

Fostering a Democratic
School Culture

HOW TO ACHIEVE A DEMOCRATIC CULTURE IN SCHOOLS

Examples of Best Practice



Horizontal Facility for Western Balkans and Turkey

Funded
by the European Union
and the Council of Europe



COUNCIL OF EUROPE



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by the Council of Europe



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Republic of Serbia
**MINISTRY OF EDUCATION, SCIENCE
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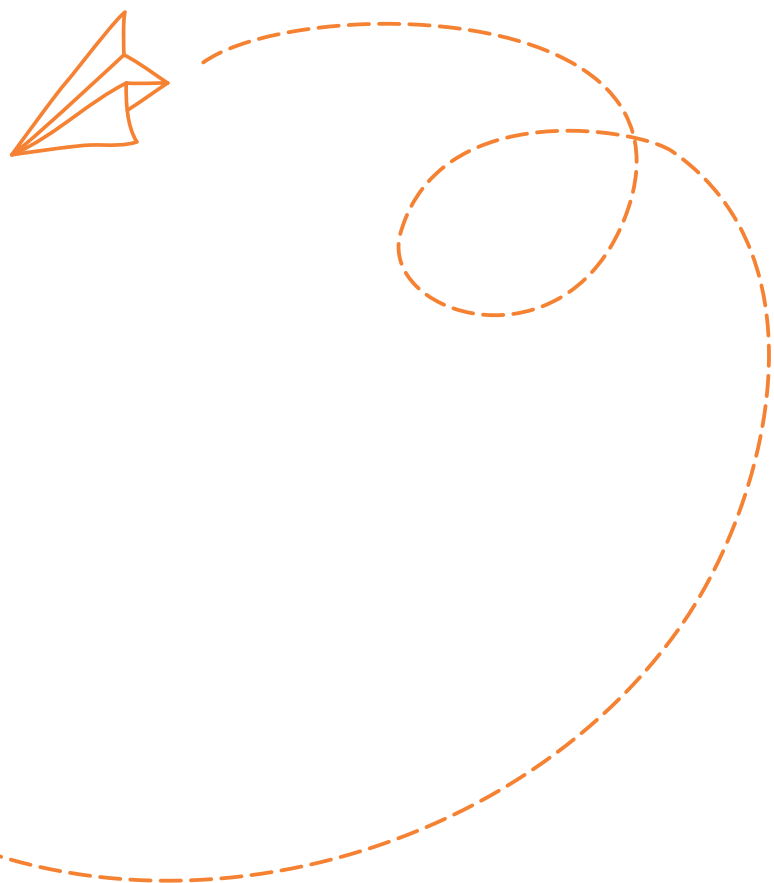
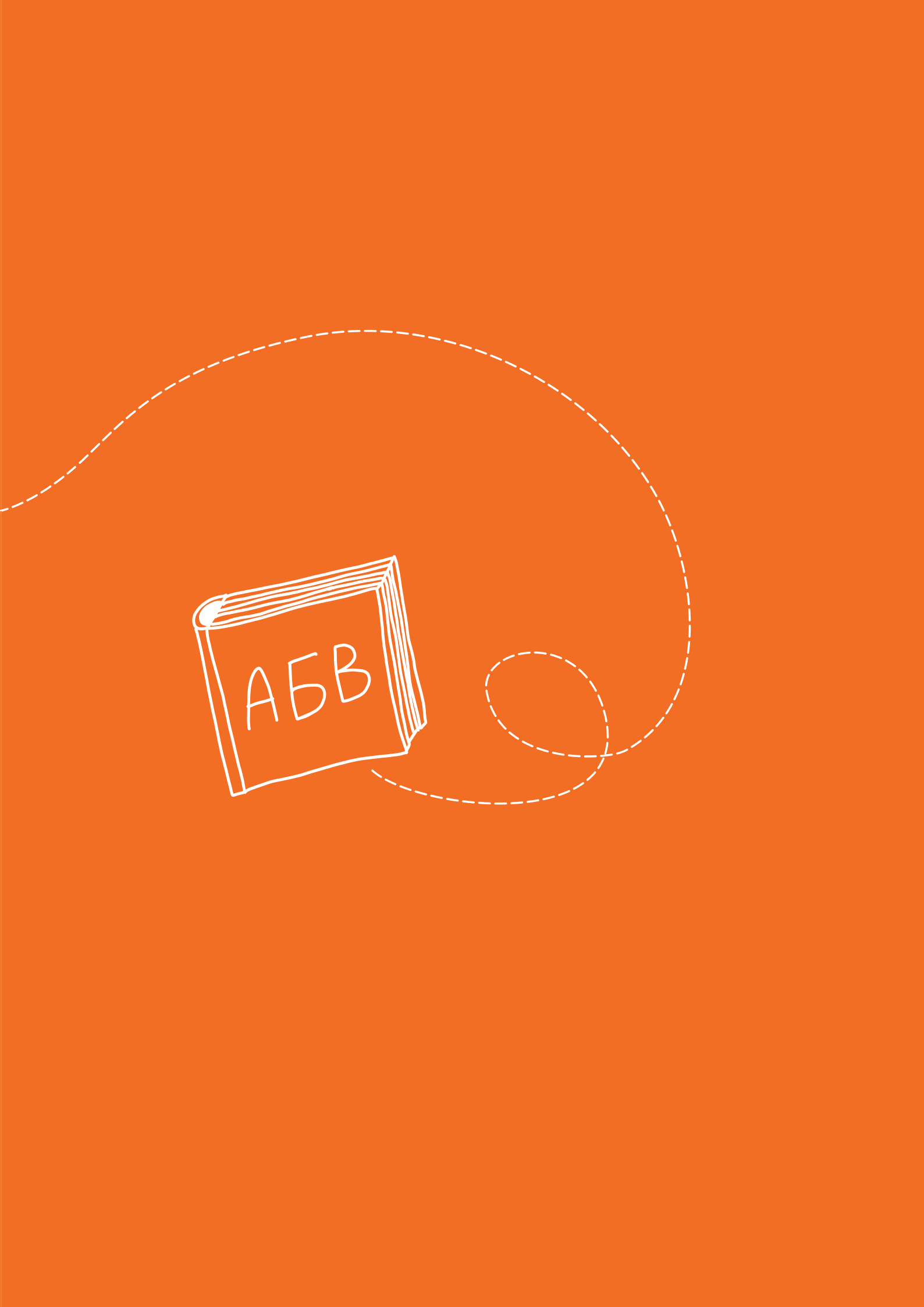


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The schools participating in the project¹

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2. Primary School "Dušan Dugalić", Belgrade
3. School for Tourism and Hospitality, Belgrade
4. Primary School "Zdravko Gložanski", Bečej
5. Technical School, Bor
6. Primary School "Sveti Sava", Vladičin Han
7. Secondary School "Miloje Vasić", Veliko Gradište
8. Primary School "Jovan Jovanović Zmaj", Đurđevo
9. Zemun Gymnasium, Zemun, Belgrade
10. School with Dorm for Children with Impaired Hearing and Speech "11. maj", Jagodina
11. Agricultural-chemical secondary school "Dr Đorđe Radić", Kraljevo
12. Primary School "Radoje Domanović", Niš
13. School of Fashion and Beauty, Niš
14. Primary School "Bratstvo", Novi Pazar
15. Primary School "Miroslav Antić Mika", Pančevo
16. Technical School "23.maj", Pančevo
17. Agricultural School with Dormitory "Sonja Marinković", Požarevac
18. Požarevac Gymnasium, Požarevac
19. Primary School "Matko Vuković", Subotica
20. Primary School "Veljko Dugošević", Turija

¹ The names of the twenty project schools are listed alphabetically by place names.



Preface

Sarah Keating

*Head, Division of Co-operation and Capacity Building, Education Department
Directorate General II – Democracy, Council of Europe*

On behalf of the Council of Europe, I am delighted to introduce this publication. ***How to achieve a Democratic Culture in Schools - Examples of Best Practice*** highlights what schools can do in practice to make democracy genuine and alive in our education systems. It shows concretely how behaviours and habits can be changed.

The findings also highlight that schools cannot do it alone. They need to work with their communities. From parents to municipalities, the best practices laid out in this publication demonstrate that a whole school approach is required.

The publication is the result of two years of intensive project work in Serbia within the framework of the joint EU/CoE *Horizontal Facility for the Western Balkans and Turkey*. The project was carried out in partnership with the Ministry of Education, Science and Technological Development of the Republic of Serbia, schools and their communities.

The pan-European initiative by the Council of Europe, the [Reference Framework of Competences for Democratic Culture \(RFCDC\)](#) underpins this project. Based on extensive research, twenty competences for democratic culture were identified, along with

”

And consider this: how better to prepare children for the future when according to some estimates “65% of children entering primary school today will ultimately end up working in completely new job types that don’t yet exist”². While many future professions may be unknown today, competences such as analytical thinking, empathy, responsibility and openness to other beliefs will be necessary for the future and, at the same time, contribute to social cohesion and a culture of democracy.

indicators within four categories: skills, attitudes, values, and knowledge and critical understanding. They were endorsed by Ministers of Education in May 2016.

The Framework is proving to be a useful tool for many European countries - including Serbia - as they make ongoing reforms in their education systems. It is universal, applicable in different contexts, and proving to be

easily adapted to different national systems.

We hope that this publication will serve as an inspiration for other schools both in Serbia and on a wider European level. For no person is born knowing what democracy is – it needs to be learned and, most of all, experienced. Just as these best practices demonstrate.

² McLeod, Scott and Fisch, Karl, “Shift Happens” as cited in: The World Economic Forum, The Future of Jobs Report 2016, Part 1: Preparing for the Workforce of the Fourth Industrial Revolution, Chapter 1: The Future of Jobs and Skills, page 3, http://www3.weforum.org/docs/WEF_Future_of_Jobs.pdf, retrieved on 24 January 2019

Preface

Ministry of Education, Science and Technological Development of the Republic of Serbia

The *Fostering a Democratic School Culture* project is implemented by the Council of Europe Education Department as part of the *Horizontal Facility for Western Balkans and Turkey* programme of the European Union and the Council of Europe.

The Ministry of Education, Science and Technological Development and twenty schools, as main partners of the Council of Europe, were supported by the Institute for the Improvement of Education and the Institute for Education Quality Evaluation, and a local partner (Centre for Education Policy), local communities, the media, non-governmental organisations, experts, etc. Following a careful preparation of the project, a call for proposals was announced by the Ministry, and the selection among the interested schools that applied was carried out jointly with the representative of the Council of Europe and European Commission in Belgrade.

Although the education on human rights is incorporated into the syllabuses of mandatory and elective subjects, the entire programme content relating to the education for

democracy and civic society can be identified in the contents of the subject and syllabus of civic education.

The educational system of the Republic of Serbia prescribes general and cross-curricular competences as the most relevant for adequate preparation of students for active participation in the society and life-long learning.³ They include the competences such as aesthetic competence, communication, co-operation, responsible attitude to the environment and a responsible attitude to health, which, to a lesser or greater extent, (in)directly develop democratic culture. The competence for responsible participation in a democratic society also has a direct impact on the development of democratic culture.

Cross-curricular competences are developed in teaching and extracurricular activities, and they constitute a step forward in the understanding of the teaching material and applying what is learnt. The responsibility for their development lies with all the teachers and teaching subjects. This demonstrates the additional importance of the overall objective of the *Fostering a Democratic School Culture*

project, as it promotes the quality of education by fostering a democratic culture within the formal education system through implementing anti-discriminatory approaches based on the Council of Europe standards and practice. From this overall objective stem the specific objectives, which include raising the level of knowledge and awareness among teachers, staff, students, and local communities on the concept, policy, practice of and benefits from inclusive education and democratic school culture, empowering pilot schools to eliminate prejudices and discriminatory approach towards vulnerable groups, and resolving the cases of violence.

Twenty schools from all parts of Serbia applied and were selected for the participation in the *Fostering a Democratic School Culture* project. They were willing to fully promote the concept of democratic school culture through the teaching content, training, awareness raising, information, practices, and activities aimed at enabling the development of attitudes and behaviour, but also building the students' capacity to exercise and defend their democratic rights and responsibilities in the society, to value

³ Standards of General Cross-Curricular Competences - End of Secondary School, 2013.



diversity, and to play an active role in democratic life, with the aim to promote and defend democracy and the rule of law. The schools demonstrated the willingness to enhance inclusivity and expand the measures for eliminating prejudices and discriminatory approach to vulnerable groups, and to address the cases of violence through strategic plans and policies that contain special actions to fight discrimination and mechanisms to monitor such measures.

Prior to the beginning of implementation of the activities in this project in schools, local co-ordinators were selected and trained, and they visited all the schools and informed them about the concept of competences for democratic culture. The schools opted for three priority competences which they were to implement through planned activities. In the first peer learning event, a three-day workshop organised for the participants in this project, a hundred school representatives acquired knowledge about the building of specific competences, and their connection with the national legislative and strategic framework. The schools also drafted action plans for the ensuing period. After the

workshop, local co-ordinators provided support to schools with finalising the action plans, and then the schools began implementing them and shared their experiences in the following two workshops.

Using the Model of Competences for Democratic Culture developed by the Council of Europe Education Department, the teams from selected schools, composed of teachers, pedagogists, psychologists and principals, developed examples of best practice and piloted them in teaching and extracurricular activities, also involving the wider local community.

Within the framework of twenty competences from the Model of Competences, from the values, attitudes, skills and critical thinking groups, the schools organised a large number of various activities, with a pedagogical approach appropriate to the development of the competences for democratic culture and creation of a more pleasant, interesting, and secure school environment, at the same time strengthening their capacities for eliminating violent, discriminatory and anti-democratic structures in their schools and school surroundings,

enhancing their schools' ethos, and supporting their students.

We hope that this publication with examples will become a guide for continuing practice in these and all other schools in Serbia, and that the process of fostering a democratic school culture is becoming the obligation of all those that are involved with schools.

The Ministry of Education, Science and Technological Development, together with the Council of Europe, continues to provide its support to the projects that increase the quality of the educational system and make the society better.

About the publication

The *Fostering a Democratic School Culture* project, jointly financed by the European Union and the Council of Europe through the joint programme *Horizontal Facility for Western Balkans and Turkey*, was a joint endeavour of the various stakeholders of the educational system in Serbia. It brought together the representatives of the institutions from different levels of management of the educational system (from practitioners to decision-makers), and representatives of different sectors (government and non-governmental). Similarly, this publication is intended for a varied audience – teachers looking for inspiration and innovation, decision-makers wishing to form a view of the democratic culture in school practice, non-governmental organisations and researchers who are in search of indicators of good democratic school practices, and to the general public interested in the topic of competences for democratic culture. In other words, the publication is intended for all those who believe that the democratisation of the educational process is not only a priority, but also the way in which the equity and inclusiveness of education can be achieved.

The publication, *How to Achieve a Democratic Culture in Schools*, is a result of multiannual work of the schools participating in the project, which, through dedication and commitment to democratic principles and values, made great inroads in the democratisation of school culture and the local community culture. Participating in this two-year project, relying on the Council of Europe Framework of Competences for Democratic Culture, the schools additionally strengthened their capacities and “polished” their skills, and then translated their experiences

into good practice examples included in this publication.

In the *Introduction*, the readers can learn about the perspectives of the Ministry of Education, Science and Technological Development of the Republic of Serbia and the Council of Europe, that is, the basis for planning and motivation for implementing this project. The *Introduction* also explains the educational policy context in which the project was implemented, and from which the examples of good school practice were derived.

Part One provides short descriptions of the schools participating in the project, which allows the reader to get acquainted with the schools and their motivation, and with the members of school teams who were directly involved in shaping the examples of best practice.

Part Two is the central part of the publication and comprises four sections.

Sections one, two and three describe the conceptual framework of the Council of Europe from which the examples of good practice resulted. The first *section* briefly describes the Reference Framework of Competences for Democratic Culture. The *second section* shows the Model of Competences (an integral part of the Reference Framework), i.e. describes the individual and psychological resources that need to be systematically developed in the appropriate environment so that students become capable of adequately participating in the culture of democracy. The *third section* talks about the schools' approach to building such competences, integrating the democratic values and principles of human rights in three aspects of school functioning

– teaching and learning, school culture, and co-operation between the school and the local community.

The *fourth section* of the central part of the publication shows thirty examples of school practice grouped in three categories, according to the aspects of school functioning. The examples of *teaching activities* (area 1) demonstrate how, through the curriculum, by various methods of teaching and learning, and in the learning environment, competences for democratic culture can be strengthened. The examples of *extra-curricular activities* (area 2) show how student participation and the overall school atmosphere can be based on democratic principles, and can emanate openness, trust, and good inter-personal relations. Finally, the examples of activities directed at building the competences through *co-operation with the local community* (area 3) demonstrate how the competences for democratic culture of not only individuals – participants in the school system (students, teachers, parents) – but also the wider community, can be enhanced.

The *last section* of the publication contains a few words about its editors.



PART ONE:

Schools and
Project Teams





1

Primary School “Žarko Zrenjanin”

Banatsko Novo Selo

www.oszarkozrenjanin.edu.rs

The school was founded in Novo Selo as far back as 1772, with a single class and one teacher. Nowadays it is a multi-ethnic school where teaching is organised in both Serbian and Romanian. The project team comprises Jelena Bogojević, Mariana Karabaš, Branka Stjepanović, Snežana Knežević, Gordana Topić, Biljana Maksimović, Tina Tomašević, Gabrijela Buzadžin, Marinel Blaž, Biljana Beka and Trezika Roškulec, together with pupils, parents, and other employees. They think that, during the project, they successfully connected teaching and extracurricular activities to strengthen the programme basis for the improvement of the school work in the area of education about values, beliefs and habits, bring the staff closer together on the basis of certain things that did not use to be part of the regular practice (strengthening co-operation between committees and teachers' meetings, correlation and thematic planning) and identified the resources the school has, particularly human resources.



