentioned competences should be incorporated into the curriculum. In addition, class rules should be determined together democratically; an education that includes all students should be practiced; students’ participation to lessons, teacher-student relationships, student collaboration and group work, experimental learning, student dialogue and discussion, problem-solving, putting knowledge into practice, peer education, and all topics that can help students develop as independent citizens should be considered.

The curriculum of the Ministry of National Education has a flexible structure that allows teachers to use their creativity and different educational methods. Educational materials developed within the scope of the Project also support this method and are important sources for shaping the content of education in schools. Through these materials and by making connections between the units, students can be provided with many opportunities to learn and experience democracy.

Let's Think!

Can you create a classroom / school environment where your students:

- Listen and respect each other,
- Work in pairs or in groups, collaborate and share,
- Have responsibility,
- Interact with peers and learn from each other,
- Participate actively?

School Climate and Governance

School climate is about how all stakeholders (students, teachers, administrators, parents, auxiliary staff etc.) perceive the general atmosphere of the school. Creating a democratic atmosphere in schools and placing this in daily life requires participation in decision-making processes. For the schools to have a democratic culture, it is highly important that all stakeholders have a say, within the scope of their legal responsibilities, in the school administration practices and process.

The concept of participation is described as “the right to participate in daily life in local levels, take tasks and responsibilities, and affect the life processes democratically”.⁶ The most important issue that should be underlined here is that all internal and external stakeholders of the school know that they have a say in school management. The school is not expected to be a place in which a top-down management is imposed, but rather where mutual communication takes place. For a positive school climate, it is important with whom and for what school rules are set. The fact that the stakeholders have a say in school practices will improve the democratic processes in school and increase the individuals' ownership of the school. When students participate in decision-making issues that concern themselves and feel that their views are taken into account, their loyalty to the school will also increase. This will give them the opportunity to experience democracy in everyday life, while improving their feelings of self-efficacy.

⁶ Z. Gozdzik Ormel, *Have Your Say: Manual on the Revised European Charter on the Participation*. Council of Europe Publishing, 2005.

As a micro-society, the school has a network of relationships that affects decision-making processes and quality of life.⁷ School administration maintains responsibilities that include legal processes, the implementation of the curriculum and budgeting. For this reason, the relationship between the school principal and the students is based on rules and regulations and is hierarchical. On the other hand, school governance reflects the dynamics of social change in modern society. At this point, all members of the school community, especially students, play an important role. Members of this community interact with each other, negotiate together and make decisions. No stakeholder has full control over the other.⁸

In brief, decision-making and policy development processes, school rules, mechanisms for students' participation, the physical environment of the school, arrangements for students with special needs, issues such as bullying and violence, peer mediation, administrator-student and teacher-student relationships, and school uniforms, should all be considered.

Let's Think!

As illustrated in the participation ladder by Roger Hart⁹, the activities in which children are not consulted and take place only because they are adorable and small, cannot be called genuine participation. In such cases, children do not have any influence on the decision-making processes. Elections of students' representatives are good ways to practice participation, if well-planned.

- To which decision-making processes do you involve your students?
- What sort of changes can you make to be able to talk about real participation?

⁷ Gollob, Krapf, Olafsdottir ve Weidinger. *Education for Democracy. Background materials on democratic citizenship and human rights education for teachers*. Council of Europe Publishing, 2010.

⁸ *Ibidem* p. 18.

⁹ For further information see: *Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care* (R Hart, 1999).

Family and Community Links

This performance area describes the relation between the school, parents and the local community. Communication between parents and the school is quite limited and is often success oriented. The school informs parents about the curriculum, lesson and exam plans, various out-of-classroom activities and students' academic success. The main criterion for the whole school approach is that this one-way communication is transformed into a mutual structure where parents, the most important stakeholders of the school, can also take responsibility. This is also valid for the communication and interaction between the school and the neighbourhood or wider community. If the school establishes and extends these networks as a micro model of society, its contribution to the society at the macro level will be greater. It is then fundamental that the school considers institutions and civil society organisations, and especially parents and local residents, as stakeholders.

Each stakeholder should respect one another, know the rights and responsibilities of himself and others, and accept all stakeholders' contribution to the democratic culture of the school. Only this will create a positive atmosphere in the schools.

Within this scope, issues such as welcoming visitors, communicating with parents, involving parents in school work, joint activities with other schools and universities, learning in the community, service-learning, recruiting volunteers to help in school, should be promoted.

The parents involved in school work should also realise that they have a huge impact on their children's education. It should be noted that families are complementary to all work done by their children at school. Mutual cooperation and parents' support are important and indispensable for the children's adaptation to the school climate and to strengthen their self-confidence.

In conclusion, all performance areas contribute to the culture of the school. In implementing the project, the schools are free to choose which area or how many of the areas they would like to work on. For example, some schools may wish to concentrate on what happens in the classroom. This might mean rethinking teaching methods or the social relationships or physical conditions that currently prevail in their classrooms. Others may wish to focus on changes to the school climate or to the general school environment, or on the relation with parents or other community members or organisations. This might mean rethinking school rules or policies and the role of students in how they are made, working on school buildings and their facilities, or engaging parents in school life. Whichever is chosen, the aim of the intended

change is that of helping students develop one or more of the competences of democratic culture.

IMPLEMENTATION STEPS OF THE MODEL

This section presents information about the implementation steps of the whole school model, based on the competences for democratic culture (i.e. the butterfly diagram). The process of implementing the model has the following steps:

1. Setting up commissions
2. Analysing the current situation
3. Determining priorities for development
4. Building teams and developing work plans
5. Implementing work plans
6. Evaluating the results and reporting
7. Ensuring sustainability.

Each step is a preparation phase for the other. Hence, these steps should be considered as a circle (Figure 2). Once completing working on a competence or a number of competences, the results of such work should set the base for the next phase.

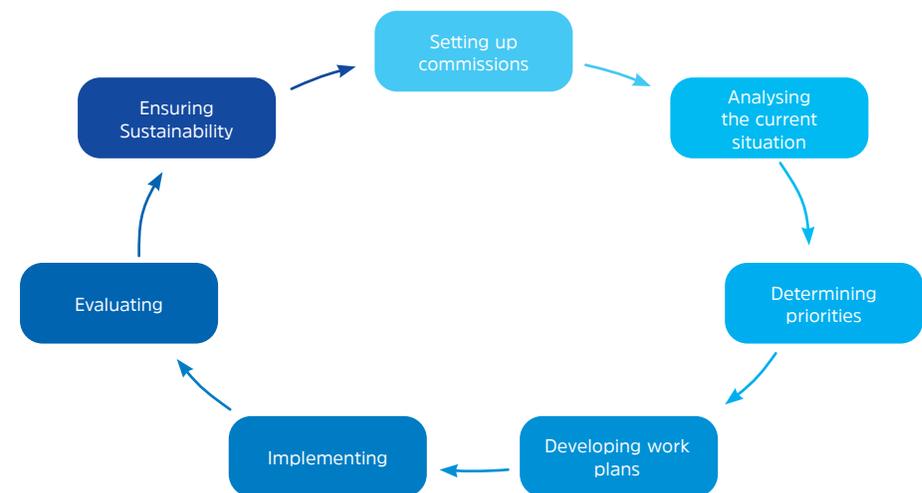


Figure 2. Implementation Circle of the Whole School Model

1. Setting up Commissions

This is the step where the teams that will coordinate and carry out all the planning and implementations for the practice of competences for democratic culture in schools will be selected and the owners of the process will be determined.

The provincial commission

Each province involved in the project will set up an advisory team within the body of Provincial Directorates of National Education to co-ordinate and support work in its pilot schools. The Ministry of National Education (MoNE) Provincial Directorate will be the head of the commission.