2

Primary School “Dušan Dugalić”

Belgrade

www.osdugalic.edu.rs

Primary School “Dušan Dugalić” was established on the territory of the city municipality of Vračar in 1961. Today, it educates 93 pupils, and its curricula are adapted to the individual abilities of pupils. The pupils also learn the English language. The teachers use the complex method, thematic planning, re-education method, individual work, pair work, workshops, work with assistive technologies, and work in the sensory room.

The school's project team comprises Branislava Živanović, Biljana Petrović, Ivana Milojević, Goran Rojević, Jasmina Kovačević, dr Ivana Mitrović Đorđević, Sašenka Mirković, and all employees, parents, and pupils, who are at the centre of all that is happening in the school.



3

School for Tourism and Hospitality

Belgrade

www.ut-skola.znanje.info

School for Tourism and Hospitality is the oldest and largest school in the region which educates students in the fields of gastronomy, catering, and tourism. It was founded in 1938. The school is now attended by 1,156 students in 37 classes within six educational profiles – cook, waiter, confectioner, culinary technician, catering technician and tourism technician. For the implementation of practical teaching and dual education the school uses its workshop in the “Palas” Hotel.

The fostering of an inclusive environment and enhancing interculturalism and tolerance is one of the development goals of the school and entails long-term international co-operation with educational institutions from other countries, based on student and teacher mobility programmes, attending practical classes, and participation in international competitions in gastronomy, catering and tourism. The project team members are Zorica Mihailović, Snježana Krstić, Slobodanka Cvetković, Jelena Šalipurović, Dušan Komlenac, Boško Šindić and **Ljiljana Mihailović**.



4

Primary School “Zdravko Gložanski”

Bečej

www.zdravkovci.edu.rs

Primary School “Zdravko Gložanski” is the largest bilingual school in Bečej and is well-known for its significant support to interculturalism in the school. The school is attended by the pupils of the Serbian and Hungarian nationality. Owing to the differences that bring them closer together, they achieve good results, particularly in the development and implementation of new educational policies and ideas. In its region, the school is known as the school open to all children that actively promotes social and educational inclusion in the local community.

The school is also known for developing creative thinking and involving parents in all spheres of its work, but the project increased the participation of pupils through the implementation of training on the participation ladder. Project-based teaching and research are widely used. Now there is an active debating club, and debate has also found its place in teaching.

Gender equality is accepted as an important principle in the school and in horizontal learning and teaching, and the Gender Equality Index will enable them to monitor the development of equality in the school.



5

Technical School

Bor

www.tsbor.edu.rs

The Technical School from Bor is a secondary VET school, founded in 1945 by the Ministry of Mining for the purposes of education of workers for the Mining and Smelting Basin Bor and other mines in the country. The school has become the Centre for Continuing Adult Education and provides the services of non-formal education to adult students in the form of short modules and trainings. The school also has the Student Co-Operative with a bakery and a hairdressing salon.

The project team believes that the participation in the Fostering a Democratic School Culture project gave them an opportunity to increase their openness to cultural otherness and other beliefs, co-operation skills and respect. The team comprises Sonja Glišić, Nataša Džaković, Valentina Dimitrijević, Ana Vukojević, Marina Živković, Dragana Ćosić, Suzana Ilić and Ljubinka Aksić.



6

Primary School "Sveti Sava"

Vladičin Han

www.svetisavavhan.edu.rs

Primary School "Sveti Sava" in Vladičin Han started in 1995. Today, it has 612 pupils in 32 classes, of which 11 are detached to Prekodolac, Žitorađa, Polom and Kržinac. The project team comprises Maja Dodić Đorđević, Olivera Kostić, Lidija Tašić, Danica Stanković and Gorica Kovačević.

Through the project, the school improved intercultural activities and exchange with the local community to become the cultural centre of the community.



7

Secondary School “Miloje Vasić”

Veliko Gradište

www.ssvg.edu.rs

The present Secondary School was founded back in 1879 and is located on the Wheat Square, which is a part of the cultural and historical spatial unit - the old town centre of Veliko Gradište. The school is the place for learning, socialising, and many of its extracurricular activities are important both to its students and the local community. The project team comprises Velina Stojković, Zoran Tašić, Aleksandra Dimitrijević, Biljana Lukić, Goran Mišić, Vesna Novković, Nataša S. Stević, Nataša T. Stević and Sanja Stefanović.

The team members believe that they have managed to raise the level of knowledge and awareness of teachers, students and the local community about the concept, practice and significance of developing democratic competences in the school and the wider local community, to improve students' skills for resolving conflict situations in a non-violent manner, to form a group of peer educators, etc. This is why this school is the centre of local events and life of the town.



8

Primary School “Jovan Jovanović Zmaj”

Đurđevo

www.zmaj.edu.rs

The languages of instruction in Primary School “Jovan Jovanović Zmaj” in Đurđevo are Serbian and Ruthenian, and this is the second Council of Europe project in which the school has participated. The project team, comprising Vukica Petrović, Marija Trtić, Jugoslava Rađen, Svetlana Šovljanski and Julkica Ljiljanić, realised the following activities within this project: the “Chemistry Test” forum theatre, “Stop to Violence” workshop, life and learning in democracy in the English language, “Life behind Walls” workshop with the Residential Institution from Čurug, “We live in Europe” workshop, “Democratic Culture” quiz, etc.



9

Zemun Gymnasium

Zemun, Belgrade

www.zemunskagimnazija.edu.rs

The Zemun Gymnasium has been the town's landmark since inception, and in 1911, when the Students Library was established, it also became the cultural centre of Zemun. Already in the school year of 1912/13, students gave a lecture on young poets (Milan Rakić) for the students and people of Zemun. The educational club "Branko Radičević" was formed, only to grow into the Yugoslav Secondary School Educational Club "Branko Radičević" between the two world wars. It was active until World War II. Today the Zemun Gymnasium is a modern school that takes part in many projects and advances its practice.

The school's project team, comprising Mirko Milojević, Sanja Štrbac, Biljana Grujović, Jelena Međedović and Minja Ivanović, implemented numerous activities of interacting with and connecting secondary school student parliaments in the region with Belgrade secondary school parliaments; strengthened the respect of the students' rights, obligations, and participation of the local community, and is planning new activities with its students, so that the Zemun Gymnasium remains the cultural centre of Zemun.



10

School with Dorm for Children with Impaired Hearing and Speech „11. maj“

Jagodina

www.11maj.edu.rs

The school promotes teachers' creative work with students, but also the creativity of students themselves in the field of drama, sensitisation of the local and wider community, co-operation with the elderly citizens, and the engagement of staff in adopting new European trends in the field of surdoaudiology for the purpose of advancing their working practices. The current collection of delivered lessons and materials will be made available to other schools, as part of the professional exchange in the development of key competences, by applying the multidisciplinary approach, and it will be supplemented with the new content created within the project. The project team, composed of Vesna Vukičević, Aleksandra Kostić, Jelena Mihajlović, Nikola Rajić and Nikola Stanojević, has contributed most to the achievements within the project.



11

Agricultural-chemical secondary school “Dr Đorđe Radić”

Kraljevo

www.ratarica.edu.rs

The school dates back to 1882, when dr Đorđe Radić, a teacher in the School of Agriculture and Forestry in Požarevac, was appointed the principal of the newly founded school for crop farming in Kraljevo by decree. Nowadays, it is a modern school, educating students in the fields of agriculture, food production and processing, and chemistry, non-ferrous metals and printing. The project team, comprising Marsela Eskenazi Milutinović, Aleksandra Jovankin Aleksić, Ivana Čadenović, Ana Radenković, Biljana Bošković, Violeta Ivković and Marija Žarković, implemented the activities of strengthening conflict resolution skills, learning about Roma culture, forum theatre, etc.



12

Primary School “Miroslav Antić Mika”

Pančevo

www.osmantic.edu.rs

The school is developing and becoming larger owing to its teaching and extracurricular activities. The project team, comprising Dragana Krstić, Radmila Kišić Novaković, Jasna Sladaković, Mirjana Davidović, Marijana Radivojev, Radica Milovanović and Ivana Baškot, as well as all pupils, employees and parents, have the pleasure of strengthening their co-operation skills and participating in the activities of valuing, democracy, justice, fairness, equality, empathy and the rule of law.



13

Technical School "23. maj"

Pančevo

www.skola23maj.edu.rs

The school educates students in four areas of work, participates in many projects, and takes particular care of the health and safety of its students. The project team, comprising Nataša Zečević, Zorica Prpa, Nataša Stankovski, Branislava Krga, Ljiljana Đuretanović, Vukica Stanojević Momčilović and Dragana Vučić, implemented numerous activities relating to non-violent conflict resolution and openness of the school to cultural otherness.



14

Agricultural School with Dormitory "Sonja Marinković"

Požarevac

www.poljsk.edu.rs

The school is considered to be the place where students gain personal experience in democratic procedures and processes, participate through dialogue, consensus, non-violent resolution of conflict, communication and interaction, establishing the culture of rights and responsibilities. The school provides for gradual acquisition of knowledge about democratic competences and skills required for the development of democracy, civil and civic society, which is the main responsibility of the project team comprising Marina Perić, Ivan Perić, Sanja Živković, Milena Jovanović and Nada Jelić.

Students' comments:

"We learnt something new that we can apply in school", "We found out how good it is to work as a team", "For the first time, we are in our teacher's shoes and we liked it very much", "We spoke, danced and sang in the languages of national minorities for the first time", "We brought the Miljacka river closer to the Morava river".

Teachers' comments: *"How creative our students are when we give them the freedom",*

"Us and parents towards the same goal".

Parents' comments: *"Our children can do anything, with the support of adults", "For the first time we took the role of our children", "The workshop brought us back to school".*



15

Požarevac Gymnasium

Požarevac

www.pozarevackagimnazija.edu.rs

The Požarevac Gymnasium tradition is 150 years old and many of its students were and are highly accomplished people. The school has attached particular importance to learning foreign languages (English, Russian, French, German and Italian).

Taking part in this project is a continuation of the school's creative activities. The project team is composed of: Miloš Jeremić, Nataša Berić, Danijela Žukovski, Jana Jacić, Živkica Đorđević, Nenad Milošević, Kristijan Marković, Maja Jovanović Gligorijević, Katarina Vukašinović and Dragana Mihajlović. This team has developed the activities that are primarily focused on fostering the skills of listening and observing, critical understanding of the self, and encouraging co-operation.



16

Primary School "Radoje Domanović"

Niš

www.osrdomanovic.edu.rs

In this school Serbs, Roma, Russian, Belarusians, Spaniards, Greeks and Bulgarians learn as equals. The school intensively collaborates with partner institutions: primary schools "Ratko Vukićević" and "Dositej Obradović", "Do-re-mi" Music School, "Maslačak" Kindergarten, and the School of Fashion and Beauty from Niš.

The team members, Dušica Tričković, Ljiljana Radovanović Tošić, Nataša Ignjatović, Desanka Nešić, Gordana Rako, Sanja Pešić, Danijela Tričković, Aleksandra Gligorijević and Aleksandar Asanović intensively work on fostering co-operation inside and outside school, respecting the rights of students and developing creativity in all fields of work. All are respected and respect one another. Besides promoting the work of the school and its pupils, the *Domanovići* also promote the work of neighbouring schools. They never claim to be the best in something, although there is plenty of proof that this is indeed the case in many activities.



17

School of Fashion and Beauty

Niš

www.skolamodeilepote.com

School of Fashion and Beauty has been around for more than a century. Throughout its 135 years, the school has changed names and introduced new fields of work, in accordance with the needs of the society. In addition to introducing new profiles, the school followed all the developments in the area of interpersonal relations, democracy, tolerance and multiculturalism.

Dual education enabled students to parallelly learn how to become good hairdressers, manicurists and pedicurists, cosmetic technicians, masseurs, carers, tailors, and how to be tolerant, empathic mediators, ready for life in a democratic society. That is the responsibility of the project team, comprising Radmila Ilić, Julijana Milivojević, Radmila Nikolić, Milan Kostić, Milan Vukić, Vesna Živković and Marina Marinković.

Many years of co-operation with NGOs, associations and institutions, and a large number of projects help the School of Fashion and Beauty in Niš to (continue to) be an educational institution oriented towards the future.



18

Primary School "Bratstvo"

Novi Pazar

www.osnovneskole.edukacija.rs/drzavne/novi-pazar/os-bratstvo

The school has about 1,600 pupils instructed in Serbian or Bosnian language. Cultural diversity is the advantage nurtured by the school, and the democratic competences are a special responsibility of the project team: Malić Saračević, Dejan Kulundžić, Ajhana Dukadinac, Slađana Veljović, Goran Bogdanović, Marija Radomirović, Elmir Habibović, Teodora Drašković, Mersada Mašović, and Biljana Vulović. Although the school has a large number of pupils and has to work in three shifts, it does not prevent it from organising many extracurricular activities.



19

Primary School “Matko Vuković”

Subotica

www.matkovukovic.edu.rs

The school operates in four buildings, and the languages of instruction are Serbian, Croatian, and Serbian/English. Our staff is also involved in the process of educating migrant children from reception centres.

The project team comprises Mirjana Stevanović, Nada Dimović, Marijana Dobrilović, Biljana Vujević, Katarina Božić Petronijević, Mirjana Ivanković, Nenad Stojanović, Ramadan Mehmedi, Vukica Marković, Sanja Miljković and Miran Bačlija.

They organise activities aimed at increasing empathy and valuing diversity, improving mutual support between pupils, accepting differences as something that constitutes a value and advantage of a society, creating a better climate in pupil-child-parent relations, etc.



20

Primary School “Veljko Dugošević”

Turija

www.vdugosevic.edu.rs

The school in Turija, in both its central and detached facilities, is an example of the fast development of and change in the quality of the school's work in all areas. Democratic competences and their internal indicators, as well as the *Living Library*, are examples of the results of great effort invested by the project team, comprising Jelena Živanović, Nebojša Ilić, Ivana Pavlović, Sofia Milenković, Sanela Ankić, Vesna Velimirović and Milica Jeremić. Students who commute to school are provided with a fresh meal and a warm place to stay, which demonstrates that the school is a place for living. *We do not learn for school, but for life!*





PART TWO:

Competences for Democratic Culture and Examples of
Best Practice Aimed at Strengthening Competences



Council of Europe Reference Framework of Competences for Democratic Culture

For the Council of Europe, the purpose of education, among other things, is to prepare students for democratic citizenship, that is, for competent participation in a democratic culture. Based on this, and with the awareness of the complex and culturally diverse societies that are constantly changing, the Reference Framework of Competences for Democratic Culture (Framework)⁴ was developed. The Framework is a result of broad consultations and testing carried out in the Council of Europe member states and is built on the principles of democracy and human rights.

The Framework has three volumes. The first is the Model of Competences for Democratic Culture (Model), adopted in 2016 by the standing conference of ministers of education of the Council of Europe member states, developed by an international inter-disciplinary expert group. The second volume comprises competence descriptors, intended to help teachers to plan their teaching activities and assess the level of achievement of planned outcome. The descriptors were tested in by schools in sixteen countries. The third volume provide guidance on how the Model can be integrated in the school context (guidance for the curriculum,

pedagogical practice, assessment, teacher education, the whole-school approach to strengthening democratic culture and building resilience to radicalisation).

The sections below present in detail the model competences for democratic culture, followed by the whole school approach, that the Council of Europe presents as a useful approach to building democratic culture u schools in Volume 3. This approach is also further elaborated with the examples of school activities, that is, examples of good practice of the schools that participated in the project.

Model of Competences for Democratic Culture

Model of Competences for Democratic Culture⁵ is a conceptual model of competences, that is, individual and psychological resources, to be acquired in order to participate adequately and effectively in a culture of democracy. A democratically competent individual, together with others, successfully participates in a culturally diverse society.

The Model is based on the concepts of identity, culture, interculturalism and intercultural dialogue. The identity denotes a person's sense of who they are and self-descriptions to which they attribute significance and value. Culture refers to the network of material, social and subjective resources that the members of a culture have and use. Many resources from these three groups are available to all members of that cultural group,

but various individuals will appropriate and use various clusters of such resources, depending on the extent to which they are available to them. Therefore, cultures are basically understood as heterogeneous, dynamic and changeable, and individuals can belong to several cultural groups at the same time. Interculturalism, or intercultural situations arise when an individual perceives another individual (or a group) as culturally dif-

⁴ <https://www.coe.int/en/web/education/competences-for-democratic-culture>

⁵ <https://rm.coe.int/competences-for-democratic-culture-srp/1680782138>

ferent from themselves. Intercultural situations, identified in this way, may involve individuals from different countries and regions, people who speak a different language, have different ethnic background, faith, gender, sexual orientation, education, occupation, socioeconomic status, etc. Therefore, intercultural dialogue is defined as an open exchange of views, based on mutual understanding and respect, between individuals or groups who perceive themselves as having different cultural affiliations.

Moreover, as its name implies, the Model is based on the concept of competences. According to the Council of Europe, democratic com-

petences can be defined as the ability to mobilise and use relevant psychological resources (values, attitudes, skills, knowledge, and critical understanding) in order to respond appropriately and effectively to the demands, challenges and opportunities presented by democratic and intercultural situations. Competence is, therefore, a dynamic process.

The Model contains twenty competences grouped in four broad clusters: values, attitudes, skills, and knowledge and critical understanding, and implies that the development of such democratic competences requires a systemic engagement in an enabling environment. School is definitely such an environment.

The Model is intended for decision makers, to inform their policy planning and decision-making. In addition, it is intended for teachers and other practitioners in the field of education – as a tool for preparing the students and young people for life as competent democratic citizens, but also as a tool for assessing own practices and competences.

VALUES

Valuing human dignity and human rights

This value 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.

Valuing cultural diversity

This value 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.

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

The set of values based on the general belief that the societies ought to operate and be governed by democratic processes respecting the principles of justice, fairness, equality, and the rule of law.

ATTITUDES

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

Openness is an attitude towards the 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. Openness involves sensitivity, curiosity, and readiness to interact with other people and other world views.

Respect

Respect is a positive attitude towards someone or something judged to have some kind of importance, worth or value. Having respect towards other people who are perceived to have different cultural affiliations or different beliefs, opinions or practices from one's own is of key importance for effective intercultural dialogue and the culture of democracy.

Civic-mindedness

Civic-mindedness is an attitude towards a community or social group to which one belongs that is larger than one's immediate circle of family and friends. Civic-mindedness involves a feeling of belonging to the community, mindfulness of other people in the community and the effects of one's actions on those people, solidarity with other members of the community, and a sense of civic duty towards the community.

Responsibility

Responsibility is an attitude towards one's own actions. It is reflection on own actions, forming intentions about how to act in a morally appropriate manner, conscious execution of such actions, and holding one-self accountable for the outcomes of such acts.

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, and confidence that one can understand what is required, can select appropriate methods for accomplishing tasks, can navigate obstacles successfully, can make a difference in the world.

Tolerance of ambiguity

Tolerance of ambiguity is an attitude towards situations which are uncertain and subject to multiple conflicting interpretations. Tolerance is positive evaluation of such situations and dealing with them constructively.

SKILLS

Autonomous learning skills

Autonomous learning skills are required to pursue, organise and evaluate own learning in accordance with own needs, in self-directed manner, without being prompted by others.

Analytical and critical thinking skills

Analytical and critical thinking skills are those skills that are required to analyse, evaluate and make judgments about materials of any kind (for example texts, arguments, interpretations, issues, events, experiences, etc.) in a systematic and logical manner.

Skills of listening and observing

Skills of listening and observing are the skills that are required to notice and understand what is being said and how it is being said, and to notice and understand the non-verbal behaviour of other people.

SKILLS

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.

Flexibility and adaptability

Flexibility and adaptability are the skills that are required to adjust and regulate one's thoughts, feelings or behaviours so that one can respond effectively and appropriately to new contexts and situations.

Linguistic, communicative and plurilingual skills

Linguistic, communicative and plurilingual skills are those skills that are required to communicate effectively and appropriately with other people who speak the same or a different language and to act as a mediator between those who speak different languages.

Co-operation skills

Co-operation skills are those skills that are required to participate successfully with others on shared activities, tasks and ventures, and to encourage others to co-operate in order to achieve group goals.

Conflict-resolution skills

Conflict-resolution skills are those skills that are required to address, manage and resolve conflicts in a peaceful way, by guiding the conflicting parties towards optimal solutions acceptable to all parties.

KNOWLEDGE AND CRITICAL UNDERSTANDING

Knowledge and critical understanding of the self

Knowledge and critical understanding of the self includes the knowledge and critical understanding of one's own thoughts, beliefs, feelings and motivations, one's own cultural affiliation and perspective of the world.

Knowledge and critical understanding of language and communication

Knowledge and critical understanding of language and communication include the knowledge and critical understanding of socially appropriate verbal and non-verbal communicative conventions which operate in the language(s) which one speaks, effects of different communication styles on other people, and the way in which each language expresses culturally shared ideas in a unique way.

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, environment and sustainability.

The Whole-School Approach

The whole-school approach⁶ integrates democratic values and human rights principles into teaching and learning, governance and the overall atmosphere of the school providing the students with the experience, development, and practical application of democratic competences. The three areas where democratic values and human rights principles need to be integrated in order to build the competences for democratic culture are:

1. TEACHING AND LEARNING,
2. SCHOOL CULTURE, AND
3. CO-OPERATION WITH THE LOCAL COMMUNITY.

For democratic culture and respect for human rights to become a reality in the community and society, it is important that they first become a reality in educational institutions. Schools are where young people actually get their first opportunity outside the family to develop the democratic competences that they need for living in culturally and socially diverse societies. Knowing that, it is necessary that the incentives for such development be incorporated in the school curriculum and, equally, in all aspects of school life – for example, participation in shared decision making and school governance can lead to gaining practical knowledge and develop trust in the democratic and participative processes. Also, research has already demonstrated that positive school environment, that the students feel as a safe environment where they can learn and spend time together, is associated with good school achievements and later life satisfaction.

”

The principles that underlie the whole-school approach:

- local context – a democratic school culture cannot be imposed from outside, but needs to be built in co-operation of all key stakeholders in the school system and local community;
- empowering all key stakeholders to understand the school situation and give their individual contribution to addressing common issues. This increases the sense of ownership of change in all participants in the school life;
- encouraging learning by doing and participation – daily practice of competences for democratic culture, participatory decision making, respect and equality, democratic teaching and learning methods, partnership and co-operation;
- integrating capacity building and strengthening of democratic culture in school policies and documents;
- supporting local projects and initiatives over the long term– systemic change does not happen quickly, it takes time to overcome resistance to change and transform relations and practices in schools.

The whole-school approach implies the active involvement and commitment of all stakeholders in the school system and the community where the school is located. It, therefore, implies the co-operation of school administration, pedagogy and psychology office, teachers, students and parents, representatives of local institutions and the community in general. The three areas (teaching and learning, school culture, and co-operation with the local community) are not independent from each other but overlap, meaning that the activities and changes in one area will have an impact on the others. However, it is important to have in

mind that strengthening democratic culture and integrating the principles of democracy and human rights into all aspects of school functioning is a gradual process that takes time.

In the next section of this publication, on the examples of good school practices, it will be shown how various competences for democratic culture are connected with each area, and how such approach contributes to the development of students' competences for democratic culture, enhancement of the schools' democratic culture, and development of an inclusive and democratic society.

⁶ <https://rm.coe.int/prems-008518-gbr-2508-reference-framework-of-competences-vol-3-8575-co/16807bc66e>

Examples of Best Practice Aimed at Strengthening Competences

Area 1. Teaching and Learning

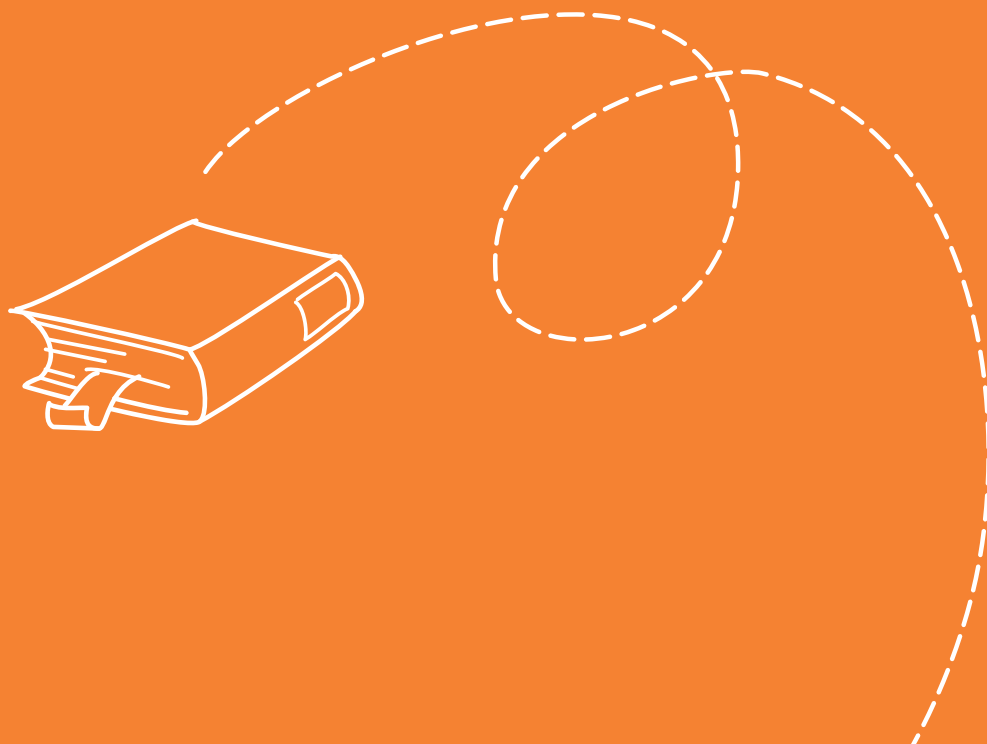
The school's programme provides numerous opportunities for learning about democracy and human rights at a formal level. Competences for democratic culture may be incorporated into the school curriculum as a separate subject, separate teaching units in different subjects, and at a cross-curricular level (as a theme within some or all subjects).

Different teaching and learning methods and learning environments have a great impact on the development of democratic competences. They give students the opportunity to learn through the experience of democracy and human rights 'in action' – in the classroom, which is a safe place, where students feel free to exchange their experiences and to learn, actively participating in teaching and learning processes.

How can this be ensured? By:

- Promoting participation and respect and encouraging students to express their own opinions and emotions, joint setting and respecting of ground rules.
- Peer learning and assessment.
- Co-operative and project-based learning, discussions, and group work.
- Collaboration between teachers of different subjects in planning, action research, and analysis of own practices.
- Using various sources that enable students to consider and explore alternative perspectives with others, etc.

The examples that represent good practice of the schools participating in the project demonstrate ways of strengthening democratic competences through teaching activities. The examples not only offer the ideas about the ways in which competences for democratic culture can be strengthened in different classes and in different areas (themes), but describe very vividly how one activity may strengthen entire clusters of mutually inseparable competences.



Workshops at Form Teacher Classes

Primary School “Radoje Domanović”, Niš Competence: Responsibility

Aim of the activity was to introduce pupils, in a most straightforward manner, to democratic values, human rights, and examples of the violation of human rights.

Topics addressed by the workshops included: pupil participation, responsibility, co-operation, tolerance, pluralism, violation of human rights, learning about differences. Examples of preparation for a form teacher class have been taken from the Council of Europe Manual “Living in Democracy”⁷.

Outcomes: pupils will have greater awareness of the presence of discrimination and understanding of it; express their opinion about the topic concerned; develop their grasp of the problem; suggest the ways to resolve the problem.

Results

By directly participating in workshops, pupils experienced different situations from the point of view of the persons whose rights are threatened and those who threaten other people's rights. The experience which they gained created conditions for understanding and accepting democratic values much more directly and strongly than through formal instruction. That the effects on the attitudes of pupils were positive could be observed in subsequent discussions with the pupils. They would refer to their experiences from the workshops in some new situations that resembled those in the workshops. At the end of the form teacher class, form teachers received feedback from their pupils with regard to two questions: how did I feel during the class (emoji grading scale), and were we learning in this class? The feedback analysis shows that almost all of them felt very good and that they were indeed learning. Out of 360 fifth to eighth graders, only five disagreed with the above statements.

With regard to the planning of these activities, the team recommends the following:

- The contents should be adapted to suit the age of pupils;
- It is important to be familiar with the needs of the class considering that not all offered content

⁷ <https://www.living-democracy.rs/textbooks/volume-3/>

GRADE:

Sixth (6/2)

LEARNING OBJECTIVES OF THE LESSON:

Pupils become aware of social prejudices and discrimination. Pupils are able to understand the victims of discrimination and their situation. Pupils are capable of reacting appropriately in discrimination situations.

TASKS:

Pupils discuss a case of discrimination and compare it with the situation in their community.

TEACHING RESOURCES:

Story, cards

METHODS:

Text-based discussion, critical thinking

LESSON DELIVERY REPORT:

The workshop was delivered in a fortress, where the pupils went in the company of their form teacher, in order to be in an environment most favourable for work and contemplation.

The pupils were divided into four groups in such a way that each group had a member belonging to the Roma community or a religion other than Serbian Orthodox. They first discussed the concept of discrimination, and then the text was read to them.

TOPIC:

VESNA'S STORY: HOW WOULD WE REACT IF IT HAPPENED TO US?

(despite any adaptations) is effective for all classes equally;

- It is important to provide suitable space, sufficient time for work, and a relaxed atmosphere;
- It is necessary to define rules so that nobody is hurt, excluded or ridiculed by another pupil – which is a great risk in the upper grades of primary school;
- The form teacher and the class should have a relationship based on mutual trust and respect that goes both ways, and a relationship between equals (which is the hardest), to the extent possible.

Vesna's story

Vesna, a Roma girl, is telling what has happened to her: *"In a clothes shop window I saw an advertisement for a sales assistant job. They were looking for a person between 18 and 23. I am 19, so I went in and asked the manager about the job. She told me to come back in two days because not enough people had applied. I returned twice and was always told the same thing. Nearly a week later, I went back to the shop. The job advertisement was still in the window. The manager was too busy to see me, but I was told that the vacancy had been filled. When I left the shop, I was so upset that I asked my friend, who is not Roma, if she would go there and ask for the job. When she came out, she told me that she had been asked to come for an interview on Monday."*

After this, each group is asked the same question and the members of the group prepare the answer together. Following each question, they discuss all answers that are possible.

Answers of the supervisor: *"I thought that it would be hard for Vesna to work here because of the distance she would have to cover to come to work every day. She would have to travel twelve kilometres and change two busses. It is hard to manage a shop if your staff is always late. I would much rather hire somebody from this neighbourhood and the person to whom I gave the job met all the requirements."*

Pupils find out about the European Convention on Human Rights, Article 14 of which reads: "The enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status." Article 2 of the Universal Declaration of Human Rights reads: "Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status."

TOPIC:

SOCIAL INJUSTICE: A SHIPWRECK⁸

Closing part of the lesson: Teacher's copy: PART 1

"More than an hour elapsed between the first alarm and the sinking of the cruise ship 'The Queen Maddy'. Thus the passengers were able to organise themselves a little before entering the rescue boats. A heavy storm had caused the ship to crash into an oil tanker, resulting in the shipwreck. About half a day later, some of the rescue boats reached a small rocky island. The island was oval-shaped, about one and a half kilometres long and half as wide, and partly covered by lush woods. There was no other island in the vicinity. This rather sunny island was not inhabited, apart from the family Richalone, who had a luxurious villa on the top of the hill and owned the whole island. Years ago, this family had settled on the island, hardly keeping contact with the outside world; they merely arranged the monthly delivery of fresh food, petrol and all sorts of other goods that they needed. Their life was well organised: they produced their own electricity, could afford to buy enough food and drink, and had all the comforts they wished for. In the past, the owner had been a very successful businessman. After a conflict with the authorities over a tax issue, he had become disillusioned with life and from then avoided all contact with the outside world. He had observed the rescue boats landing on his pretty island and approached the shipwrecked people."

Questions after Part 1 of the story

The teacher asks pupils whether the owner of the island has a moral obligation to allow these people to stay on his island.

To help the pupils reach a conclusion, he will read to them the following statements and the pupils should decide which statements they agree with and why.

- a) The owner may allow the people to stay on his island.
- b) The owner may forbid the people to stay on his island as long as he provides them with the necessary food and drink.
- c) The owner may forbid all those who cannot pay (with money, jewellery, labour) to stay on the island.
- d) The owner has to allow the people to stay on the island as long as necessary. The shipwrecked people have the moral obligation to respect the owner's privacy and property.

LEARNING OBJECTIVE OF THE LESSON:

Developing the concepts of social justice and social responsibility in pupils; ensuring that pupils are able to recognise the situations in which basic human rights are threatened; instructing pupils how to recognise the needs and feelings of others and how to respect them; ensuring that pupils learn how to support others in exercising their rights; developing the feeling of responsibility for teamwork; developing the feeling of mutual co-operation and assistance.

TASKS:

Pupils discuss the issues of distributive justice using the example of privileged people and unfair behaviour of people, and highlight the importance of solidarity among people in overcoming injustice.

TEACHING RESOURCES:

Presentation (Power Point), flip-chart board (poster board)

METHODS:

Text-based discussion, critical thinking

OUTCOMES:

Pupils understand that justice is a concept of just and ethical treatment of all people. Justice is often perceived as a continuous endeavour to do what is 'right'. In most cases the 'right' is deemed to be that which a majority thinks or feels, that which is logical. Pupils freely express their opinion about the relevant topic; they understand how important it is to accept diversity; they recognise the problems in their surroundings and the times in which they live; they become aware of the issues of social justice issues; they recognise the situations in which human rights are respected or not respected.

⁸ The scenario was taken from the Council of Europe manual *Living Democracy* available at <https://www.living-democracy.rs/textbooks/volume-3/part-1/unit-2/lesson-4/>

e) The owner has to allow the shipwrecked people unconditional access to the island and has to consider them as co-owners.

Pupils discuss in pairs comparing the answers. The teacher introduces the second part of the story.