- Provincial Deputy Director of National Education: he/she is appointed by the Provincial Director of National Education and chairs the commission in the absence of the Director.
- Education inspectors: They have information on the project activities and functioning in the province where they work. Within the framework of the Decree Law on the Organisation and Duties of the Ministry of National Education, they carry out the guidance services for the project implementation in co-operation with the project co-ordinator.
- Branch manager / staff responsible for basic education: He/she works in co-operation with the Research and Development (R&D) Unit, makes the necessary correspondence with the relevant units of the Ministry and inform them on time. He/she has information on the pilot schools that run the project at the provincial level, and works in co-operation with the project co-ordinator for the project implementation.
- Branch manager / staff responsible for the R&D unit: He/she supports the project implementation within the scope of the R&D Unit Directive, and works in co-operation with the project co-ordinator.
- The provincial project co-ordinator
- Principals of the pilot schools.¹⁰

The Basic Education Branch Office of the MoNE Provincial Directorate of National Education will be responsible for conducting the secretariat work of the provincial commission. The provincial commission will be convened four times a year: at the beginning of the semester, at the end of the semester, in April during the mid-term break, and at the end of the semester. They may have additional meetings if deemed appropriate.

¹⁰ Principals of the pilot schools will be invited to the meetings in turns.

The provincial commission is responsible for:

- Providing guidance and consultancy to schools on the progress of the project;
- Providing information and resources needed by school commissions;
- Planning and co-ordinating any professional development training required within the scope of the project at local level;
- Monitoring project implementation;
- Monitoring the implementation of the project at the provincial level, and co-operate with the relevant units of the Ministry;
- Preparing the end-of-year overall evaluation reports.

Responsibilities of the Provincial Project Co-ordinators

A Provincial Project Co-ordinator is appointed by the Provincial Directorate of National Education among its own personnel and is responsible for:

- Providing guidance and counseling to schools regarding the project activities in provinces;
- Co-ordinating the pilot schools in his/her province of responsibility regarding the progress of the project;
- Ensuring co-ordination between the Ministry and the Provincial Directorates of National Education;
- Conducting monitoring and evaluation of the project's pilot implementation.

The School Commission

Each pilot school will set up an advisory team to co-ordinate and support its work on the project. The school commission is chaired by the school Principal. Members of the school commission are:

1. The vice-principal responsible for the project;
2. At least two teachers (The number will be determined considering the total number of teachers in the school);
3. School counsellor (In schools where there is no school counsellor, support can be taken from Counselling and Research Centres);
4. A representative from the auxiliary staff;
5. At least two students (The number will be determined by the school, considering the total number of students, in a way to represent its different class levels proportionally);
6. At least two parents (The number will be determined in view of the number of the students in the school).

A representative of the civil society organisations working close to the school in question, the “mukhtar” (representative of a village or a neighbourhood), and a university representative (if applicable/available) may be invited to the meetings when needed. A motivating environment encouraging the participation of parents and institutions working on school-related questions should be maintained.

The commission is convened four times a year: at the beginning of the academic year, at the end of the first semester, during the April break, and at the end of the academic year. Additional meetings can be organised if deemed necessary.

Let's Think!

Even the little kids at the pre-schools can participate to the school commissions. This might bring a new perspective for teachers and school staff on student participation. Pre-schoolers, of course, are not supposed to attend all the meetings/activities, but they may still be there to represent their peers' opinions. They might bring bright ideas for work plan topics.

If they are given a chance, they will have a voice.

Has your school built any commission which includes students before?
If yes, what effects did involving students have?

The school commission is responsible for:

- Educating themselves and informing the school community about the “Strengthening Democratic Culture in Basic Education” project, including becoming familiar with the model and any other relevant background material;
- Informing school stakeholders about the project and the whole school model;
- After analysing the current situation, identifying relevant training needs in school in relation to the project;
- Determining the school's priorities for work plans;
- Making the necessary planning, organisation and assignments during the implementation of the project;
- Providing counselling and guidance to the teams and school community during the implementation of the project;
- Evaluating the results of the project, including the production of an evaluation report and presenting it to the school community;
- Ensuring co-ordination with the relevant units of the Ministry and of the Provincial Directorates;
- Ensuring the sustainability of the whole school model.

2. Analysing the Current Situation

The first task of a school commission should be that of analysing the current standing of the school with regard to the development of the competences for democratic culture among students, and also to the range of factors that contributed to the current situation. It is left to the school commission to decide and select the evidence on which to base a judgment on this, but this is likely to include information relating, among other things, to:

- The history and background of the school;
- The school's vision, mission and values;
- The local community;

- The school's socio-cultural structure;
- Parents' attitudes and relations with them;
- Teachers' attitudes and expectations;
- School rules and policies;
- Inclusive education opportunities;
- Special needs' provision;
- Opportunities for students' participation;
- The proportion of positive and negative behaviours, such as respect for diversity, discrimination, bullying, and the measures taken;
- The physical environment of the school, and available facilities;
- Extra-curricular facilities and services enjoyed by students;
- Facilities and services offered to parents and other visitors, including communication;
- Previous works conducted by the school in the field of democracy education.

Making medium-term and long-term plans and implementing them, setting annual objectives, assessing the level of attainment of such objectives, will all be important for future analysis.

3. Determining Priorities for Improvement

What is important here is to carefully review the needs of the school in its own social context and to determine its priority areas. Having assessed the school's current "profile" in relation to the level of development of the competences for democratic culture among students, the next step is to prioritise some competences for further development. When doing this, competences that will contribute the most to reach the determined goal should be selected. To do this, the school commission will need to think about these questions:

- What practices or procedures in the school promote the development of competences for democratic culture in students? Are there any issues brought to attention in this regard by students, teachers or other stakeholders?

- Which of these competences are students most in need of developing?
- Which of these competences are more probable to bring about change in the students?

On the basis of the answers given to these questions, the school commission should choose one, two, or possibly three competences to prioritise for improvement. It is more functional to select closely-related competences from different areas (i.e., values, skills, attitudes and critical knowledge and understanding) than distantly related ones or ones from the same area. Some of the competences from different areas come together naturally, e.g. if the students are most in need of learning how to work together collaboratively, the focus might be on the skills of co-operation, the value of cultural diversity, the attitude of respect (or of openness to cultural diversity) and/or critical knowledge and understanding of language and communication.

4. Building Teams and Developing Work Plans

After having prioritised a competence for improvement, the School Competence Plan (see appendix 3) is prepared. The school commission then sets up the teams that will work on these priorities. The next step is to transform the general aim into a concrete work plan (see appendix 4). While finalising the work plan, you can use the questions in the checklist below:

- Does your work plan have clear and attainable objectives?
- Are the issues which you want to focus on consistent with your objectives?
- Are the strategies you selected easily applicable?
- Are the responsibilities clear and realistic?

In reality, there are a number of steps in this process. In following these steps, consider where the school can most effectively focus its efforts. You need to consider:

Target Groups

- Which groups are we going to target first with our work? Only students, or also teachers and/or parents?
- Will we target all students or a particular grade or class?

Performance Area

- On which of the school performance areas are we going to focus our efforts? Teaching and Learning? School Climate and Governance? Family and Community Links? A combination of these?

Competences

- What specific changes do we want to bring about in our students or in the school in general?
- Which of the descriptors (appendix 2) are we going to use?

Works

- What can we do, as a school, to help bring about these changes in our students/schools?

It is the responsibility of the teams to build and implement work plans. School commissions, however, will provide guidance during the preparation and implementation of these works and co-ordinate them.

5. Implementing the Work Plan

In this step, teams will perform the works indicated in the School Competence Plan. Each team is responsible for the implementation of the work that it planned. School commissions will provide support to the teams and make the necessary organisation to provide all kinds of support to them, such as equipment, consumables, spaces, and human resources. The success of the work plans is connected with the success of overall implementation.

While implementing the work plans, the following three issues should be considered:

Who?

- Who will be responsible for putting the work plan into action?
- What will their different tasks be?
- Will they need any special briefing or training?

When?

- What will the timetable be?

What resources?

- What resources will be needed to put the work plan into practice?

6. Evaluating the Results and Reporting

Evaluating the results of the work plans is an essential part of the project. Evaluation is the responsibility of school commissions. Evaluation is carried out in order to determine the contribution of the work done as indicated in the Competence Plan on school community (students, teachers, parents etc.) within the context of targeted school performance areas, competences and their descriptors, and will shed light on the work for the years ahead. The evaluation should include the expected and realised benefits of the work and suggestions for next years' work. The evaluation should be presented to the whole school community (via school's web page, small meetings, school newspaper etc.).

In evaluating how successful your work has been in developing the particular competences for democratic culture prioritised, you will need to focus on the specific changes you wanted to obtain in students or in the school population in general. You should list these specific changes based on the form of "descriptors" (see appendix 2). The descriptors are observable forms of behaviour which can be seen directly by teachers and students, and, in some cases, by parents and other stakeholders. The achievement of the descriptors is to a large extent, therefore, quantifiable and measurable.

The evaluation process of the model is carried out in three steps: by the teams, by the school commission and by the provincial commission respectively.

Teams evaluating their own work

It is important to make appropriate observations when determining the priorities, and to assess what sort of changes occurred in the targeted descriptors after the implementation of activities. At this stage, the working teams should evaluate the result of their own work using the evaluation form (see appendix 5). How you collect the data on the extent of this achievement depends upon the descriptors worked on, the target group and stakeholders you worked with, and the area(s) of school life you focused on. Evaluation form should not be the only criterion. The main aim here is to identify the shortcomings that came up during your work, and to bring forward suggestions for further work to be more efficient.

Let's Think!

Imagine you were trying to develop co-operation skills in a certain school grade by introducing some pair and small-group work in every lesson. In this situation, co-operation skills would be the “**competence**”, the grade would be the “**target group**”, activities and themes that you address in the process of teaching and learning would be the “**school performance area**” and pair and small-group activities would be the “**work**”. You should also have identified some “descriptors” and specific learning outcomes, to act as success indicators and test the effectiveness of your work. To collect evidence on the results of your work, you would most likely want to ask for the perception of the teachers and students involved. If deemed necessary, you can use various assessment tools for this purpose or you can directly ask questions such as:

- How do students feel about working with each other now compared to before the project's start?
- What are the teachers' impressions of the activities?
- Has it made any difference to co-operation in extra-curricular situations?

Sources of data that you can make use of when evaluating your work might include:

- Questionnaires
- Individual interviews
- Focus groups interviews.¹¹

In addition or as an alternative to these formal methods, numerous self-evaluation methods are now available, e.g. the “bull's-eye” method where individuals are given a diagram of a circle divided into segments representing success indicators (Figure 3) and are asked to make a judgement of their own or someone else's success in those areas by how near to the bull's eye they mark the diagram. Such methods are often time-saving compared to the formal approach. The important thing, however, is to be able to transform the results into numerical form, e.g. as percentages, to be able to communicate them more widely. Therefore, you should transform the level of attainment of the goals into numerical forms.

¹¹ A focus group interview is a data collection technique in which people's opinions on a certain subject are collected within the framework of pre-determined instructions and with a certain number of participants. Participants can present their views by discussing in-depth specific questions about that topic.

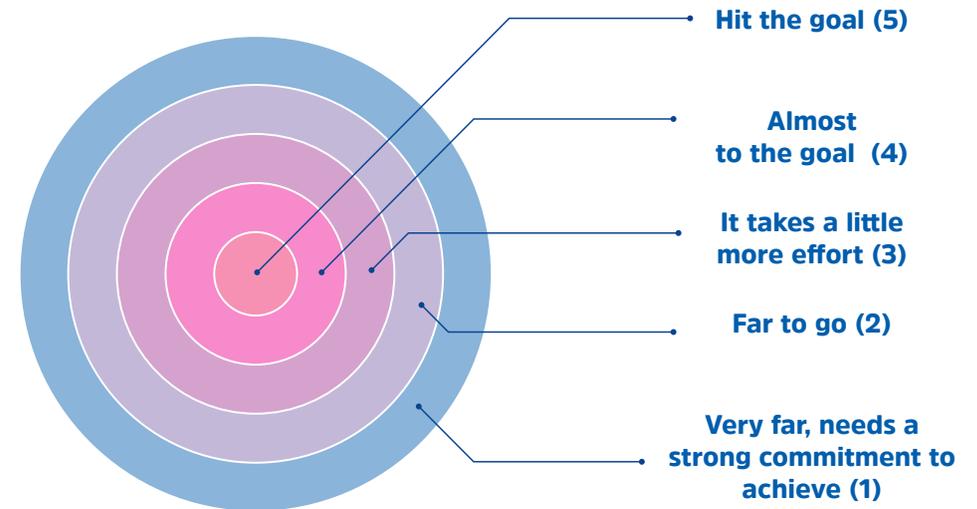


Figure 3. Method to determine the level of attainment of a goal

Evaluation by the school commission

The school commission primarily provides the teams with the necessary guidance and resources during the evaluation phase. After the teams evaluate their own work and share the results with the school commission, this prepares a general evaluation report covering all the work in the Competence Plan prepared for the relevant academic year. The aim of the report is to determine the overall impact of the work included in the Plan and to shed light on the work to be conducted in the years ahead. The report not only summarises the results of the work conducted by the teams but also sets forth the process, such as setting up the commission and teams, analysing the current situation, monitoring the work of the teams, and providing the necessary guidance and resources, with a holistic approach.

The report is sent to the provincial commission together with the school Competence Plan for the overall evaluation.

Overall evaluation by the provincial commission

After examining the evaluation reports prepared by the schools, the provincial commission summarises the results using the report format in appendix 7, explains how the process generally worked, and presents its evaluation

and recommendations. The report is finally submitted to the Ministry of National Education, Directorate General of Basic Education. As these reports will contribute to the shaping of the steps to be followed within and after the Project, it is important that their contents are understandable and results-oriented, based on concrete data and observations, and include best practices that have been proven successful in schools.

7. Ensuring Sustainability

Finally, it should be considered how the school might continue to develop work in this field in the future. How to ensure sustainability of the actions to be carried out should be determined, and further work should be planned accordingly. Implementation steps of the model are continuous cycles that complement each other. Therefore, It is expected that the work is carried out, results are checked, necessary measures are taken and consequently results are standardised within this cycle.

The Flow Chart (Figure 4) given on the next page summarises the work and processes to be carried out by the provincial commission, school commissions, and teams, in line with these implementation steps, and provides a general timetable.