Teacher's copy: PART 2

"The owner of the island decided to allow the shipwrecked people to stay for some time. He expected them to pay him for services and food. As long as there was food left from the ship, he refused to sell them anything at all. There were 13 people who survived the shipwreck. There was Victor, his pregnant wife Josepha, and their two children aged 3 and 7. Abramovitch, 64, was a rich jewel merchant. He was the oldest member in the group and had no relatives or friends. He had a collection of golden rings, diamonds and other precious jewels with him. John, Kate, Leo and Alfred were friends, who were strong, healthy and very skilful. They had lived together in an alternative community, in a house which they had refurbished themselves. Maria, a lawyer working part-time at a university, could only walk very slowly due to problems with her left leg and hip (the result of an accident). She was accompanied by Max, her assistant at university, as they were travelling to the US in order to give a lecture at a conference and to discuss the publication of a book with a publisher. Both were specialists in criminal law, but not gifted with their hands. Last but not least, there was Marko and his girlfriend Vicky, both members of the boat crew who, at the last moment, had taken as much as they could carry from the ship's storeroom: cans of food, biscuits, oil and some cooking pans. All of them had some money with them, but the ship's officer Marko carried a large amount, which he had stolen from an apartment in the last port they had called at.

On the island there was a small, old shed on the hillside quite near the sea. It had only one room that could serve as a primitive shelter for two or three people."

INTRODUCTORY PART OF THE LESSON

Discussing the topic of "justice". Can you always use the same "yardstick when you deliver justice"? What is "social justice"?

Introducing the lesson objective: The aim of the story that was used in this lesson is to help the pupils think about the main principles in which social justice should be rooted, and it points out the complexity of the issue at the same time.

CENTRAL PART OF THE LESSON

The teacher explains to pupils that (s)he will presented a story in four parts and that a discussion will follow each part that is read. The text may be read by the teacher or a pupil.

CLOSING PART OF THE LESSON

At the end of this lesson, looking at the list of human rights contained in the Universal Declaration of Human Rights, the European Convention on Human Rights, and the Revised European Social Charter, pupils first discuss the general application of basic human rights: citizens must be guaranteed the basic human rights that will enable them to take part in the decision-making processes in their living environment. Citizens may and should exercise the right to protect their interests, but no community can survive unless its members are prepared to care for each other or their common interest (the principle of responsibility for the general good). This short sketch shows that the notions of "rights", "fairness" and "responsibility" do not exist independently but are intertwined with the tensions which need to be balanced and, therefore, understood.

To ensure better understanding of human rights, the teacher, as proposed and explained by the pupils, writes on the board the key rights in the opinion of pupils, which the "characters in the story" should respect.

Questions after Part 2 of the story

The teacher explains that pupils should decide who, in their opinion, should be allowed to use the shelter.

The teacher reads out the following statements and asks the pupils to say which statements they agree with and why, and whether they have another solution.

- a) The pregnant woman and the children.
- b) The four young friends who are the only ones able to refurbish the shelter.
- c) The jewellery merchant who pays for it (therefore allowing the others to buy some food).
- d) The ship's officer and his girlfriend, on condition they share their food with the others.
- e) The lawyer, who can act as a mediator and reconcile those who quarrel.

After the discussion, the teacher tells the pupils how the story continues.

Teacher's copy: PART 3

"The shipwrecked people also had to decide what to do with the food reserves the ship's officer had taken with him and which he did not intend to share. In fact, sharing the food would have decreased his and his girlfriend's chances of survival."

Questions after Part 3 of the story

Pupils are asked to think about who should get the food from the ship's supplies.

The teacher again reads the statements and then asks the pupils to decide which statements they agree with and why, and whether they have another solution.

- a) The ship's officer must be allowed to keep the food for himself and his girlfriend.
- b) The food available should be distributed equally among the people.
- c) The food available could be bought by the highest bidder (be it with money, goods, or services).

After the discussion, the teacher reads to the pupils the rest of the story.

Teacher's copy: PART 4

"The shipwrecked people decided that the food should be shared without any compensation. They forced Marco to hand over his food supplies appealing to his moral obligation. After about a week there was no more food and the only solution was to try and get some food from the owner of the villa».

Pupils discuss in pairs about who should ask the owner for food, and how this should be done.

Questions after Part 4 of the story

Pupils discuss who should ask the owner for food, and how this should be done. The teacher reads the following statements and asks the pupils which statements they agree with and why, and whether they have another solution.

- a) Each person should individually negotiate trade conditions with the owner (paying with money, jewellery or labour). In this case, the family with children, and the lawyer and her assistant, will have a problem.
- b) All available resource (jewellery, money) should be shared by all the people, irrespective of the true owner. The food bought this way will be distributed equally to all. Additional food could be bought individually, in exchange for labour.
- c) Everything the same as b) but everyone is expected to work to the extent he or she can and to share the food he or she earns that way.
- d) The jewellery merchant is allowed to buy everything the owner wants to sell and thus "help" the others with food packages.

After the discussion among pupils, the teacher can conduct the discussion in order to help them apply the story to the real world.

Do you recognise similar situations in our society?

- a) in your neighbourhood or family?
- b) in your country?
- v) on global scale?

What actual situations that you know about struck you as being unjust in the distribution of food, water, housing?

- a) in your neighbourhood or family?
- b) in your country?
- v) on global scale?

Why?

Development of Didactic Visual-imagery Material for the Acquisition of New Knowledge, Skills, and Competences

Primary School “Dušan Dugalić”, Beograd

Competence: Valuing democracy, justice, fairness, equality and the rule of law

Activity aim: to make the topics of equality, peer co-operation, tolerance, respect of their own needs and the needs of others, and the understanding of the importance of equality and justice; emotion development and control; creation of equal opportunities for all, more accessible to the pupils with hearing impairment and underdeveloped verbal communication skills.

Results

Visual teaching material was created and used to teach the pupils which behaviour is good and acceptable and which is not. By working with emotions, they were directed to

identify how other people feel based on other people's non-verbal communication (facial expressions, grimace, body language). Learning through play and the spontaneous

acquisition of knowledge and experience by using imagery material are well-accepted by the pupils.



Mathematics: The Greatest Common Divisor

Primary School “Veljko Dugošević”, Turija

Competence: Co-operation skills

Objective: to apply in practice what they learnt about the greatest common divisor; to improve their co-operation skills by applying the teamwork technique; development of critical thinking about themselves and others, development of empathy, valuing human dignity and human rights.

Activities

In the first part of the lesson, discussion, the teacher encourages the pupils to answer and give their opinions about the following questions: Should everyone have the same rights? Does everyone around us have the same rights? Does everyone have the same living conditions? How important it is to help others? How important it is to be humane? Are they humane? In this part the pupils should realise that not everything in their environment is perfect, that many persons need help and that humanity and empathy are very important.

In the second part, the pupils are divided into groups and are given the task to make an optimal number of equal gifts from the sweets donated for poor children. The number of gifts and the content of gifts are de-

termined using the method of the greatest common divisor.

At the end of the lesson, the pupils are encouraged to consider if they can carry out such an activity in real life, for the New Year or Christmas, for instance.

Results

Pupils were given an opportunity to express their opinions, to compare them with the opinions of others, to develop assertiveness and empathy. At the same time, they were practising some content in mathematics solving a concrete problem. This activity showed that democratic competences can be developed even in the classes in which this is deemed to be “hardly practicable”, such as in mathematic class.

The evaluation of the lesson was made based on the *Checklist for Mon-*

itoring the Democratic Competence in the Class designed by the team.

The most important factor contributing to the successful implementation of the activity in the class is the fact that the pupils actively expressed their opinions and listened to other people’s opinions and attitudes, and that they have developed empathy as well as the required mathematical knowledge to solve a specific task from everyday life.

Thematic Month: The Serbian Language, Civic Education, Form Teacher Class

Primary School “Matko Vuković”, Subotica

Competence: Valuing democracy, justice, fairness, equality and the rule of law

Activity objective: co-operation among the pupils, learning about and understanding the culture of the members of minority populations in the class, reducing the cultural distance among the pupils in the collective, understanding the problems encountered by the pupils who are using a non-mother tongue and the importance of mutual assistance, learning about the Serbian and Romany languages and cultures

Activities

- The selection of the text with a focus on friendship, togetherness, supporting the collective spirit; presentation of the Dragan Lukić poem “A Friend to a Friend” in the Serbian language class (implementation: 2 weeks).
- Reading the poem, explaining unfamiliar words, talking about the importance of friendship, togetherness, respecting other people’s needs and feelings, practicing expressive recitation of the poem (the pupils who took part in the recitation helped one another to pronounce and expressively recite the poems in a non-mother tongue).
- Workshop “Who is a Good Friend” (listing good and bad examples of friendship in the selected texts) in the civic education class.
- Visit of a representative of Roma community to the form teacher class (local Roma coordinator).
- Presenting Romany culture and traditions.
- Talking about the customs and culture of Roma people, learning some words in Romany (“hello”,

“thank you”, “sorry”, etc.). The pupils whose mother tongue is Romany translated the poem “A Friend to a Friend” from Serbian to Romany, with the support of the City of Subotica local Roma coordinator. The pupils decided which parts of the text will be recited in Serbian and which ones will be recited in Romany at a public event (such as a school performance – reception for the new generation of first grade pupils, Democratic School Open Day, etc.).

- Preparing parents and pupils to accept the public appearance and reciting in a non-mother tongue – minority language which they think is not very popular.
- Public appearance at a school performance (International Day of Democracy).

Cluster of competences which are being built:

- co-operation skills,
- flexibility and openness to otherness,
- valuing cultural diversity,

- knowledge and critical understanding of language and communication,
- feelings of belonging to a collective
- empathy,
- development of socially acceptable moral values.

Results (which have been achieved and how they were evaluated)

The performance on stage was warmly received and rewarded with the loudest applause at the event.

The parents’ and children’s positive attitude was reflected in the smiles on their faces.

In the last class devoted to these activities, the pupils expressed their attitudes by showing numbers from 1 (minimum) to 3 (maximum):

- Are you prepared to share your food with a classmate who hasn’t brought his own food?
- If you see from close by that your friend has fallen off her bicycle, will you go to help her?

Serbian Language: “The Tortoise and the Hare”, Aesop’s Fable

Primary School “Žarko Zrenjanin”, Banatsko Novo Selo

Competence: Respect

Activity objective: teach pupils how to analyse a text, identify characters and determine the moral of the fable; enable pupils to think logically, make the right conclusions, and apply what they have learnt in real life.

Teaching unit: “The Tortoise and the Hare” (Aesop), third grade

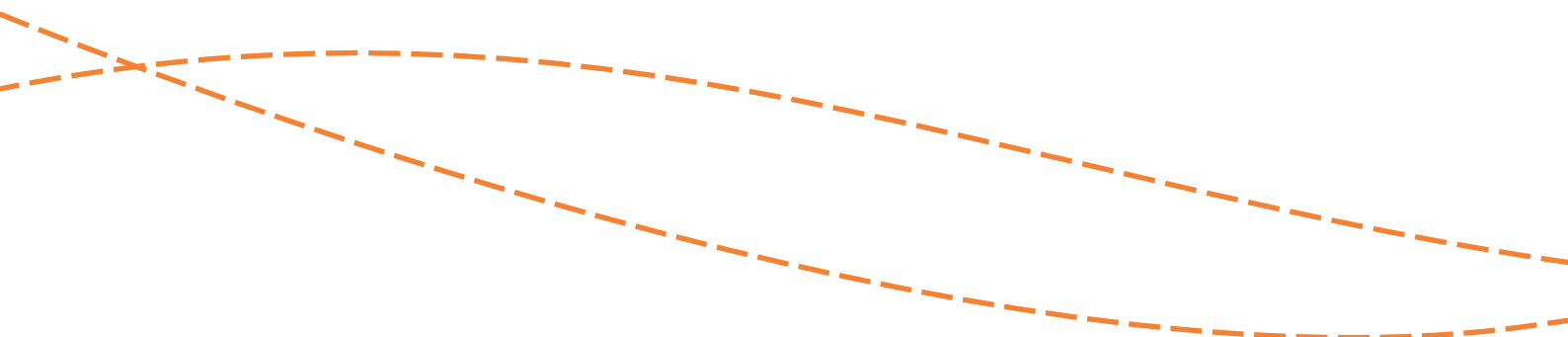
The presentation of the teaching unit which, apart from having a learning objective, also has a broader educational objective – respect for other people, tolerance and prevention of prejudices. In the class, the aim was to ensure that the pupils develop logical thinking and adopt moral concepts by switching between different suitable forms and methods of work.

Results (which have been achieved and how they were evaluated)

Working in groups, using the co-operation principle, helped with the guiding questions, pupils were directed towards the key educational concepts addressed in this lesson. Pupils were encouraged to provide their own interpretation, to listen to the opinions of other people, to value different views of the issue, and to clearly express their opinion.

The most important factor that contributed to the successful implementation

The lesson was prepared with the pupils with whom the work on the development of logical thinking was previously done in both regular and demonstration classes. The pupils’ and teachers’ motivation and their mutual co-operation contributed to the successful lesson delivery.

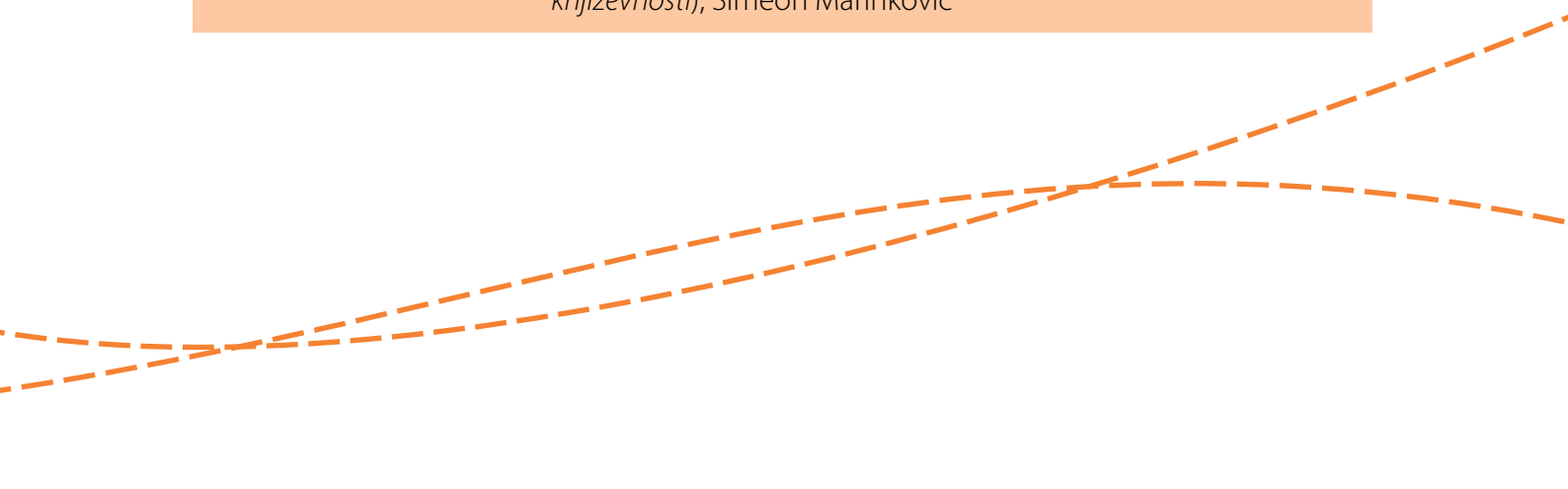


Serbian Language: Speech Culture

Agricultural and Chemical School “Đorđe Radić”, Kraljevo

Competences: Skills of listening and observing; co-operation skills; responsibility; civic-mindedness; openness to cultural otherness and to other beliefs, world views and practices

Cross-curricular competences	Communication, co-operation, responsible participation in a democratic society
Teaching model	Frontal instruction, individual or group work
Teaching methods	Monologic, dialogic, text-based, demonstration
Teaching resources, media	Work material, presentation (projector and laptop)
Lesson timeline	Double class (detailed timeline of both classes are provided in the Class Description section)
Correlation	Civic education, philosophy, religious education
Teachers' reference material	<i>Methodical Approach to Creatively Teaching Serbian Language and Literature (Metodika kreativne nastave srpskog jezika i književnosti)</i> , Simeon Marinković



Group 1: LANGUAGE EDITING

Addressing the issue of public speaking starts with the norm. The norm of modern standardised literary Serbian language consists of a body of rules determining what is correct in terms of pronunciation (orthoepic norm), writing (orthographic norm), word forms (morphological norm), word meanings (lexical norm), and sentence structure (syntactic norm).

Task: Language edit the text complying with all the norms of standard Serbian language.

Work material: an excerpt from Jasminka Petrović' novel *Everything is OK*, in which a Roma girl is the narrator. For literary and artistic purposes, aimed at adding more personality to the characters, no capital letters or punctuation are used in the text.

Group 2: ANNOUNCING THE PUBLIC APPEARANCE AND THE INTERVIEW

Task: Imagine that you need to organise a book promotion event for Jasminka Petrović' book *Everything is OK*. The participants in the event: a presenter, the book's author, a literary critic, and two actors who will read the excerpts (Admir and Jelena's love story). Assign the roles among the members of the group and prepare the announcement, the questions and answers of all participants.

Work material: the book *Everything is OK*, excerpts from interviews

Group 3: A SPEECH (A TOAST)

Task: Imagine that you need to give a speech, or a toast, at the wedding of your friends, Admir and Jelena. Writing it should be a joint effort and you should try to make it funny, inspirational, and to send the message that love overcomes all differences and overpowers hate. One of you should give the toast orally in the following class. The toast is given while standing, holding a glass in your hand, without consulting your notes.

Work material: the book *Everything is OK* (a copy of the excerpts that follow the characters so that pupils can learn more details of their love story); the instruction with the elements a toast should have.

Group 4: KARL POPPER DEBATE

This debate format focuses on relevant and often deeply divisive propositions, emphasising the development of critical thinking skills, and tolerance for differing viewpoints. Debaters work together in teams of three – Team A (affirmative, responsible for defining and interpreting a resolution) and Team N (negative, argues against the affirmative position). The debate is composed of ten parts - six speeches and four cross examinations in a specific sequence as provided in the detailed instruction.

INTRODUCTORY PART

During the introductory part, the students should be informed that the next two lessons will be devoted to speech culture. Discussion on what speech culture is and how important it is.

Speech culture is the level to which individual speech and one's own literacy has been perfected. Speech culture is a linguistic discipline which studies the use of language, namely oral and written speech, successful explanation of the subject of talk, concurrence with the speech situation, and listening culture. It includes:

- Linguistic culture,
- Culture of social behaviour, and
- Culture of thinking.

We enhance our speech culture throughout life and we need it in everyday speech communication as well as in the most complex speech forms. Why is its enhancement important? Because it contributes to fostering the culture of dialogue, valuing and promoting diversity, and complying with the key communication norms; it strengthens our ability to express our attitudes, opinions, feelings, values, and identities in a positive and constructive well-argued manner, so that we can achieve our goals and expand our understanding of the world, other people, and communities. The history of mankind best shows how powerful words are. Words started wars, words spread freedom and justice, but also intolerance and hate.

The ancient Greek civilisation rested on oral expression and one of the most important educational aims was to acquire rhetorical skills. In ancient times already, the Greeks devoted great attention to developing the theory of public speaking and set the rules under which rhetoric is defined as good speaking skills. Aristotle believed that rhetoric is a theoretical knowledge and that oratory is the practice of formal speaking. The skills, art and virtue of speech had to be based on the principles of morality and honesty in the first place, and only then on the principles of wisdom and beauty. In his *Institutes of Oratory*, Quintilian said: "If God gave to men the gifts of speech ... which is of tremendous value for ourselves and our fellowmen, should we not strive to cultivate the greatest possible excellence in the use of speech?" In this class and in the following class in which work will take place in groups, pupils will do several creative public speaking exercises, such as speech, debate, interviews. All forms of speech culture will be devoted to an important topic – openness towards diversity. Before that, the characteristics of good speech will be highlighted (correct, clear, succinct, fluent, to the point) as well as other important elements of oral speech (body posture and facial expressions; rhythm, melody, and pace of speech; articulation and accentuation; "the speech landscape").

Task: Agree the topic you will discuss (suggested topic: "Migrants should enjoy open borders") and who will be on which team. Prepare as much information to defend the resolution as you can (affirmative team) and arguments to challenge the resolution (negative team).

Work material: Karl Popper debate guidelines and the cards marked with roles: A1, A2, A3, N1, N2 and N3. The information needed to prepare the arguments and take part in the debate should be obtained by the pupils themselves (they are allowed to use internet in the class).

Group 5: SPEECH (ORATORY)

Task: Write a speech intended for your peers, on the topic: "The Wealth Lies in the Diversity". Strive to make your speech sound inspiring and carry a positive message. After shaping the written form of the oratory, practice the oral delivery, using the prompts. You will give your speech in the next class, in such a manner that every member of the team will say a part of the oratory.

Work material: criteria for a good speech (encourages people to do something moral and important, is well-argued, has a clear message, has dramatic tension, reveals the beauty of verbal expression with appropriate facial expressions and gesticulations), guidelines (write a synopsis: introduction, elaboration, conclusion; write in a clear and simple language; check all the information and facts you are presenting). A brochure with the explanation of the competence: openness to otherness.

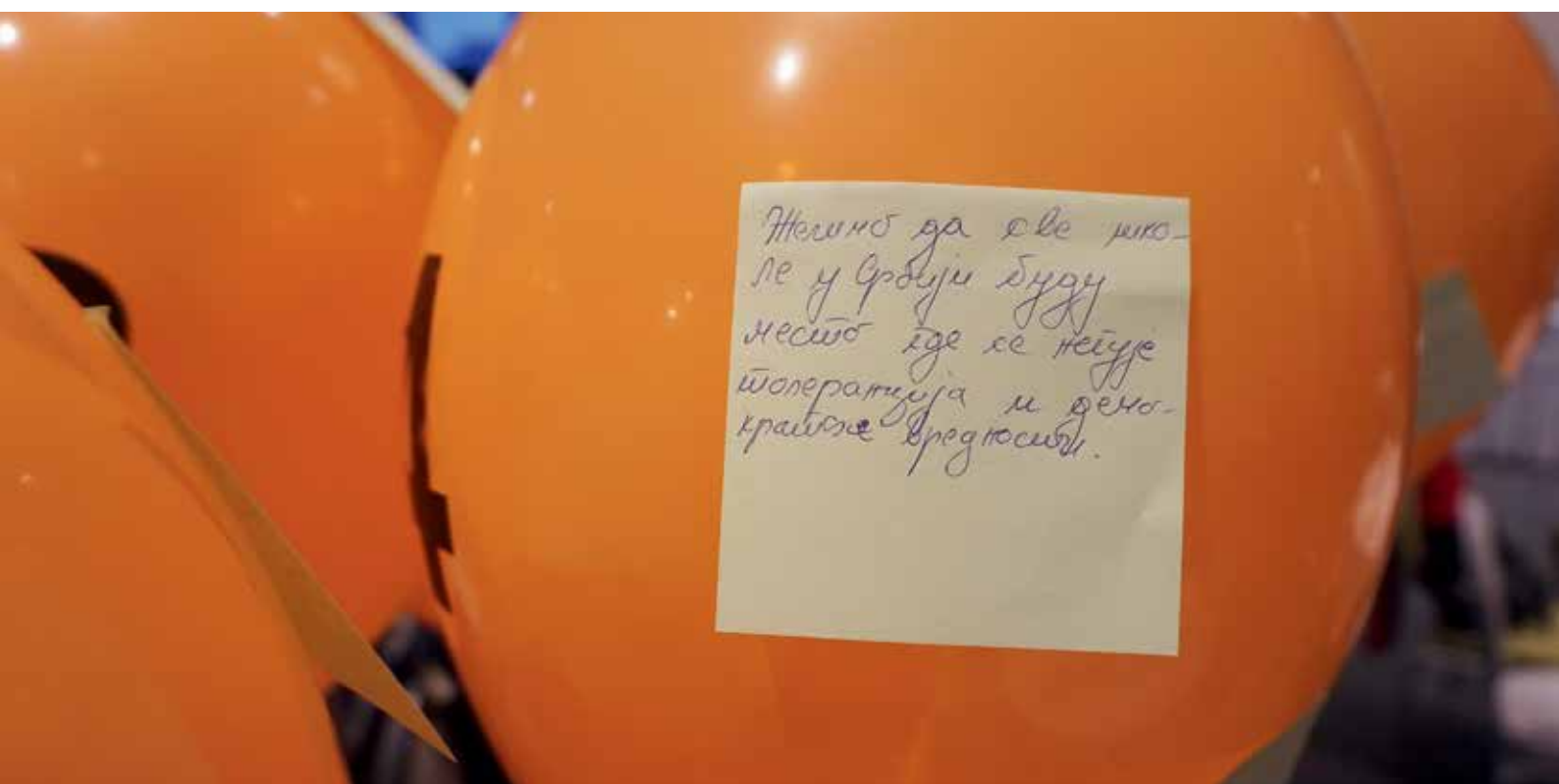
After receiving their assignments with instructions and work material, pupils start to prepare their tasks and work until the end of the class. The teacher encourages pupils to be creative, uninhibited, to speak on the basis of facts, and to all participate actively.

CENTRAL PART:

Presentation on the topic: rhetoric; conversation, speech; relationship between the speaker and the audience, and exercises of public speaking in front of the audience. We will cover this topic by publicly speaking about the openness towards cultural otherness, and to other nationalities, world views, and beliefs. Pupils will be divided into teams of five or six (teams will be created in accordance with the pupils' wishes) and all groups will get tasks and working material. Each team will be allowed 5 - 10 minutes for presentation in the following class (depending on the tasks). The tasks and the method of work will be discussed with the formed teams.

CLOSING PART:

The teacher encourages pupils to exercise the delivery of their tasks and to add to their work on tasks at home by using additional reference material, information and data, if necessary. Pupils are instructed to sit together with the members of their team at the beginning of the next class and to bring with them all the material they need to do the exercises.



Civic Education: From Gender Stereotypes to Discrimination

Agricultural-chemical secondary school “Dr Đorđe Radić”, Kraljevo

Competences: Skills of listening and observing; co-operation skills; responsibility; civic-mindedness; openness to cultural otherness and to other beliefs, world views and practices

Lesson objective: introducing the students to the concepts of gender role, gender discrimination, gender stereotypes, and prejudices.

Note: this lesson may be delivered as part of the class meeting, Students’ Parliament, or peer education programme.

Tasks

1. ACADEMIC – after the class is over and students study on their own, they will be able to identify gender stereotypes and prejudices in their surroundings, understand how prejudices and stereotypes work, understand how important they are for the formation of attitudes of the people around us and the way in which they behave.

2. EDUCATIONAL – the students develop the awareness about: the existence of prejudices and stereotypes, and their impact on the formation of people’s attitudes and behaviour; the presence of stereotypes in gender roles and the need to overcome them; the importance of overcoming prejudices and stereotypes.

3. FUNCTIONAL – students will acquire the skills of critical thinking and arguing a position.

General cross-curricular competences

Specifically designed activities encourage the development of the following general competences in students: responsible participation in a democratic community – active participation in the life of the community by respecting other participants as equally worthy autonomous persons, and combating different aspects of violence and discrimination; promoting the spirit of tolerance, equality, and dialogue.

Correlation with school subjects

Correlation is possible with all programmes which incorporate elements of education relating to values, beliefs, habits, and are implemented in the school in accordance with the School Curriculum and the secondary

school syllabuses for the Serbian language, sociology, constitution and the civic rights.

Teacher’s instruction

Read the text and answer the questions. Every group has a different situation. The time allotted for the task is 10 minutes.

Representative of the group will present the observations and answers to questions.

Examples of the situations

EXAMPLE 1. Ana is in the eighth grade of primary school. She has excellent grades in all subjects but her favourite subjects are mathematics, physics, and IT. She would like to go to a high school to study natural sciences and mathematics, but her parents do not agree. Their opinion is that it would be better for her to go to a secondary vocational school. Their recommendation is a secondary medical school, to study to be a nurse. They believe that this is a smarter thing to do because Ana may fall in love, get married, and have a child, and after graduating from secondary vocational school she can get a job. After graduating from high school, Ana will have to go to university and, if she marries and has a child, she would not have time to devote to her education. Ana reluctantly accepts her parents' advice.

Questions for the group

1. Discuss within the group the parents' opinion and their suggestion for the choice of school.
2. What is the expected, traditional behaviour? Discuss!
3. What are gender roles?
4. Who imposes gender roles? Explain!
5. Describe some examples of gender roles from your surroundings.

Planned delivery time is approx. 5 minutes.

EXAMPLE 2. Mirjana is a third grade student of a secondary school. She is pregnant and wants to get married. Her parents approve of her decision. Her form teacher and the school pedagogue explain to Mirjana that she should continue her education and that this is possible. The law allows her to finish her school as a full-time student. She refuses to do that. She does not want to continue her education, not even as a part-time student. She says she will continue her education once her baby grows up. Her future husband supports her decision. Parents agree with their decision.

Questions for the group

1. Discuss within the group Mirjana's decision to leave school.
2. What is the expected, traditional behaviour? Discuss!
3. What are gender roles?
4. Who imposes gender roles? Explain!

EXAMPLE 3. Milan and Vesna are twins. Both of them are good students. They live in a rural area. Their parents work long hours to support the family. After the children finish secondary school they will be able to send only one child to university because of their bad financial situation. They decide that it should be Milan.

Educational profile:⁹ for high schools and all educational profiles, first grade

Teaching topic: I, we, and others

Teaching unit: From gender stereotypes to discrimination

Lesson type: Presentation

Teaching methods: Discussion, text-based work

Place: Classroom

Material required: Story texts

INTRODUCTORY PART

Planned delivery time is approx. 5 minutes.

In the introductory part, we will refer to the previous class in which we talked about belonging to a group, the meaning of belonging to a specific group, possible acceptance/non-acceptance of a member of some group only because of her/his affiliation and not because of the personal characteristics/traits of the person concerned.

The teacher starts the discussion by asking:

What do you think is the reason for this?

Can we really assess a person only based on the information that she/he belongs to a certain group (e.g., a group of punks, a group of the fans of a certain type of music, etc.).

CENTRAL PART

Planned delivery time is approx. 30 minutes.

The teacher divides students into four groups. Every group receives a different text with a description of the situation.

CLOSING PART

Planned delivery time: 5 minutes

The teacher gives students to explore the ways to respond to and defend against discrimination for homework (to explore and present the rules, norms, institutional protection mechanisms):

- How is discrimination treated in school, what are disciplinary measures? (prohibition, Art. 110 of the Law on the Fundamentals of the Educational System);
- Are there any legal protections of citizens against discrimination? If so, what are they and what do they contain? (the Law on the Prohibition of Discrimination, Law on Gender Equality);
- Is there any institutional protection against discrimination? If so, what? (the Commissioner for the Protection of Equality);
- Is there any connection between discrimination and violence? If so, what?

Students do this assignment individually but the teacher may divide them into four groups, by type of assignment.

⁹ For secondary schools.

Questions for the group

1. Discuss within the group the reasons why the parents decided that it is their son that should be sent to university.
2. What is the expected, traditional behaviour? Discuss!
3. What are gender roles?
4. Who imposes gender roles? Explain!
5. Describe some examples of gender roles from your surroundings.

EXAMPLE 4. A boy in the kindergarten, Luka, likes to play with dolls. He spends a lot of time in the corner with dolls. The nursery teacher encourages him to play with trucks and building blocks and tries to get him interested in such play. She explains to him that it is not how boys play. Other children in the group do not see anything strange in the fact that Luka likes to play with dolls.

Discrimination is said to be prejudice in action. Why? In the above example, where do you see discrimination? Discrimination happens in the conative component of prejudice.

The teacher informs students about the concept of gender discrimination.

The teacher asks the students to describe some examples of gender discrimination.

- For example, when you apply for a job (questions to a woman at the initial interviews relating to her civil status, family planning, etc.).
- The issue of ownership of property (only a small percent of women are owners of immovable property).

Stereotypes are hard to overcome. It is a long and difficult process. However, changes do happen. We can see this in the example of girls enrolling into military schools and military academies. Thirty years ago that was unthinkable and girls were forbidden from enrolling in military schools. Last year, more girls than boys applied for the military gymnasium.

LITERATURE:

Handbook for the Prevention of Gender Based Violence, Ministry of Education, Science and Technological Development, 2015.

Handbook for Civic Education for the First Year of Secondary School, Ministry of Education, Science and Technological Development, 2002.

Questions for the group

1. Discuss within the group the behaviour of the nursery teacher and her wish to redirect Luka to the corner with building blocks and trucks.
2. What is the expected, traditional behaviour? Discuss!
3. What are gender roles?
4. Who imposes gender roles? Explain!
5. Describe some examples of gender roles from your surroundings.

Presentation of group work

Discussion about gender roles within a large group.

The teacher gives a short lecture about stereotypical gender roles, expectations of the environment in accordance with the imposed gender roles (suggestion in the Note).

NOTE

Content of teacher's presentation

Traditional stereotypical gender roles impose restrictions on both men and women. In the kindergarten example we see that the nursery teacher does not allow the boy to play with dolls because she believes that it is not "male" play, and she pushes him into his gender box, namely exerts pressure on him to play with building blocks. What is more, other children do not find it odd that a boy plays with dolls.

A young man who is following the latest fashion in clothes is an object of ridicule because only girls and women are expected to dress well. Our environment imposes on us the norms of behaviour with respect to the gender role given to us. If necessary, the teacher explains the difference between sex and gender.

Stereotypes are schematic and rigid perceptions of the characteristics of individual members of a group, which are then generalised and transferred to the entire group.

In a traditional patriarchal society, stereotypical gender roles are clearly defined and any otherness may meet with strong disapproval.

For example, female bus or taxi drivers often provoke negative emotions.

Stereotypes create prejudices.

Prejudices usually carry a negative connotation and cause strong emotional response.

A prejudice has three components:

- Cognitive, thought-related, what I think about it;
- Emotional, how I feel about it;
- Conative, will and action-related, what I do about it.

EXAMPLE

Cognitive component: This young man dresses very well, as if he just stepped out of a fashion magazine. He gives too much attention to dressing well.

Emotional component: I don't like it. He seems effeminate.

Conative component: I do not want to be friends with him. I will persuade others not to be friends with him. I will disparage him, he deserves it.

English Language: Personality

Secondary School “Miloje Vasić”, Veliko Gradište

Competences: Openness to cultural otherness and to other beliefs, world views and practices; civic-mindedness; conflict-resolution skills

Lesson objective: to brush up adjectives used to describe personality, to practice the use of adjectives that are not clear to students, to introduce students to the tolerance of ambiguity concept, to assess the level of tolerance of ambiguity among students.

Outcomes: the student uses adjectives describing personality; the student understands and uses the concept of ambiguity; the student assesses the level of tolerance of ambiguity.

Note: in addition to the subject-related (oral and written expression, mediation, sociocultural competence) and cross-curricular competences (communication, co-operation, responsible participation in a democratic society, co-operation), the democratic competence of tolerance of ambiguity will also be developed in the class.

Introductory part

Prompt students to list some of the adjectives describing personality, which have been mentioned during the previous class. Tell them to open their textbooks on page 44 and choose one adjective that could describe how they feel at that moment. Several students give verbal answers to the question that was posed.

What adjectives did we talk about yesterday? Can you list some? Now, please open your books on p44 and choose 1 adjective which best describes how you are feeling today.