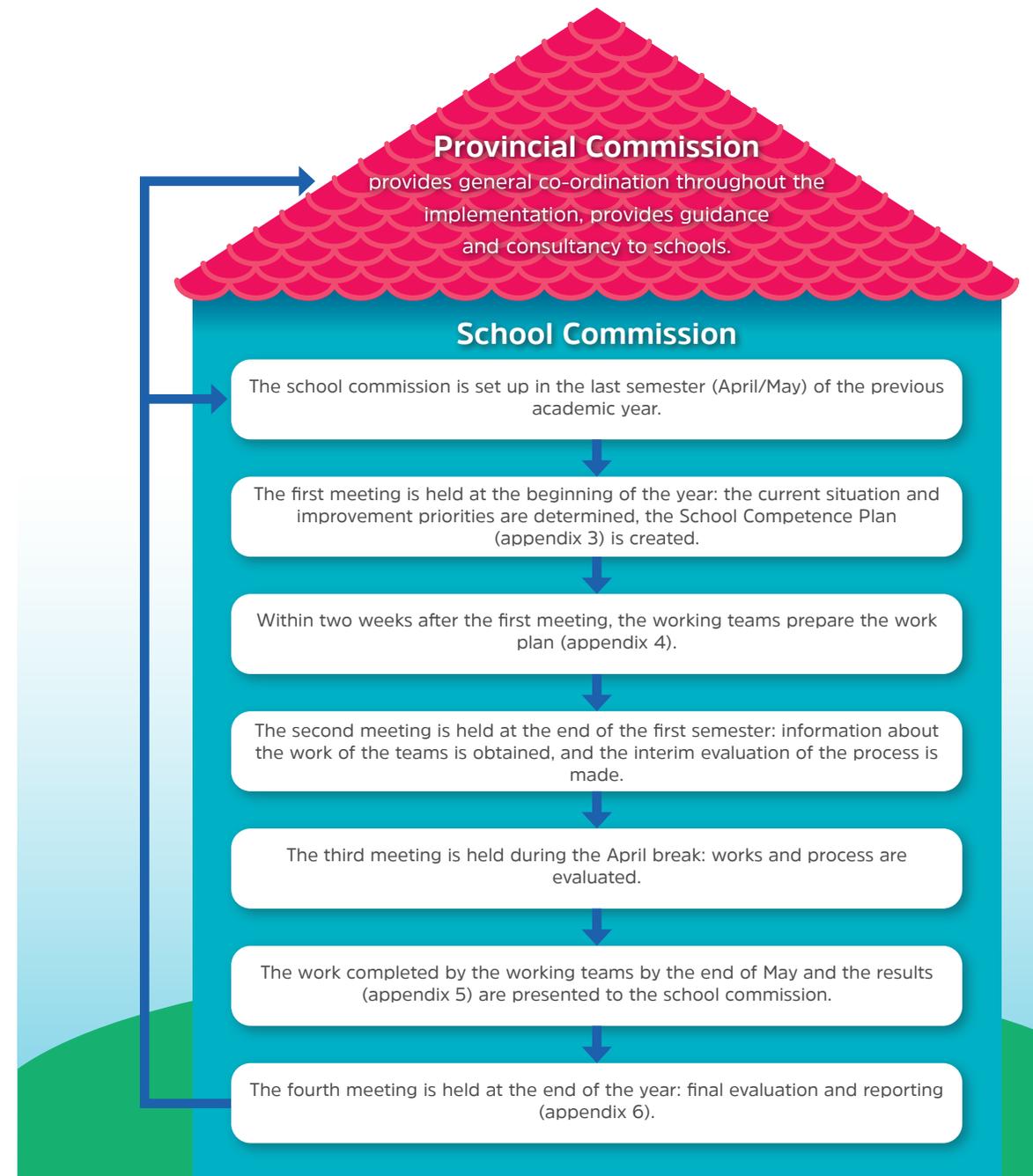


Figure 3. Flow Chart

Appendix 1 - Description of the competences

In this appendix you will find a detailed explanation of the four areas of competences for democratic culture (see Figure 1) and of each of the competences.

VALUES

Values are general beliefs that individuals hold about the desirable goals that should be striven for in life. They motivate action and they also serve as guiding principles for deciding how to act. Values transcend specific actions and contexts, and they have a normative prescriptive quality about what ought to be done or thought across many different situations. Values offer standards or criteria for: evaluating actions, both one's own and those of other people; justifying opinions, attitudes and behaviours; deciding between alternatives; planning behaviour; and attempting to influence others.

Readers familiar with other existing competence schemes may be surprised by the appearance of values as a distinct type of competence in the current model. However, it is important to bear in mind that the term "competence" is not being used here in its casual everyday sense as a synonym of "ability", but in a more technical sense to refer to the psychological resources (such as attitudes, skills and knowledge) that need to be mobilised and deployed to meet the demands and challenges of democratic and intercultural situations. Values are one such type of resource. In fact, other competence schemes do often include values but fail to identify them as such and instead merge them with attitudes. By contrast, the current model draws a clear conceptual distinction between values and attitudes, with only the former being characterised by their normative prescriptive quality.

Values are essential in the context of conceptualising the competences that enable participation in a culture of democracy.

There are three sets of values that are crucial for participating in a culture of democracy, as follows.

Valuing Human Dignity and Human Rights

This first set of values is based on the general belief that every individual human being is of equal worth, has equal dignity, is entitled to equal respect, and is entitled to the same set of human rights and fundamental freedoms,

and ought to be treated accordingly. This belief assumes that: human rights are universal, inalienable and indivisible, and apply to everyone without distinction; human rights provide a minimum set of protections that are essential for human beings to live a life of dignity; and that human rights provide an essential foundation for equality, justice and peace in the world.

Valuing Cultural Diversity

The second set of values is based on the general belief that other cultural affiliations, cultural variability and diversity, and pluralism of perspectives, views and practices, ought to be positively regarded, appreciated and cherished. This belief assumes that: cultural diversity is an asset for society; people can learn and benefit from other people's diverse perspectives; cultural diversity should be promoted and protected; people should be encouraged to interact with one another irrespective of their perceived cultural differences; and intercultural dialogue should be used to develop a democratic culture of living together as equals in society.

Note that there is a potential tension between valuing human rights and valuing cultural diversity. In a society which has adopted human rights as its primary value foundation, valuing cultural diversity will have certain limits. These limits are set by the need to promote, respect and protect the human rights and freedoms of other people. Hence, it is assumed here that cultural diversity always ought to be valued unless it undermines the human rights and freedoms of others.

Valuing Democracy, Justice, Fairness, Equality, and the Rule of Law

The third set of values is based on a cluster of beliefs about how societies ought to operate and be governed, including the beliefs that: all citizens ought to be able to participate equally (either directly or indirectly through elected representatives) in the procedures through which the laws that are used to regulate society are formulated and established; all citizens ought to engage actively with the democratic procedures which operate within their society (allowing that this might also mean not engaging on occasions for reasons of conscience or circumstance); while decisions ought to be made by majorities, the just and fair treatment of minorities of all kinds ought to be ensured; social justice, fairness and equality ought to operate at all levels of society; and the rule of law ought to prevail so that everyone in society is treated justly, fairly, impartially and equally in accordance with laws that are shared by all.

ATTITUDES

An attitude is the overall mental orientation which an individual adopts towards someone or something (for example a person, a group, an institution, an issue, an event, a symbol). Attitudes usually consist of four components: a belief or opinion about the object of the attitude, an emotion or feeling towards the object, an evaluation (either positive or negative) of the object, and a tendency to behave in a particular way towards that object.

Six attitudes that are important for a culture of democracy are as follows.

Openness to Cultural Otherness and to Other Beliefs, World Views and Practices

Openness is an attitude towards either people who are perceived to have different cultural affiliations from oneself or towards world views, beliefs, values and practices that differ from one's own. The attitude of openness towards cultural otherness needs to be distinguished from the attitude of having an interest in collecting experiences of the "exotic" merely for one's own personal enjoyment or benefit.

Respect

Respect is an attitude towards someone or something (for example a person, a belief, a symbol, a principle, a practice) where the object of that attitude is judged to have some kind of importance, worth or value which warrants positive regard and esteem. Depending on the nature of the object that is respected, the respect may take on very different forms (cf. respect for a school/institution rule versus respect for an elder's wisdom versus respect for nature).

One type of respect that is especially important in the context of a culture of democracy is the respect that is accorded to other people who are perceived to have different cultural affiliations or different beliefs, opinions or practices from one's own. Such respect assumes the intrinsic dignity and equality of all human beings and their inalienable human right to choose their own affiliations, beliefs, opinions or practices. Importantly, this type of respect does not require minimising or ignoring the actual differences that might exist between the self and the other, which can sometimes be significant and profound, nor does it require agreement with, adoption of or conversion

to that which is respected. It is instead an attitude that involves the positive appreciation of the dignity and the right of the other person to hold those affiliations, beliefs, opinions or practices, while nevertheless recognising and acknowledging the differences which exist between the self and the other. An attitude of respect is required to facilitate both democratic interaction and intercultural dialogue with other people. However, it should be noted that limits do need to be placed on respect – for example, respect should not be accorded to the contents of beliefs and opinions, or to lifestyles and practices, which undermine or violate the dignity, human rights or freedoms of others.

The concept of respect reflects better than the concept of tolerance the attitude that is required for a culture of democracy. Tolerance may, in some contexts, convey the connotation of simply enduring or putting up with difference and a patronising stance of tolerating something that one would prefer not to endure. Tolerance may also sometimes be construed as involving an act of power which allows the existence of difference by merely tolerating it, and through this act of tolerance enhancing the power and authority of the tolerating individual. Respect is a less ambiguous concept than tolerance, being based on recognition of the dignity, rights and freedoms of the other and of a relationship of equality between the self and the other.

Civic-Mindedness

Civic-mindedness is an attitude towards a community or social group. The term "community" is used here to denote a social or cultural group that is larger than one's immediate circle of family and friends and to which one feels a sense of belonging. There are numerous types of group that might be relevant here, for example, the people who live within a particular geographical area (such as a neighbourhood, a town or city, a country, a group of countries such as Europe or Africa, or indeed the world in the case of the "global community"), a more geographically diffused group (such as an ethnic group, faith group, leisure group), or any other kind of social or cultural group to which an individual feels a sense of belonging. Every individual belongs to multiple groups, and an attitude of civic mindedness may be held towards any number of these.

Responsibility

The term “responsibility” has many meanings. Two meanings that are especially pertinent to a culture of democracy are role responsibility and moral responsibility. The former is an aspect of civic-mindedness (see above); here we are concerned with the latter. Moral responsibility is an attitude towards one’s own actions. It arises when a person has an obligation to act in a particular way and deserves praise or blame for either performing that act or failing to act in that way. Necessary conditions for individuals to be judged as being either praiseworthy or blameworthy are that they are able to reflect on their own actions, are able to form intentions about how they will act, and are able to execute their chosen actions (hence, when a lack of resources or structural conditions conspire to prevent a person from performing an action, it is inappropriate to ascribe either praise or blame to them). Responsibility can require courage insofar as taking a principled stance may entail acting on one’s own, taking action against the norms of a community, or challenging a collective decision that is judged to be wrong. Thus, there can sometimes be a tension between civic-mindedness (construed as solidarity with and loyalty towards other people) and moral responsibility.

Self-efficacy

Self-efficacy is an attitude towards the self. It involves a positive belief in one’s own ability to undertake the actions which are required to achieve particular goals. This belief commonly entails the further beliefs that one can understand what is required, can make appropriate judgments, can select appropriate methods for accomplishing tasks, can navigate obstacles successfully, can influence what happens, and can make a difference to the events that affect one’s own and other people’s lives. Thus, self-efficacy is associated with feelings of self-confidence in one’s own abilities. Low self-efficacy can discourage democratic and intercultural behaviour even when there is a high level of ability, while unrealistically high self-efficacy can lead to frustration and disappointment. An optimal attitude is relatively high self-efficacy coupled to a realistically estimated high level of ability, which encourages individuals to tackle new challenges and enables them to take action on issues of concern.

Tolerance of Ambiguity

Tolerance of ambiguity is an attitude towards objects, events and situations which are perceived to be uncertain and subject to multiple conflicting or incompatible interpretations. People who have high tolerance of ambiguity evaluate these kinds of objects, events and situations in a positive manner, willingly accept their inherent lack of clarity, are willing to admit that other people’s perspectives may be just as adequate as their own perspectives, and deal with the ambiguity constructively. Hence, the term “tolerance” should be understood here in its positive sense of accepting and embracing ambiguity (rather than in its negative sense of enduring or putting up with ambiguity). People who have low tolerance of ambiguity instead adopt a single perspective on unclear situations and issues, hold a closed attitude towards unfamiliar situations and issues, and use fixed and inflexible categories for thinking about the world.

SKILLS

A skill is the capacity for carrying out complex, well-organised patterns of either thinking or behaviour in an adaptive manner in order to achieve a particular end or goal.

There are eight sets of skills that are important for a culture of democracy, as follows.

Autonomous Learning Skills

Autonomous learning skills are those skills that individuals require to pursue, organise and evaluate their own learning, in accordance with their own needs, in a self-directed and self-regulated manner, without being prompted by others. Autonomous learning skills are important for a culture of democracy because they enable individuals to learn for themselves about, and how to deal with, political, civic and cultural issues using multiple and diverse sources both far and near, rather than relying on agents in their immediate environment for the provision of information about these issues.

Analytical and Critical Thinking Skills

Analytical thinking skills are those skills that are required to analyse materials of any kind, e.g. texts, arguments, interpretations, issues, events, experiences, in a systematic and logical manner. Critical thinking skills consist of those skills that are required to evaluate and make judgments about materials of any kind. Effective analytical thinking incorporates critical thinking, i.e. the evaluation of the materials under analysis, while effective critical thinking incorporates analytical thinking, i.e. drawing distinctions and making connections. For this reason, analytical and critical thinking skills consist of a large and complex cluster of interrelated skills.

Listening and Observing Skills

Skills of listening and observing are the skills that are required to understand what other people are saying and to learn from other people's behaviour. Understanding what other people are saying requires active listening – paying close attention not only to what is being said but also to how it is being said through the use of tone, pitch, loudness, rate and fluency of voice, and paying close attention to the person's accompanying body language, especially their eye movements, facial expressions and gestures. Close observational scrutiny of other people's behaviour can also be an important source of information about the behaviours that are most appropriate and effective in different social settings and cultural contexts, and can assist a learner in mastering those behaviours through the retention of that information and replicating the other person's behaviour in later similar situations.

Empathy

Empathy is the set of skills required to understand and relate to other people's thoughts, beliefs and feelings, and to see the world from other people's perspectives. Empathy involves the ability to step outside one's own psychological frame of reference (to decentre from one's own perspective) and the ability to imaginatively apprehend and understand the psychological frame of reference and perspective of another person. This skill is fundamental to imagining the cultural affiliations, world views, beliefs, interests, emotions, wishes and needs of other people.

Flexibility and adaptability

Flexibility and adaptability are the skills that are required to adjust one's thoughts, feelings or behaviours in a principled manner to new contexts and situations so that one can respond effectively and appropriately to their challenges, demands and opportunities. Flexibility and adaptability enable individuals to adjust positively to novelty and change and to other people's social or cultural expectations, communication styles and behaviours. They also enable individuals to adjust their patterns of thinking, feeling or behaviour in response to new situational contingencies, experiences, encounters and information. Flexibility and adaptability, defined in this way, need to be distinguished from the unprincipled or opportunistic adjustment of behaviour for personal benefit or gain. They also need to be distinguished from externally coerced adaptation.

Linguistic, Communicative and Plurilingual Skills

Linguistic, communicative and plurilingual skills are those skills that are required to communicate effectively and appropriately with other people.