Practice

Instruct students to classify adjectives into three categories:

- 1) I absolutely understand the meaning of the adjective.
- 2) I don't understand the meaning of the adjective.
- 3) I am not sure about the meaning of the adjective.

Draw sets for the above categories on the blackboard. Set a time limit of 3 minutes.

Look at all the adjectives and classify them into these three categories: I absolutely understand the meaning. I don't understand the meaning. I am not sure about the meaning. (3 min)

Ask a few students to verbally list adjectives whose meaning they are not sure about. Write them into the relevant circle.

Can you tell me if there are examples of adjectives whose meaning you are not sure about? (2 min)

TEACHING TOPIC:

Extraordinary Behaviour

GRADE:

4

TEACHING UNIT:

Personality

LESSON TYPE:

Practice

TEACHING METHODS:

Dialogic

TEACHING MODEL:

Individual and group work, frontal instruction

TEACHING RESOURCES:

CD player

LITERATURE:

Gateway B2, textbook and workbook

CORRELATION:

The Serbian language, psychology, civic education

Distribute Post-it Notes and instruct students to choose an adjective whose meaning they are not sure about and to write it down. Give instructions for group work. In groups, students compare the adjectives they have chosen. They can choose only one to write it down on a new Post-it Note. A representative of the group will stick their Post-it Note into one of the circles. Form groups by the Post-it Note colour (5 groups).

On the paper write only one adjective from this category I am not sure about the meaning.

Find students with the same colour of paper and form a group.

In your groups discuss and choose one adjective which is not clear in meaning for all of you. The representative of your group should paste it on the board. (5 min)

Give instructions for group work. „Your task is to describe 5 people with these characteristics without

using the listed adjectives. The descriptions should give answers to the following questions: What this person does/doesn't do; what this person likes/doesn't like, etc.“ Set a time limit. Monitor the work of the groups and provide clarifications.

Your task is to describe 5 people with these characteristics without using these adjectives. Write about what this person does/doesn't do, what this person likes/doesn't like etc. (10 min)

A group representative reads the description. Other groups guess. (3 min)

Ask students if anything has changed. Would they change the adjective category or not?

Has anything changed? Do you understand some adjectives better? Would you put them into different category? (2 min)

Presentation

Explain to students the tolerance of ambiguity concept and the occurrence of this phenomenon during the process of learning a foreign language.

Ambiguity – the fact of something having more than one possible meaning and therefore possibly causing confusion; a situation or statement that is unclear because it can be understood in more than one way. (5 min)

Give them questionnaires to assess the tolerance of ambiguity. Set a time limit of 5 minutes to complete the questionnaire. Explain the key to assessing tolerance. (10 min)

Closing part

Homework: Workbook, page 28, exercises 3, 4.

Evaluation: Students draw emoticons on Post-it Notes, which show how they feel after the class, and put them on the blackboard.



Project-based Learning/Teaching and Research Work

Primary School “Zdravko Gložanski”, Bečej

Competence: Analytical and critical thinking skills

Project objective: to achieve the outcome and to master the content of the teaching topic “Collection and Graphical Representation of Data”, envisaged for the 5th grade of primary school, by using an everyday life topic that is interesting to pupils and describes their interpersonal relationships. The project will help to acquire mathematical knowledge about: the methods of data collection, its calculation and representation by using tables and graphs. Cross-curricular connections (introducing pupils to the topic of gender equality through history, literature, art and music), educational influence (fostering and development of a democratic culture and cooperative atmosphere), development of working and aesthetic habits (precise and creative presentation of data) and digital technology literacy (preparing a presentation). Fostering peer co-operation and pupils’ participation in the work of the school.

Operationalised outcomes

Pupils will be able to:

- collect data by themselves;
- distinguish relevant from irrelevant information;
- count and collate the collected pieces of data (on their own or with the help of peers, by using a calculator or available software if necessary);
- to present the obtained results in tabular and graphic form (in a pie chart and histogram, by using the available technology);
- interpret qualitative and quantitative data and results of statistical research.

Project outputs

At the end of the project, separate presentations will be prepared for each class and a joint presentation for the 5th grade containing tabular and graphic representations of the results obtained in the research, as well as messages providing good guidance on how to address the habits that were the subject of the survey (the existing prejudices and stereotypes among boys and girls) and possible steps to be undertaken with a view to achieving a higher level of gender equality.

TOPIC:

Equality of boys and girls in the fifth grade -
Prejudices and stereotypes

PROJECT DURATION:

3 school weeks

PROJECT PRESENTATION METHOD:

To their classmates, during the form teacher class; at the level of their grade; at parent-teacher conferences; at a peer team meeting; at a session of all fifth-grade class teachers’ meetings.

METHOD FOR INCLUDING THE ENVIRONMENT IN THE PROJECT:

Going with pupils to a museum to see an exhibition on gender equality; visiting a library to research this topic; a theatre play or a cinema projection of a film on this topic.

The required human and material resources have been defined.

PLANNED PROJECT EVALUATION METHOD:

On the basis of a ten-statement questionnaire answered by using a three-level scale, about the level of active engagement in the project and about the feelings experienced while working on it.

Project implementation

I SCHOOL WEEK. In the classes of mother tongue and literature, history, civic education and form teacher classes, within related teaching units, pupils are introduced to and focus on the concept of gender equality, gather information, research and debate about gender prejudices and stereotypes. At the end of the school week, in collaboration with the form teachers and the expert support service, pupils propose and select questions (statements) and formulate the final version of the questionnaire. With the help of the teachers of the languages spoken in the community, the questionnaire is translated into Serbian/Hungarian. Then it is reproduced in the required number and distributed to the classes.

II SCHOOL WEEK. In the first mathematics lesson, pupils in the class should be divided into heterogeneous groups (of four to five students). Each group should include pupils with different abilities, those who have predilection for calculus, research, discussion, work on a computer, public presentation. After splitting into groups, each group should be given survey forms and clear instructions for the conduct of surveys. A deadline to conduct the surveys (for example, two days) should be clearly defined. After the surveys, the pupils should count the answers received and, by the end of the week, present the obtained results in the form of a table.

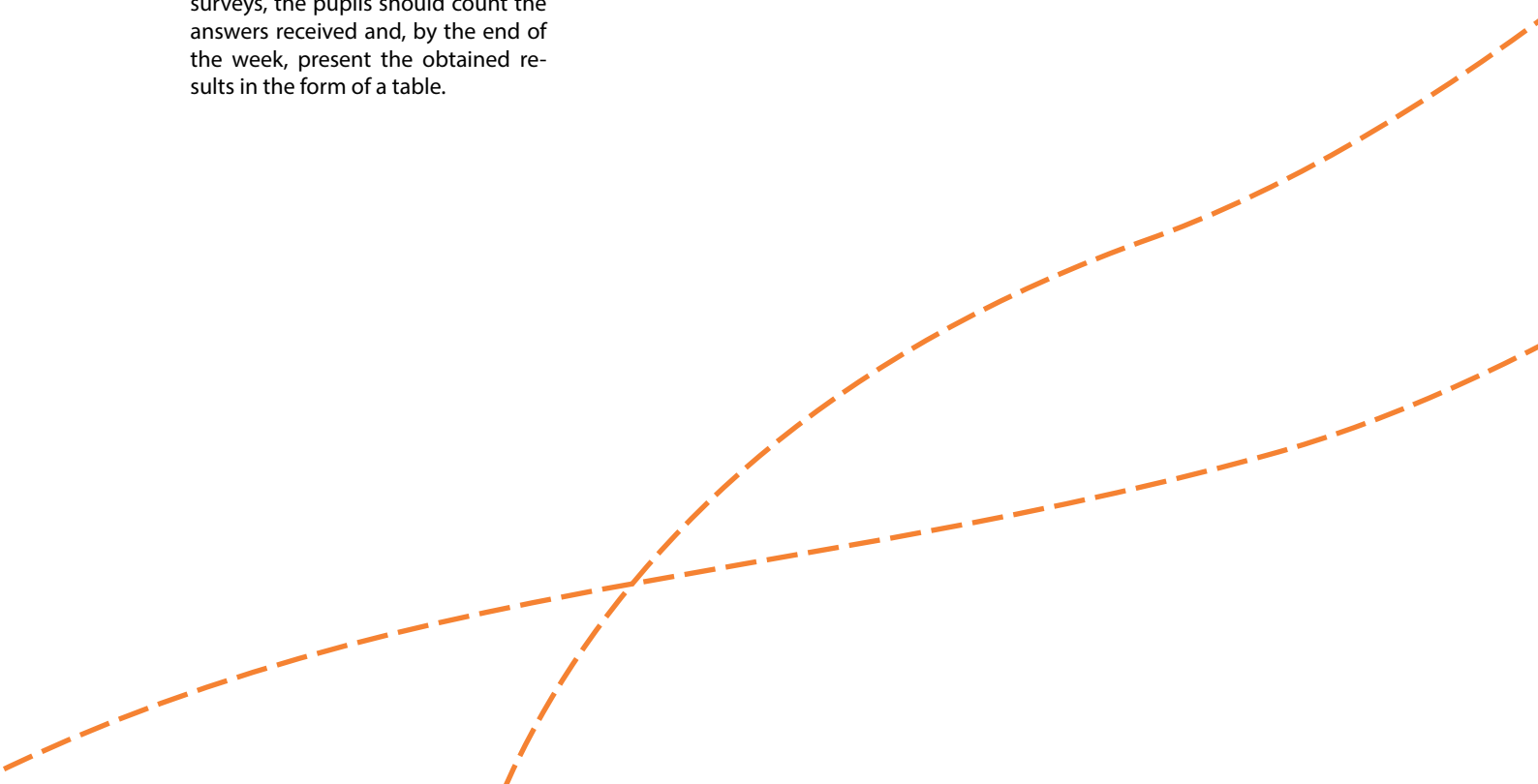
III SCHOOL WEEK: The first half of the week should be dedicated to the graphic processing of the collected data. Pupils' groups, in cooperation with the informatics teacher, should show the results obtained in the pre-determined graphic form (different types of graphs) and integrate the work of individual groups into a joint presentation that graphically depicts the interpersonal relationships of boys and girls in the class. On the basis of the presentation made, the pupils discuss the facts with the form teacher and suggest possible further steps. At the end of the week, scheduled meetings are organised at which representatives of the pupils' groups present the results of the survey.

MONITORING AND EVALUATION

By implementing this project, all set outcomes are accomplished as defined by the mathematics curriculum for the fifth grade of primary school in the fields of collection, processing and graphical representation of data. At the end of the project, pupils are given homework to conduct a "mini-survey" into the topic of gender equality in their nuclear families based on the acquired knowledge and experience from the project.

PUPILS' ACTIVITIES: They propose and select questions (statements) for the survey; conduct surveys at the level of their class; collect numerical data at the level of their class and consolidate the collected data for the 5th grade; represent the collected data in tabular form; represent the results of the survey in diagrams, in the form of a digital presentation; research and draw conclusions; present the results of the research.

TEACHERS' ACTIVITIES: They introduce pupils to the phases of statistical research; coordinate the setting up of pupils' groups and the assignment of specific duties; follow pupils' work and help them; discuss with pupils and provide clarifications; remind pupils of the next steps in the research; together with pupils, they draw conclusions.



German Language: *Männer- und Frauenberufe* (Gender Equality)

Primary School “Zdravko Gložanski”, Bečej

Competence: Valuing human dignity and human rights

Lesson objective: the pupils should apply and develop the vocabulary related to occupations and develop awareness of gender equality in the field of labour.

Outcomes

Pupils will be able to: link occupations with the work performed within a particular occupation, as well as with the place where the work is performed; based on a photograph, make verbal and written assumptions about occupations; describe the work performed as part of an occupation and where this work is performed; cite male and female job titles; express their opinions and likes/dislikes; pupils are faced with gender equality-related prejudices that exist in society when it comes to choosing a profession.

Introductory part (5 min)

Pupils draw illustrations of professions from a box and form six groups. They try to guess the topic of the lesson.

Central part (about 30 min)

The objective of the first part (10 minutes) is revision and development of the vocabulary. Pupils link occupations with their descriptions - twelve occupations. Answers are checked verbally, pupils read. The teacher asks the following questions: *Was macht der Lehrer?*... After that, the teacher runs the presentation (5 min), shows the picture of a young man's face and asks: *Wo arbeitet er? Was macht er in seinem Beruf? Was ist er von Beruf? Wie findet er seinen Beruf?* (Where does he work? What is his occupation? What does he do in his workplace? How does he like this occupation?). The pupils jointly make assumptions, then

TEACHING TOPIC:

Zukunftspläne; teaching unit: *Männer- und Frauenberufe*

EVALUATION:

Pupils evaluate the lesson based on their satisfaction.

ACADEMIC TASKS:

Lexical: developing skills of oral and written expression - the use of words and sentence structures related to the topic of occupations; grammar: the use of causal sentences, the distinction between male and female genders, the use of the verb *finden* to express opinions.

EDUCATIONAL TASKS:

Encouraging pupils' interest in learning about different occupations; pupils build awareness about gender equality in the field of labour and occupations and discover something new about jobs that are performed within various professions; pupils are encouraged to think about their desired occupation.

FUNCTIONAL TASKS:

Enabling pupils to understand job descriptions and to write about them, to make assumptions, express their opinions.

the teacher shows the whole picture revealing that the young man is a pre-school teacher. *Er ist Kindergärtner* – and asks the question: *Ist das ein typischer Männerberuf?* (Is it a typically male occupation?). The teacher reads the text from the presentation that answers the previously posed questions. The next activity is to write a shorter text based on the picture. The teacher shows the photos of three persons from the presentation, which only feature their faces. Each group draws one person, so that two groups write texts on each of the persons. The text should include answers to the following questions: *Was ist er/sie von Beruf? Wo arbeitet*

er/sie? Was macht er/sie auf der Arbeit? Wie findet er/sie diesen Beruf? (What is his/her occupation? Where does he/she work? What does he/she do in his/her job? How does he/she like this job?). After that, representatives of the groups read the texts. The teacher then shows the whole picture of the persons in their workplaces and compares them to the texts to see if someone has guessed the occupation. For the last person, a female car mechanic, the teacher asks the following questions: *Ist das ein typischer Frauenberuf? Kann eine Frau eine gute Automechanikerin sein?* (Is this a typically female occupation? Can a woman be a good car mechan-

ic?). *Viele Menschen haben Vorurteile* – and shows the last slide in the presentation: *Vorurteile* – prejudices? The teacher then plays a video clip about stereotypes in the field of labour and about prejudices towards women in the professional world and translates adjectives mentioned in the video: *führungstark* (a strong leader) – *herumkommandieren* (giving orders); *überzeugend* (convincing) – *fordernd* (demanding); *engagiert* (committed) – *selbstsüchtig* (selfish); *gepflegt* (well groomed) – *eitel* (vain); *geschmeidig* (supple, stylish) – *angeberisch* (pretentious); *Lass dich nicht von Vorurteilen aufhalten!* (Do not be hindered by prejudice!).

Closing part (8 min)

The teacher hands out a survey to each pupil to be filled in anonymously. The survey lists various occupations, and pupils should mark whether they consider that occupation to be a typically female/male or gender-neutral occupation. In the next class, the survey will be processed, and results will be derived: five typically male and five typically female occupations with the highest number of votes.

The result

Of all these activities is for pupils to demonstrate a higher degree of tolerance and be encouraged to think about gender equality. The pupils and teachers, as well as parents, are stimulated to engage in critical-analytical thinking about the topics that focus on stereotypical and atypical roles that are assigned daily to pupils based on their gender. A comprehensive action plan and permanent work on this topic inevitably lead to the re-examination of attitudes.

The most important factor that contributed to the successful implementation

A comprehensive work plan for the topic of gender equality, the interest of teachers and pupils in this topic (which is then discussed outside the classroom as well), an interesting lesson plan for a lesson delivered by a large number of teachers.



Serbian Language: “The Gypsies”, A. S. Pushkin

Zemun Gymnasium, Zemun, Belgrade

Competence: Conflict-resolution skills

Objectives of the activity: eliminating prejudices against the ethnic community and shedding light on the disastrous effects of stereotypical ideas about a community; developing a positive attitude towards democratic principles of equality, justice and honesty; developing conflict-resolution skills through concrete independent student solutions based on understanding of the nature of frustration; developing critical thinking aimed at actualising topics; developing a culture of dialogue and debate.

Results (which have been achieved and how they were evaluated)

The lesson was evaluated by using emoticons drawn on the blackboard. The conclusion is that students are eager for this type of work, work in workshops and interaction, teamwork, actualisation of contemporary topics in classical literary works.

The most important factors of the successful implementation

- The relevance and provocativeness of the topics which the work puts before the reader.
- Applied form and method of work in the class.
- Motivation of students to work during the class.

A discussion was also held about the changes in the meanings, because today the title of the literary work is derogatory, but in Pushkin's time it did not have that connotation.