Co-operation Skills

Co-operation skills are those skills that are required to participate successfully with others on shared activities, tasks and ventures.

Conflict-Resolution Skills

Conflict-resolution skills are those skills that are required to address, manage and resolve conflicts in a peaceful way.

KNOWLEDGE AND CRITICAL UNDERSTANDING

Critical understanding is used to emphasise the need for the comprehension and appreciation of meanings in the context of democratic processes and intercultural dialogue. In this sense, knowledge is the body of information that is possessed by a person, while understanding is the comprehension and ap-

preciation of meanings. Critical understanding allows for active reflection on and critical evaluation of the issue that is being understood and interpreted.

The various forms of knowledge and critical understanding that are required for a democratic culture fall into three main sets, as follows.

Knowledge and Critical Understanding of the Self

Self-awareness and self-understanding are vital for participating effectively and appropriately in a culture of democracy. Knowledge and critical understanding of the self has many different aspects.

Knowledge and Critical Understanding of Language and Communication

Knowledge and critical understanding of language and communication are very important in terms of establishing a democratic culture and include: knowledge of functionality of the language(s) which one uses, verbal and non-verbal communicative conventions of others, understanding that people who have different cultural affiliations can perceive the meanings of communications in different ways, that language is a cultural practice, and how one's own assumptions, preconceptions, perceptions, beliefs and judgments are related to the specific language(s) which one speaks.

Knowledge and Critical Understanding of the World

Knowledge and critical understanding of the world subsumes a large and complex range of knowledge and understanding in a variety of domains, including politics, law, human rights, culture, cultures, religions, history, media, economies, the environment and sustainability.

Appendix 2 - The descriptors (Turkish version)

1. VALUES

1.1 Valuing human dignity and human rights

1.1.1	Expresses the view that people's rights should always be protected and respected.
1.1.2	Expresses the view that children's rights should be protected and respected.
1.1.3	Expresses the view that people who are accused of a crime should be allowed to defend themselves.

1.2 Valuing cultural diversity

1.2.1	Expresses the view that cultural diversity should be valued and appreciated.
1.2.2	Promotes the view that we should be tolerant of the different beliefs that are held by others in society.

1.3 Valuing democracy, justice, fairness, equality, and the rule of law

1.3.1	Argues that elections should always be conducted freely and fairly.
1.3.2	Expresses the view that all citizens should be treated equally and impartially under the law.
1.3.3	Expresses the view that laws should always be respected and obeyed.
1.3.4	Questions and expresses the rules which are not fair and just.
1.3.5	Argues that there should be effective remedies against the actions which infringe civil rights.

2. ATTITUDES

2.1 Openness to cultural otherness, other beliefs, world views and practices

2.1.1	Shows interest in learning about people's beliefs, values, traditions, and world views.
2.1.2	Expresses eagerness to communicate with people who she/he thinks different.

2.2 Respect

2.2.1	Gives space to others to express themselves.
2.2.2	Shows respect to humans who differ from himself/herself.
2.2.3	Expresses his/her respect for people who differ from himself/herself.

2.3 Civic mindedness

2.3.1	Accepts the responsibilities of being part of a community.
2.3.2	Expresses willingness to help others in a community.
2.3.3	Participates in decision-making process regarding the civic issues, concerns and common good.

2.4 Responsibility

2.4.1	Submits required work on time.
2.4.2	Takes responsibility for his/her actions.
2.4.3	While working in a group, performs his/her duties to the best of his/her ability.
2.4.4	Exhibits punctuality.
2.4.5	Keeps his/her promises.
2.4.6	Performs his/her daily routine to the best of his/her ability.

2.5 Self-efficacy

2.5.1	Believes that he/she can carry out activities that he/she has planned.
2.5.2	Expresses a belief in his/her own ability to understand issues.
2.5.3	Has confidence to overcome new situations.
2.5.4	Has confidence in decision making.
2.5.5	Has confidence that if he/she shows the necessary effort, he/she can solve most problems.

2.6 Tolerance of ambiguity

2.6.1	Is aware of the fact that there may also be uncertain situations in life.
2.6.2	Is comfortable in unfamiliar situations.
2.6.3	Works well in unpredictable circumstances.
2.6.4	Is comfortable in new situations.
2.6.5	Accepts a task which requires him/her to handle unfamiliar or unusual circumstances.
2.6.6	Deals with uncertainty in a positive and constructive manner.
2.6.7	Takes notice of the contradictory and imperfect information.
2.6.8	Engages well with other people who have a variety of different points of view.
2.6.9	Is comfortable when he/she is together with different types of people.

3. SKILLS

3.1 Autonomous learning skills

3.1.1	Can learn about new topics with minimal guidance.
3.1.2	Performs learning tasks independently.
3.1.3	Can collect information utilizing various technics and sources.
3.1.4	Utilises various tools to discover new information.
3.1.5	Clarifies new information from other people when needed.
3.1.6	Is aware of the things he/she knows or does not know.
3.1.7	Can assess his/her own work.
3.1.8	Can integrate what he/she has learned from different sources/learning areas.

3.2 Analytical and critical thinking skills

3.2.1	Can make evaluations based on evidence and experience.
3.2.2	Uses evidence to support his/her opinions.
3.2.3	Uses more than one source of information before making a decision.
3.2.4	Can explain the importance and relevance of the evidence.
3.2.5	Can analyze materials logically or systematically.
3.2.6	Can use various criteria, principles and values when making a judgement.
3.2.7	Can solve problems through the use of logic.
3.2.8	Can generate new syntheses of elements that have been examined.
3.2.9	Becomes aware of the guiding elements in the information presented.
3.2.10	Can compare and contrast ideas and materials.
3.2.11	Can identify similarities and differences between new information and what is already known.
3.2.12	Can reflect critically on past experiences.
3.2.13	Can create an argument in favour of or against any comment
3.2.14	Becomes aware of the assumptions in the analysed materials.

3.3 Skills of listening and observing

3.3.1	Listens carefully to different opinions.
3.3.2	Pays attention to not only what is said but also how it is said.
3.3.3	Shows that he/she is listening using his/her body language.
3.3.4	Listens attentively to what someone is trying to tell.
3.3.5	Recognises the meaning of people's body language.
3.3.6	Pays attention to what other people imply.
3.3.7	Notices how people with other cultural affiliations react in different ways to the same situation.

3.4 Empathy

3.4.1	Can explain other people's feelings, emotions and needs.
3.4.2	Shows the ability to understand what other people think in a situation.
3.4.3	Takes other people's feelings into account when making decisions.
3.4.4	Shows the ability to put himself/herself in the place of a person who does not feel comfortable.
3.4.5	Can recognise when a companion needs his/her help.
3.4.6	Can recognise a companion who needs emotional support.
3.4.7	Shows affection when needed.
3.4.8	Reacts when he/she sees someone abused or excluded from a group.
3.4.9	Gets upset when he/she sees someone being mistreated.

3.5 Flexibility and adaptability

3.5.1	Adapts to new people, places, and situations.
3.5.2	Shows flexibility when facing obstacles.
3.5.3	Adjusts his/her way of working according to conditions.
3.5.4	Modifies his/her opinions if he/she is shown through rational argument that this is required.
3.5.5	Can change his/her way of interaction when needed.
3.5.6	Can change learning strategies when needed.
3.5.7	Can change his/her decisions according to the consequences.
3.5.8	Organises his/her plans according to the changing conditions.

3.6 Linguistic, communicative and plurilingual skills

3.6.1	Can adapt his/her way of communication according to the person he/she speaks to.
3.6.2	Asks questions as a way of starting the communication.
3.6.3	Uses body language to help reinforce what he/she wants to say.
3.6.4	Rephrases what another person said, to make sure that he/she has understood them.
3.6.5	Can manage breakdowns in communication by providing restatements, revisions, or simplifications of his/her own misunderstood communications.
3.6.6	Achieves good interactions with others by making his/her own communications clear.
3.6.7	Can recognise the different ways of speaking that are employed in at least one other social group or culture.
3.6.8	Can identify when two people are trying to say the same thing but in different ways.
3.6.9	Can ask questions of clarification in an appropriate and sensitive manner in cases where inconsistencies between the verbal and non-verbal messages produced by another person are detected.
3.6.10	Makes sure that his/her own messages are understood in the way that they are meant.

3.7 Co-operation skills

3.7.1	Works to build consensus to achieve group goals.
3.7.2	Can help someone new become part of a group.
3.7.3	Can work effectively and respectfully with other people.
3.7.4	Builds positive relationships with other people in a group.
3.7.5	When working as a member of a group, encourages group members to express their views and opinions.
3.7.6	Accepts a variety of roles when working in groups.
3.7.7	When working as a member of a group, acts in accordance with team decisions or activities.
3.7.8	Shares useful information with people.
3.7.9	Encourages group members to co-operate and help one another to achieve the group goals.
3.7.10	When working as a member of a group, solicits and utilises the skills, ideas, and opinions of other group members.
3.7.11	Helps people when needed.
3.7.12	Shares his/her own ideas and resources with others.
3.7.13	When working as a member of a group, does his/her share of the group's work.

3.8 Conflict-resolution skills

3.8.1	Can guide conflicting parties to agree on optimal and mutually acceptable solutions to their conflict.
3.8.2	Finds solutions to conflicts that are mutually beneficial.
3.8.3	Can listen to conflicting parties to identify common interests.
3.8.4	Can identify options for resolving conflicts.
3.8.5	Can use negotiation skills to resolve conflicts.

4. KNOWLEDGE AND CRITICAL UNDERSTANDING

4.1 Knowledge and critical understanding of the self

4.1.1	Can describe his/her own views and values.
4.1.2	Can describe how his/her judgements are influenced by his/her family.
4.1.3	Can explain how his/her personal characteristics influence his/her behaviour in different situations.
4.1.4	Can understand that there may be prejudices.
4.1.5	Can describe the elements which provide him/her motivation.
4.1.6	Can describe the ways in which his/her thoughts and emotions influence his/her behaviour.

4.2 Knowledge and critical understanding of language and communication

4.2.1	Can explain how the tone of voice, eye contact and body language can aid communication.
4.2.2	Can describe how the differences in communication styles may result.
4.2.3	Can describe different communicative conventions that are employed in at least one other social group or culture.
4.2.4	Can exemplify situations where people hear the same thing but understand different things.
4.2.5	Can describe the effects of different language styles in different contexts.

4.3 Knowledge and critical understanding of the world

4.3.1	Can explain the reasons of the rules.
4.3.2	Can explain why everybody has a responsibility to respect the human rights of others.
4.3.3	Can explain that rights belong to everybody everywhere.
4.3.4	Can explain the dangers of generalizing from individual behaviours to an entire culture.
4.3.5	Can explain how some people in a group or community act differently than the others in the same group or community.
4.3.6	Can explain how people from different groups or communities can act differently in similar situations.
4.3.7	Can describe basic cultural practices (e.g., eating habits, greeting practices, ways of addressing people, politeness) in one other culture.
4.3.8	Can explain how discrimination harms people.
4.3.9	Can explain why people may belong to different religions or may not have any religious affiliation.
4.3.10	Can describe main features of the beliefs, values, practices and experiences of individuals who practice particular religions
4.3.11	Can think about how advertisement affects people's judgements and behaviours.
4.3.12	Can explain why it is important to avoid sharing personal information publicly.
4.3.13	Can explain why certain behaviours and lifestyles are required for a sustainable future.
4.3.14	Can explain the need to protect the nature and the environment.

Appendix 3 – School Competence Plan

The school commission will prepare the School Competence Plan according to the format below. Please refer to the Implementation Steps section of the model before preparing your Competence Plan. Fill in as many rows as the number of teams that you will set up. Teams will create their own work plans using the form given in Appendix 4.

Members of the commission : Date :	Comments						
	Institutions to Co-operate						
	End Date						
	Start Date						
	Name of the activity						
	Team Members						
	Descriptors						
	Competences						
	School performance area(s)						
	No.	1	2	3	4	5	6

Appendix 4 - Work Plan

See the Work Plan section of the model before filling the form.

Name of the Work : Team members : Date :			
Aim of the work	What is the overall aim of your plan? Make a general statement about what you hope to achieve.		
Performance Area	On which performance area of school life are you going to conduct your work? <input type="radio"/> Teaching and learning <input type="radio"/> School Climate and Governance <input type="radio"/> Family and Community links		
Competence	Which of the 20 competences for democratic culture have you prioritised? Just one, or an area? See the Butterfly Chart (Fig 1) or the Appendix 1 to make your selection.		
Descriptors	Specify the descriptors (see Appendix 2) that you will use to evaluate the level of achievement.		
Target Group	Which groups are you going to target first with your activities? Just students, or also teachers and/or parents?		
Activities and timetable			
What will you do to develop the competences you prioritised? Indicate all the activities you plan to perform, the responsible persons, the start and end dates.			
No.	Name of the activity and its explanation	Responsible team members	Start and end dates
1			
2			
3			
...			

Appendix 5 - Evaluation Form¹²

The following form has been prepared to evaluate the implementation of your work plan and the extent to which you were able to achieve its goals. Please revise the aims in your work plan and the activities that you carried out to realise these aims. Read the questions carefully and tick the most appropriate option for you. Please refer to the section on evaluation in the model when doing so.

A. Rate the following 1-5	5 (Highest)	4	3	2	1 (Lowest)
1. To what extent did you achieve the aim you set in your work plan?					
2. To what extent did you complete the activities in your work plan?					
3. What level of improvement have you achieved in the competences you selected?					
4. What level of improvement have you achieved in the descriptors you selected?					
5. How well could you stick with the timetable indicated in your work plan?					

B. As a result of the activities, what changes have occurred in your target groups and/or school culture in general in terms of the competences you had determined? How many people and which target groups did you reach? Summarise the observation/assessment methods you used and their results, if any, with concrete examples and/or numerical data.

C. Do you think the implementation of your work plan has had any other positive effects on your students, e.g. on their general attainment, attitude to school or motivation to learn? If so, explain what these effects are. Try to provide concrete examples and numerical data.

D. Add anything else you think is important.

¹² This form is filled in by the teams and sent to the school commission, along with examples such as pictures and videos regarding the activities performed and the signature lists for participants. The school commission compiles the evaluation forms collected from the teams, creates a general evaluation report and sends it to the provincial commission.

Appendix 6 - Evaluation Report Format for School Commissions¹³

IMPLEMENTATION OF THE WHOLE SCHOOL MODEL SCHOOL COMMISSION EVALUATION REPORT

Name of the school:
Implementation period:
Date of submission to the provincial commission:

A. Composition of the commission: Who are the members of the school commission? Please explain the process of its establishment and how the members were selected.

B. Current situation and determination of the priorities: How did you analyse the current situation of your school in the context of the competences for democratic culture? Summarise the methods you used, what kind of findings you achieved, and how these findings are effective in determining the priorities for improvement (performance areas and competences to focus on).

C. Working teams and monitoring: What did you pay attention to when creating your working teams? What kind of support did you provide to the teams in preparing, implementing and evaluating their work plans? How did you coordinate and monitor the working process?