TEACHING UNIT:

A. S. Pushkin “The Gypsies”, 2nd grade (two class periods)

Examples of Extracurricular Activities Aimed at Strengthening Democratic Competences

Area 2. School Culture

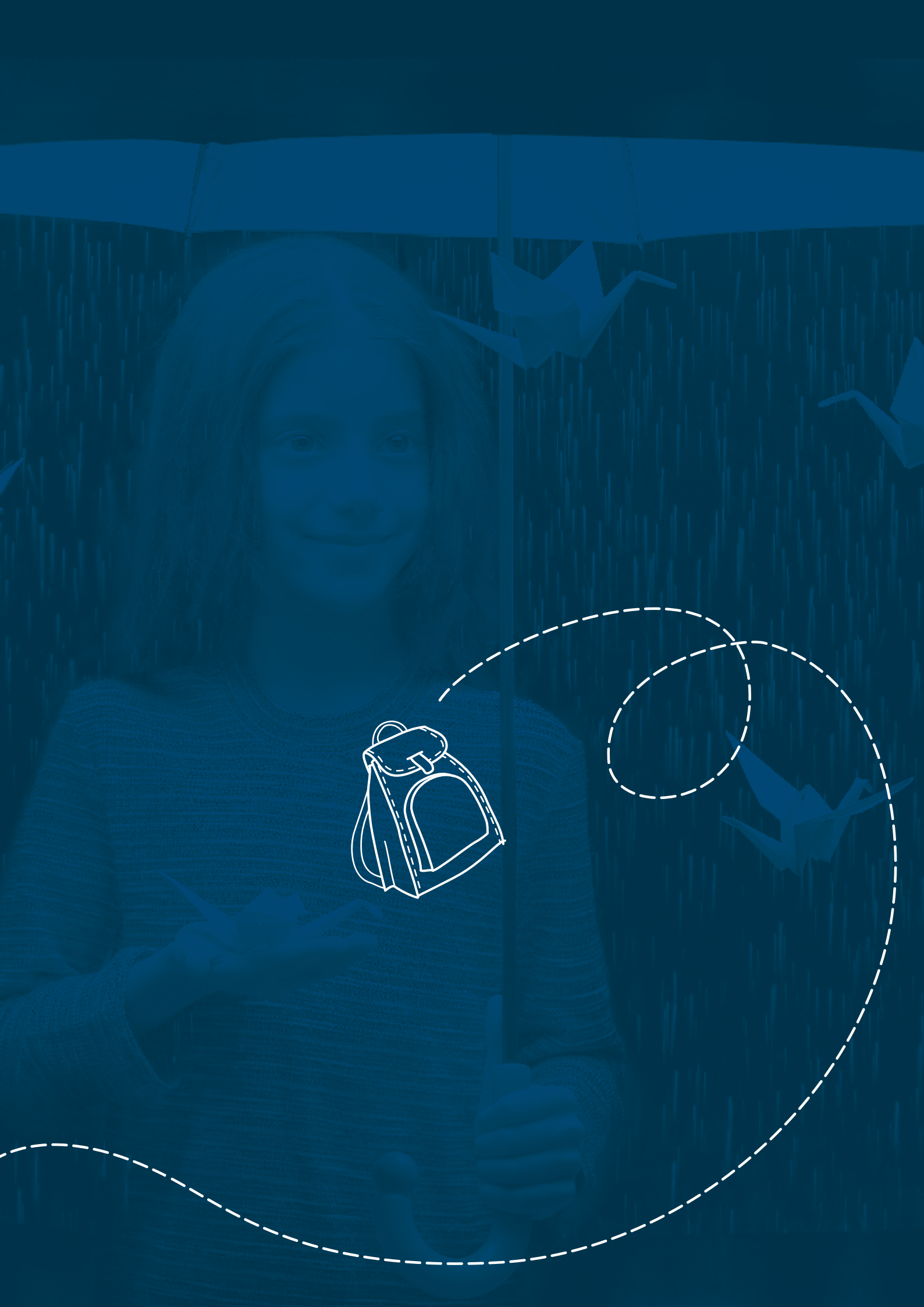
The organisational culture of the school can be such as to allow all actors of the school system to contribute to school management to a degree. The approach to management, the vision and mission of the school, the school management and decision-making systems, student participation and the general atmosphere in the school can be based on democratic principles, can emit openness and trust, good interpersonal relationships. Such a school where students feel safe and welcome, where the relationships between students and teachers and among teachers are positive, where everyone feels as a worthy member of the school community, whose human rights are respected, can be called an inclusive school. Practice and research have shown that such schools can best develop competences for democratic culture.

School culture has several aspects:

- school management - management style based on respect for human rights, democratic principles, equality and solidarity, participatory decision-making;
- decision-making - inclusive and participatory decision-making procedures that empower teachers, students and parents (for example, representatives on the school board, various councils, focus groups, consultations ...);
- policies, rules, procedures - planning and reviewing policies in line with the values and principles of democracy and human rights, with the required emphasis on the fairness issue (for example, gender equality, security, access to quality education, anti-discrimination, interculturality, etc.);
- student participation - students have opportunities to express their opinions on issues that concern them directly or indirectly and to participate in decision-making in their school and wider community, but in a manner that is authentic and ensures a certain power of their voice; all restrictions and conditions are visible.

This section provides examples of school extracurricular activities that are aimed at strengthening democratic competences and democratic school culture.





„Living Library“ Campaign

Primary School “Veljko Dugošević”, Turija

Competences: Co-operation skills; knowledge and critical understanding of the self; valuing human dignity and human rights; empathy

The objective of the “Living Library” is to combat discrimination by promoting intercultural dialogue, understanding and tolerance, reducing social distance and opening the vision of a democratic and fair society in which differences are accepted, respected and understood as wealth and development potential rather than a threat and danger.

Books are real people, carefully selected from social groups that are often subject to prejudice and negative stereotypes. They engage into a dialogue with their “readers” in order to overcome these prejudices and stereotypes. The “Living Library” functions as a kaleidoscope of otherness that enables participants to better understand and accept differences and cultural diversity. Visitors had the opportunity to talk to people, each of whom represented a unique book, and the essential feature of the “Living Library” is the fact that it is based on authenticity, that each book is based on a true story. The offered titles included Former drug user, Animal Rights Protector, Single Mother and Blind Person. Each visitor could choose one or more books. Readers, citizens and pupils of primary schools and students of one secondary school from the municipality of Kučevo had thirty minutes each to learn about the fate of their interlocutors.

” Impressions of participants

- “Very interesting and edifying experience.”
- “An excellent idea, compliments to the organisers, and I hope that we’ll have more of such libraries.”
- “A very instructive story in which we see that people can overcome all their problems if they have the willpower.”

THE RESULT

is that the “Living library” was visited by 86 readers of different ages and levels of education and that the books were read 169 times.

THE OUTCOME

is that visitors did not remain indifferent to the stories, and they developed empathy towards the books and showed understanding and tolerance.

THE EVALUATION

was performed on the basis of evaluation questionnaires filled in by visitors after reading, and they could also share their impressions in the visitors’ book. It was the first encounter with the “Living Library” method for all the readers, they had positive impressions and would recommend to others to visit a “Living Library”. They liked the titles but would prefer a bigger selection.

A Group of Extracurricular Activities Aimed at Introducing Pupils to Cultural Goods of General Interest

Primary School “Matko Vuković”, Subotica

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

WORKSHOPS

CORRELATION WITH SUBJECTS:

history, religious education - Islamic religious education, Catholic religious education, Orthodox Catechism, civic education, art, music, geography, form teacher class

TARGET GROUP

Pupils from the second educational cycle who have shown interest and affinity for studying tangible and intangible cultural heritage.

ACTIVITIES

- Implementation of workshops in the classes with the following topics: Identities, Equal opportunities, Same yet different, What makes us unique?
- Research work in a group of pupils (religions - Orthodoxy, Catholicism, Islam, Judaism, national minorities).
- Development of a glossary in Serbo-Croatian, Hungarian, Romany, Turkish, English, German with the words selected by pupils. The glossary will be displayed at the school stand on the Democratic School Open Day.
- Collection of information in conversations with representatives of local institutions, use of the Internet, a visit to the City Archives, use of encyclopaedias, cameras

and magazines, experiences of older family members.

- Marking the Necktie (Cravat) Day (contribution of the Croatian national minority).
- Pupils define questions for representatives/experts of local institutions to be asked during a study visit.

MAKING POSTERS

CORRELATION WITH SUBJECTS:

informatics, history, religious education - Islamic religious education, Catholic religious education, Orthodox Catechism, civic education, English, Hungarian, art, music, geography, form teacher class, before or after the classes.

TARGET GROUP

Pupils from the second educational cycle who have shown interest and affinity for studying tangible and intangible cultural heritage

ACTIVITIES

- Creation of posters, presentations by pupils, reports on collected information under teachers' mentorship.
- Pupils are divided into groups based on the chosen topic, individual preferences, skills.
- Each topic (the Franciscan monastery, the Synagogue, the Serbian Orthodox Church of the Holy

Ascension, the Muhajir mosque, the Jovan Nenad Crni monument, the Church of St. Sava, the Church of St. Anthony of Padua, the Holy Cross Monastery, the Sukkat Shalom Synagogue in Belgrade) has been presented in several ways (in a poster with photos, by making cardboard/paper symbols, in a short text, interview, presentation).

- Pupils compile a text containing general information and interesting facts about the sights they will visit during a study visit.
- Development of elements for the quiz “Who/what belongs where?” for the Democratic School Open Day.
- Students searched the Internet for symbols, famous people, items, products, foods or animals typical of certain countries in the world. They made printouts and cut them (1 cm x 1 cm).
- Making bookmarks.

In addition to the date and the title of the event written on one side, each bookmark also has a message of some famous person on the other side. Some messages are written in foreign languages as well - Hungarian, Croatian, English, German: “Az idő az egyetlen, ami magától megy, a többi rajtunk múlik” (“Time is the only thing that flows on its own, everything else depends on us”); “Count your age by friends, not years. Count your life by smiles, not tears”.

STUDY VISIT

TARGET GROUP

Pupils of the 8th and 7th grades. To pupils, a study visit is a reward for their efforts and work during the school year. The selection of at least fifty pupils is made in accordance with pre-defined criteria well-known to the pupils: no failing grades, tangible progress or improvement in school achievements, participation in school activities during the school year, pupils from socially disadvantaged families, a relevant share of pupils attending classes in Croatian, equal shares of pupils attending Catholic religious education, Orthodox catechism, Islamic religious education and civic education ...).

ACTIVITIES

- A visit to religious and cultural facilities important for our pupils and a certain community/city (temple, church, synagogue, mosque, historical monument.) The plan of the visit has to include religious facilities of three confessions: Orthodox, Catholic, Islamic. Due to the sensitivity of the topic and structural differences in the group of pupils, our practice is to also visit other available sites/institutions, and the first that is chosen does not belong to any national minority or confession. In such a manner, we put the pupils in an equal position, and channel the communication towards a topic that is equally unknown/known to all. They have to rely on each other, hence they more easily start communicating through pre-de-

signed activities. (Museum of African Art in Belgrade – making model houses of African tribes, Museum of Yugoslav Air Force in Belgrade, Natural History Centre of Serbia in Svilajnac, Čele Kula (Skull Tower) Museum in Niš, Memorial Complex “12 February” in Niš).

- The presentation prepared at the previously held workshops (the content was related to the interesting facts and specific features of cultural sights).
- Conversations with the representatives of a cultural good/institution.
- Pupils ask pre-defined questions.

The activity has been implemented for four years now with the financial support from donors. So far, we have visited the sights of Belgrade, Svilajnac, Niš and Subotica.



Workshop “Indian Paper Art”

Primary School “Bratstvo”, Novi Pazar

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

Indian Krishma Rai showed to pupils from the 1st to the 6th grade the Indian technique of making decorative paper items and gave a lecture on the specific features of India's culture. About 1,200 pupils attended the demonstration and the lectures. The lecturer and the pupils communicat-

ed in English, and the lecturer was impressed by the pupils' command of English. The objective of the activity is familiarisation with the specific features of Indian culture and the technique and skill of making decorative items from paper. Children are delighted with the techniques

of making decorative paper items. They are acquainted with the specific features of Indian culture and tradition. The activity has been met with great interest from pupils and other schools, which would like to host the presentation as well.



Inter-school Exchange Titled “Exchange the Energy of Tolerance and Democracy!”

Agricultural School with Dormitory “Sonja Marinković”, Požarevac

Competence: Co-operation skills

Seventy-five final year students from the Secondary School for Agriculture, Food, Veterinary Medicine, and Services from Sarajevo, together with their principal and teachers, have paid a two-day visit.

OBJECTIVE OF THE VISIT

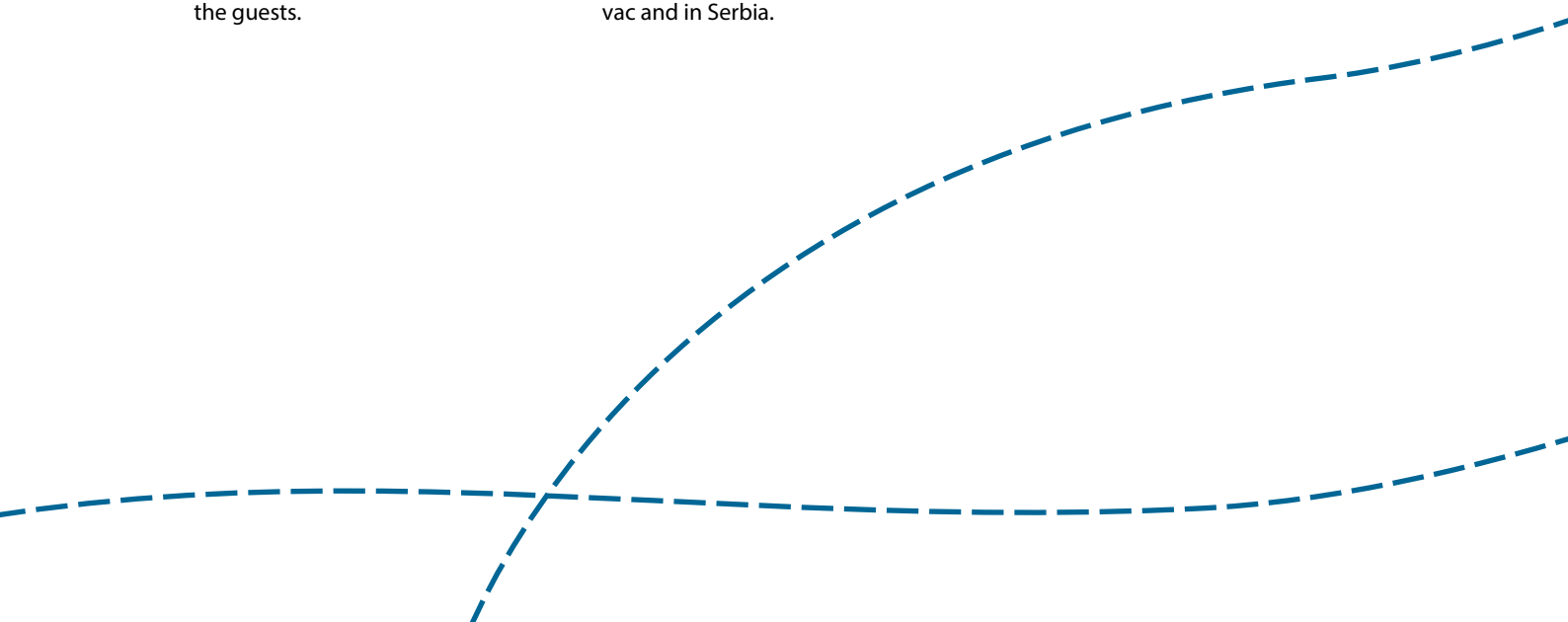
continuation of the established co-operation, exchange of experiences in the organisation of secondary vocational education, familiarisation with the organisation of theoretical and practical instruction at the school, staying and spending time together at the students' residence hall and visiting historical and cultural monuments of the city and the surrounding area. The principal, the residence hall manager, educators and teachers of vocational subjects in the fields of agriculture, veterinary medicine and food processing have been responsible for the reception of the guests.

ACTIVITIES

The programme included introduction to the organisation of theoretical and practical instruction at the school, conversations with teachers, students and residence hall occupants, and visits to cultural and historical monuments in the city and the surrounding area. The guests were accommodated in the residence hall, where social activities were also organised. Members of the school team for Fostering a Democratic School Culture engaged the students' part of the team to conduct an interview with the students of the Sarajevo School about their visit and stay in Požarevac and in Serbia.

RESULTS

Socialising with the students from Sarajevo resulted in students' better understanding of the characteristics and individuality of other nations, and development of a sense of cultural affiliation of other nations, which encourage togetherness and appreciation of others. Through joint activities during their stay in our residence hall, barriers between different cultural groups have been removed. A short film about the visit was also made.



Event on the Occasion of the International Roma Day

Primary School “Sveti Sava”, Vladičin Han

Competence: Respect; civic-mindedness

Activity aim: getting to know and respecting different cultures and customs; understanding the importance of marking the Roma Day.

TOPIC

On the occasion of the International Roma Day, in the detached school department in Prekodolac, a performance was organised for pupils and parents, created and presented by upper grade pupils from the central school, pupils from the 1st to the 4th grade from Prekodolac and Žitorađa, with the support of the Serbian language and music teachers and the project team.

ACTIVITIES

Pupils of all grades, together with teachers, parents, the local Roma association and other members of the local community designed, organised and gave the performance.

RESULTS

The performance was successfully organised and realised. A large number of pupils participated, singing, dancing, playing music and reciting... (the programme was performed in the Romany and Serbian languages). Pupils have shown by their behav-

iour, attitude and responsibility that they respect and appreciate cultural diversity. Factors that contributed to the successful implementation of the activities include: great interest of all pupils to participate in the performance; the participation of parents in the organisation (procurement and selection of folk costumes) and during the performance (a big wind orchestra comprising pupils' parents); high attendance by parents and members of the local community and representatives of the Roma association.



Election of the Most Tolerant Pupil

Primary School “Radoje Domanović”, Niš

Competence: Co-operation skills

We have included this activity in our action plan for the implementation of the project “The Councillors of Democracy”, in order to promote the respect for intercultural views and to develop humane attitudes, tolerance and co-operation, as qualities of everyday life, responsibility and preparedness for decision-making.