D. Participation of the stakeholders: To what extent have you been able to ensure the active participation of the students and relevant stakeholders (parents, support staff, school environment etc.)? What methods have you followed to ensure stakeholders' participation?

E. Development: When you evaluate the implementation process in general, explain in which of the performance area(s) in your school and in which competence/competences, progress has been achieved.

¹³ The school commission compiles the evaluation forms it collects from the teams and prepares an evaluation report in this format. The evaluation report is submitted to the provincial commission together with examples, such as pictures and videos, of the activities carried out, the participants' signature lists for the activities performed, the School Competence Plan and evaluation forms filled out by the teams.

Appendix 7- Evaluation Report for the Provincial Commission¹⁴

F. Good practices: Note the good practices in terms of performance areas and competences.

G. Challenges and suggestions for solution: Please indicate the challenges you encountered and lessons you learned during the implementation process, and any suggestions for solutions. How would you consider implementing the Whole School Model in your school in the coming years and what changes would you make?

H. Other issues: Please explain other issues, comments and suggestions about the process that you would like to share.

PROJECT ON STRENGTHENING DEMOCRATIC CULTURE IN BASIC EDUCATION EVALUATION REPORT FOR THE PROVINCIAL COMMISSION

Province:
Implementation period:
Names and titles of the commission members:
Submission date to the MoNE:

A. Preparation: As the provincial commission, what preparations have you made for the components of the project (Whole School Model, educational materials, teacher trainings)? In the preparatory stage, what strategy have you adopted on the monitoring of the practices in the schools, and on communication and co-ordination with the schools?

B. Co-ordination and support: How did you ensure the co-ordination and communication with the pilot schools during the implementation process? In which areas did you identify the need for support? How did you provide this support?

¹⁴ The provincial commission prepares a general evaluation report in this format after examining the evaluation reports it has collected from school commissions. The commission submits the evaluation report to the Ministry of National Education, Directorate General of Basic Education, along with examples of good practices, such as videos, and school commissions' reports.

C. Informing the stakeholders and their participation: What efforts have you made to raise awareness on the project “Strengthening Democratic Culture in Basic Education” and the Whole School Model in your province? Have you been able to actively engage stakeholders such as parents, local governments, non-governmental organisations in the implementation process? Explain with concrete examples.

D. Development: When the implementation processes in school are evaluated in general, explain in which of the performance area(s) and in which competence/competences, progress has been achieved.

E. Good practices: Note the good practices in terms of performance areas and competences.

F. Challenges and suggestions for solution: In the light of the written and verbal evaluations you received from the schools, summarise the overall challenges encountered during the implementation process and the solutions, if any.

G. Sustainability: In general, what are your views on the applicability of the project components (Whole School Model, educational materials, teacher trainings)? Are there any issues that need to be changed or improved in future implementation? How is it possible to ensure the sustainability of the project outputs?

H. Other issues: Please explain other issues, comments and suggestions about the process that you would like to share.

FURTHER INFORMATION AND SUPPORT

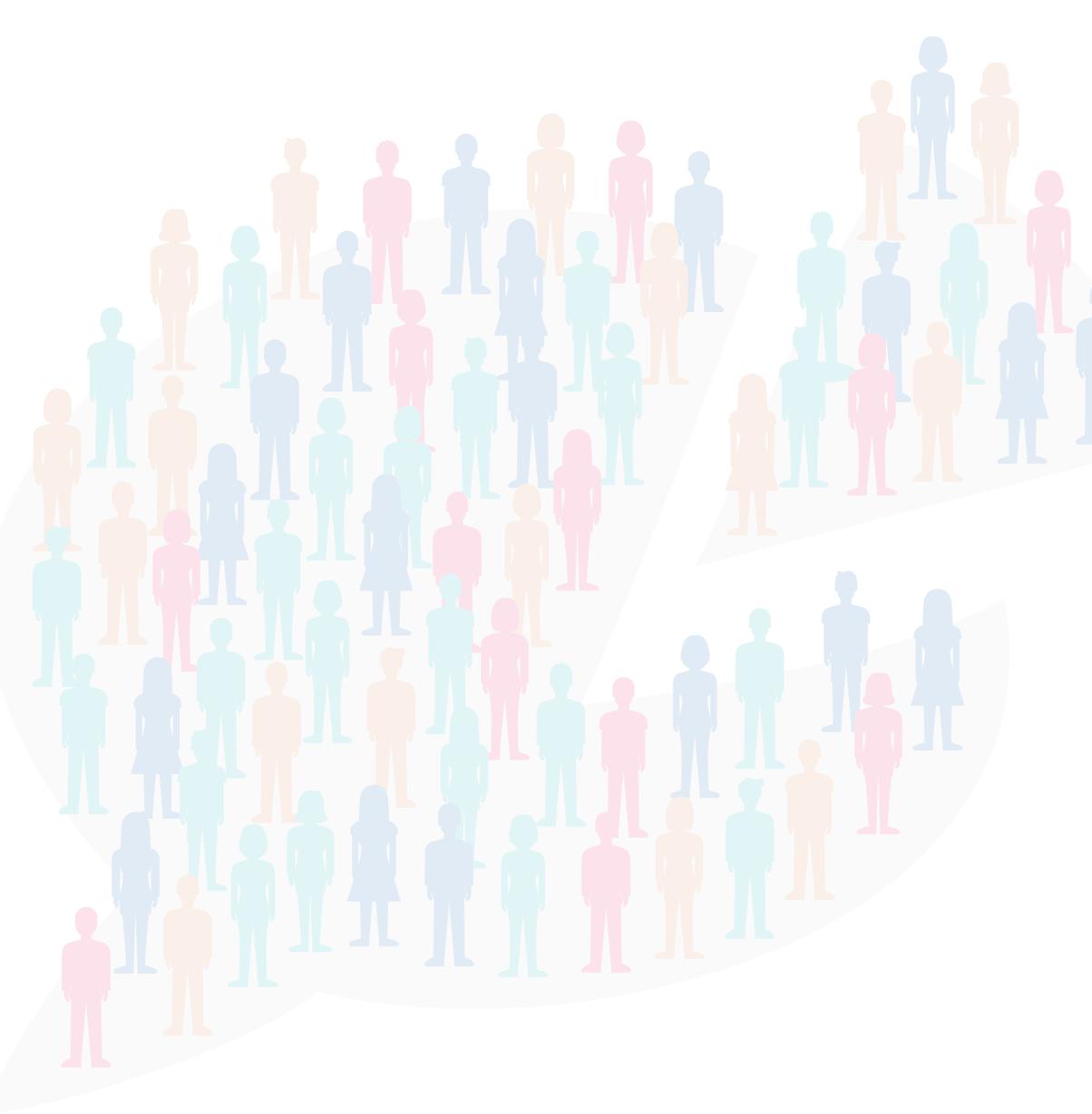
You can reach the Reference Framework of Competences for Democratic Culture, electronic version of the Whole School Model and the editable versions of the forms included in the Model's appendixes, which might be helpful during your work within the scope of the project "Strengthening Democratic Culture in Basic Education" via the QR code below:



Please refer to volume 3 (Implementation Guide) of the Reference Framework for recommendations on the implementation of the whole school approach.



FUTURE IS OURS



FUTURE IS OURS

This publication was prepared within the scope of the Project on "Strengthening Democratic Culture in Basic Education" with the financial support of the European Union and the Council of Europe, and implemented by the Ministry of National Education of the Republic of Turkey and the Council of Europe. Its contents are the sole responsibility of the authors and do not necessarily reflect the views of the European Union, Ministry of Foreign Affairs Directorate for EU Affairs, Central Finance and Contracts Unit, Ministry of National Education or the Council of Europe.