We elect the most tolerant pupil twice a year: at the end of the 1st semester and at the end of the school year. So far, we have only elected the most tolerant pupils in the upper grades (from the 5th to the 8th grade). The initiative for this activity came from the Mediation Team trained for non-violent conflict resolution, mediation in peer conflicts and establishment of proper understanding and co-operation in the peer group. The team consists of two representatives of each class in the 6th to the 8th grades. At the Team level we have defined the selection criteria for the most tolerant pupil. They include the following:

1. he/she communicates with all pupils and helps all the pupils in the class;
2. he/she initiates co-operation processes among pupils (in studying, in the performance of joint activities in the class, in socialising);
3. he/she initiates the organisation of humanitarian activities (the financing of outings, excursions and free tickets, various types of assistance) for friends in need;
4. he/she enjoys trust in the peer group;

5. he/she never provokes conflicts and helps in identifying risks of peer conflicts.

ACTIVITIES

The first phase - the selection. A survey has been prepared, which, in addition to the operational instructions, also lists all the criteria. The survey is anonymous. It is carried out in every class. The survey has been distributed and explained by expert associates or form teachers in each class of the upper grades. Pupils write down their proposals for one pupil from their class who would earn the title of the most tolerant. The winner has to get more than 50% of the votes in his class. In case several pupils have the same number of votes, the voting is repeated. In this way, we get sixteen most tolerant pupils (equal to the number of classes) in the upper grades.

The second phase - the promotion of the most tolerant pupils. The most tolerant pupils are awarded certificates of excellence as promoters of co-operation and democratic values. The most tolerant pupils in the 1st semester are awarded certificates of excellence at the Saint Sava Academy in the school, while clearly emphasizing the goals of such elections and

the importance of promoting these values. At the end of the school year, certificates of excellence are awarded at the St. Vitus Day ceremony. The names of the most tolerant pupils are published on the website of the school and on the official Facebook page. In order to make them recognizable in the peer group at the level of the whole school, all pupils are informed about their names through the official Book of Announcements. This is followed by the production of a poster board with the photographs of the most tolerant pupils, which is exhibited in the central part of the school. The activities and works of these pupils are exhibited at the school poster board, which is entitled “The Accomplishment of the Week and the Work of the Month”, in order to make them more visible and to promote them. At a panel discussion organised on the occasion of the Day of Tolerance, attended by all pupils, the most tolerant pupils speak in detail about themselves, their values and motives that guide them to behave in such a way. After the meeting at Mt. Zlatibor, we got the idea to improve this example: to also elect the best friend in the lower grades by following a similar procedure.

ENCLOSURE 1. SURVEY FOR THE ELECTION OF THE MOST TOLERANT PUPIL

Primary School "Radoje Domanović" – Niš
Grade and class _____

2018.

SURVEY

Dear pupils,

On the initiative of the Mediation Team of our school, we are electing the most tolerant pupil in the class. The aim of this activity is to promote pupils who are willing to cooperate, tolerant and well-intentioned. Therefore, the most tolerant pupil in the class will be elected. The election is made by you – pupils, anonymously, without signing the ballot (you only write your grade and class). In order for someone to earn the title "the most tolerant pupil", they should have the following qualities:

1. he/she communicates with all pupils and helps all the pupils in the class;
2. he/she initiates co-operation processes among pupils (in studying, in the performance of joint activities in the class, in socialising);
3. he/she initiates the organisation of humanitarian activities (the financing of outings, excursions and free tickets, various types of assistance) for friends in need;
4. he/she enjoys trust in the peer group;
5. he/she never provokes conflicts and helps in identifying risks of peer conflicts.

You need to write down the first and last name of just one male or female pupil from the class, so think carefully before writing down the name.

As the most tolerant pupil in the class I propose: _____

Thanks for participating in the survey.

After your vote, the title of the most tolerant pupil in the class will go to the pupil with more than 50% of the votes. If several pupils have the same number of votes or the number is below 50%, the voting will be repeated.

Campaign to Paint the School Wall “Zero Tolerance for Gender-Based Violence”

School of Fashion and Beauty, Niš

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

As part of the project, in co-operation with the association “Osvit (Daybreak)”, the students carried out the campaign of painting a wall of the school, with the slogan “I can say no! Love is not violence,” thus making a significant contribution to the global campaign to combat intimate partner violence.

The aim of the activity is to draw attention to and to raise awareness of the students of our school and the general public about the problem of violence, especially violence against women.



Peer Education Workshops

Technical School, Bor

Competences: Co-operation skills; respect; openness to cultural otherness and to other beliefs, world views and practices

Activity aim: raising awareness about the goals and values of democracy, respect for personality and cultural otherness, co-operation skills in joint activities; peer education will convey the principles of democratic culture to the peers and raise awareness about respect, co-operation and fostering otherness; raising the threshold of tolerance, respect and readiness for teamwork.

ACTIVITIES

1. The project team has presented the project "Fostering a Democratic School Culture" in the action plan and planned activities, in the Student Parliament, with an emphasis on lectures and workshops about communication, tolerance, prejudice and stereotypes.
 2. Representatives of the Student Parliament inform the students of their classes about the planned activities and a peer team (fifteen students) is formed from among interested students.
 3. At the proposal of the Project Team, workshops have been selected for the peer team training with a view to encouraging students to think and detect the connection between the manner of communication and tolerance, which is a prerequisite for establishing democratic values (raising awareness about otherness, mutual respect and readiness for teamwork).
- "Active communication". In several meetings with the school pedagogist, the students practiced on specific examples/sentences to recognise the type of communication (I messages /YOU messages), to analyse the statement of the interlocutor from the aspect of the message sent to the other interlocutor, and to discontinue a flow of unacceptable messages that offend or criticise, by responding assertively and using I messages (Enclosure 1).
 - "Non-violent communication rules". Within this workshop, students had the opportunity to watch an animated film "Non-violence Umbrella", which encourages them to think about the consequences of violent communication for the self-confidence of the participants in communication. While watching the film, students worked in groups on a protocol in which they analysed the film through questions and answers. The objective of this workshop was for students to recognise violent communication (raising one's voice, insults, blackmail, etc.), the effect it has on the interlocutor (the person who is the victim of such communication becomes insecure) and the way in which they can react to prevent further development of a conflict (Enclosure 2).
 - "Every picture tells a story". The objective of the workshop was for students to identify the way in which prejudices are created and how our expectations affect our thinking and attitudes. This was achieved by giving pupils a part of a picture (cut in half). Based on the first part of the picture, they should develop a story: what happens in the picture, what the man in the picture does, etc. Each student had a different ending of the story, based on which they observed that each of them had different opinions about what was happening in the picture. The conclusion is that a reaction and thinking based on lack of information can cause conflicts and clashes between interlocutors, that it is always necessary to check all sides to a situation and base one's views on arguments rather than on assumptions.
 - "Eurotrain". The objective of the workshop was to discuss stereotypes and prejudices about other people. Based on the participants' interventions, it was noticed that stereotypes are also a family category, and not just a social one, because the students reacted differently to certain minorities. We wanted to encourage students to

keep thinking and to eliminate prejudices that were imposed on them by society. For their peers, in its role of trainers, the peer team selects and implements the workshop “A Prize Contest with Passenger Names”, modelled on “Eurotrain”, on the topic of prejudice and stereotypes.

RESULTS

The implementation and completion of joint activities and deepening of the feeling of belonging to the community; mutual respect for other people's opinions; training of the peer team (they convey principles of democratic culture to their peers).

FACTORS THAT CONTRIBUTED THE MOST TO SUCCESSFUL IMPLEMENTATION

We put emphasis on the activation of the work of the Student Parliament, raising awareness about otherness, mutual respect and co-operation skills, improving the relationship between students and teachers, reducing misunderstandings and improving tolerance, strengthening tolerance and democracy in the social environment, respecting other people's opinions.

ENCLOSURE 1. A COMMUNICATION WORKSHOP: RECOGNITION OF THE TYPE OF SPEECH/COMMUNICATION

STEP 1: Students split into several groups

STEP 2: Each group is assigned one dialogue

STEP 3: After the analysis of the dialogue, we give the groups Worksheet 1

STEP 4: Analysis of the students' answers

DIALOGUE 1

Female student: “Will we have a test soon?”

Female teacher: “We will have a test in the second week of October. I told you that in the previous class.”

DIALOGUE 2

Female student: “Will we have a test soon?”

Female teacher: “Are you worried that I will soon test your knowledge?”

Female student: “No, it's just that I don't know what kind of test you will give. I'm afraid this will be in the form of an essay.”

Female teacher: “I see, you're worried about the type of the test we'll have...”

Female student: “Yes, I'm not particularly good with essays.”

Female teacher: “I see, you think you are better in other types of tests.”

Female student: “Yes, I always mess up my essays.”

WORKSHEET 1 (circle the statements that are true for the dialogue assigned to your group)

1. The female teacher has shown a genuine interest in the problem of the student.
2. The female teacher has not seriously dealt with the problem of the student.
3. The female teacher has shown that she accepts and respects the female student.
4. The female teacher has not understood the concern of the female student.

5. The female student feels that the female teacher has understood her problem.

STEP 5: Groups are given Worksheet 2

STEP 6: Analysis of students' answers

STEP 7: Summarising and drawing conclusions

WORKSHEET 2

TASK 1: Classify the sentences below into two groups by putting the statements that can be characterised as I messages into group 1, and those characterised as YOU messages into group 2.

TASK 2: Now try and connect the corresponding YOU messages with I messages (reworded messages that do not hurt and express the same intention).

That's not what I thought.

Let me put it differently.

I'm very upset.

I see other options here as well.

I wish you'd appreciate me more.

I wish you called more often.

You're not listening to me.

You've got me wrong.

You're getting on my nerves.

I think your view of this matter is too narrow.

I've got a feeling that I don't mean anything to you.

You never call me.

Data-based Planning of School Activities: Gender Equality in Our School

Primary School “Zdravko Gložanski”, Bečej

Competence: Valuing human dignity and human rights

ACTIVITIES

- *Horizontal teaching about gender equality for the teaching staff - two Teachers' Meeting sessions*

In order to sensitise and train the teaching staff on this topic, the school psychologist held a training course on gender equality, focusing on identifying the difference between gender and sex, gender roles, prejudices and stereotypes, on sex, gender and language, with a special emphasis on misogyny. The main objective was to initiate and stimulate the gender equality-based thinking in school practice. The interesting concept of the training arouse teachers' interest in the topic, motivated them to actively participate and to identify possibilities for embedding the topic into their own classes, as well as in the form teacher classes.

- *Development of lesson preparation materials by teachers for their respective subjects incorporating gender equality, and delivery of the lessons and form teacher classes once a month*

After the training, teachers have incorporated the topic of gender equality into their respective subjects, and they send lesson preparation materials to the school pedagogist, for the purpose of educating and sensitising pupils for gender equality, and encouraging teachers to engage in fur-

ther training and adopt a self-critical attitude towards their own views on gender equality when planning and delivering instruction.

RESEARCH ON GENDER EQUALITY

- Part of the questionnaire was taken over from the programme “School without Violence”. Although the questionnaire was translated into Hungarian back in 2013, the pupils translated the questionnaire with the coordination of the Hungarian language teacher, thus achieving correlation with the language teaching/learning.
- 8th grade pupils surveyed pupils from the 4th to the 8th grade - children surveyed children and provided explanations (they explained the statements, answered the question of why the questionnaire was developed, why it is anonymous ...), which has encouraged the development of analytical and critical thinking and many other democratic competences.
- As mathematics homework assignment, 8th grade pupils were tasked with organising into groups and counting votes. They sent the obtained results by email, thus also achieving correlation with informatics, while also strengthening co-operation among students from different classes.

- In the informatics class, pupils learned how to create charts and presentations.
- During the mathematics class, in the informatics classroom, the pupils created charts and compiled a presentation – teamwork.
- The analysis of the results followed, which was carried out by the pupils themselves.
- “Brainstorming” with pupils on what to do next to improve the situation.
- The pupils volunteered to hold the presentation for the Teachers' Meeting - bilingually, and the presentation itself was prepared as bilingual. Technical support was also provided by the pupils.

THE OBJECTIVE of these activities was to take stock of the baseline situation at the school regarding the attitudes of the pupils towards gender equality. It is planned to repeat the stock-taking exercise at the end of the school year. By comparing the baseline situation and the situation at the end of the year, we will find out whether the implemented activities influenced the attitudes towards gender equality. Also, the objective was to strengthen the self-esteem of boys and girls who presented the results of the research to adults. Equal co-operation between boys and girls in research work resulted in a change in the dominant gender roles and the intellectual abilities of girls have

been identified in the areas believed to be areas in which boys are superior - data processing, informatics, graphic representation. The teachers put themselves in the role of listeners and re-examined their views on gender equality. After the survey, an action plan for this topic was drafted, which has been implemented since September 2018.

FOLLOW-UP ACTIVITIES

Calculation of the gender equality index of each class

For each class from the 4th to the 8th grade, the gender equality index has been calculated in order to obtain gender equality indicators of each class, based on which, at the end of the school year, we will check through a posttest whether changes in student attitudes have occurred.

Presentation of the results of the research on gender equality by class in the form teacher class and at the first parent-teacher conference

The form teachers of classes from the 5th to the 8th grade showed the results concerning gender equality to pupils and parents, from which some lessons were learned. An agreement was also reached to continue working on this topic. Confrontation and familiarisation of pupils and parents with the results of the research was geared to prompting them to think about the topic and to establish a dialogue leading to further engagement with the topic of gender equality.

Debate on female and male gender roles

During the last school year, the debate club devoted several meetings to this topic with students of the 7th and 8th grades.

Forum theatre performance

In the created and presented forum theatre performance, we have a father who is "Homo Balcanicus", who thinks that his son should not be a "softy" but must be an Alpha Male and respond to violence with violence. The second forum theatre performance, whose preparation is in progress, deals with the situation of domestic violence, where a stepfather is committing violence against a girl, and the mother is on his side and covers up the violence.

TEACHING ACTIVITIES BASED ON RESEARCH FINDINGS

- Within professional orientation for eighth graders, a form teacher class was delivered, entitled: "Gender equality in the choice of occupation - relations in a patriarchal Balkan family (a role play)".
- Certain topics were discussed in subject classes (history: "Women Rulers in History", and in lower grades: "Male and Female Fairy tales").
- Model classes were delivered: art and music - four joint classes were delivered on the topic "Woman in Folk Songs", followed by the creation of an art work with the theme "A Portrait of a Brave Woman"; German: "Male and female occupations - prejudices and stereotypes"; physics: "Famous male and female physicists".

RESULT

Pupils exhibit a higher degree of tolerance, they are encouraged to think about gender equality, pupils, teachers and parents are all prompted to engage in critical-analytical thinking about topics focusing on stereotypical and atypical roles that are assigned to pupils on a daily basis based on their gender. A comprehensive

action plan and permanent work on this topic inevitably lead to the reconsideration of attitudes.

COMMENTS

TEACHERS

"Such great writers, with such a low opinion of women." (horizontal teaching)

"This is the first session of the Teachers' Meeting, which we followed with great attention."

"It's an excellent topic! It's great that the story can be continued."

PUPILS

"We had great fun processing the data. Some classes' thinking is really weird." (during data processing)

"In what age do you live when you think that man should run the show at home!" (girls during the presentation of the research results in the form teacher class)

PARENTS

"It would be interesting to see boys' responses versus girls' responses." (presentation of the research results at the parent-teacher conference)

Regional Meeting of Student Parliaments

Zemun Gymnasium, Zemun, Belgrade

Competence: Responsibility

Activity aims: development of democratic culture and parliamentarism at school; development of a positive attitude towards the statutory activities, obligations and responsibilities of students and other players at the school (teachers, parents, local community); strengthening the obligation to abide by legal norms among young people; development of an active attitude among young people towards the needs of the society they live in; development of a culture of speech, discussion and critical thinking; development of social skills among young people; development of an entrepreneurial spirit and competences for lifelong learning among young people

ACTIVITIES

The introduction started with a task for the students to name a characteristic which they believed was shared by all the present, and then a thing which in their view distinguished them from everyone else in the group.

The characteristics which prevailed among those common ones included the characteristics related to the school, place of residence, characteristics shared by all people, and expectations were also mentioned that all present were Serbs, Orthodox, and the like. After that, a discussion was initiated which revealed that we share many common characteristics; however, each of us is different and each of us can find himself/herself in a situation to be discriminated against.

The next activity aimed at exploring stereotypes and prejudices and the way they operate was the activity "Cultionary". Divided into groups, students competed in explaining the assigned terms by drawing (for example, the terms a Montenegrin, a Roma, racism, a Muslim).

The pupils then prepared presenta-

tions in groups about prejudices, stereotypes, discrimination, and tolerance, and then presented them in a large group. We supplemented the presentations together and clarified the dilemmas.

In the next exercise, volunteers were given labels that were taped to their forehead (saying that they belonged to different age and social groups), with the task of simulating the situation on the bus, behaving towards each other in a manner similar to the way society generally behaves, without revealing who is who. At the end, everyone shared how they felt in their respective roles and tried to guess who they were.

RESULTS

Results (what has been achieved and how the results have been evaluated)

- Interaction and connection of regional secondary school Student Parliaments with Belgrade secondary school Student Parliaments.
- Visible participation of the Student Parliament in the Gymnasium.
- Recognition of intellectual, creative and entrepreneurial po-

tential of the Parliament in the Gymnasium by other players (students, teachers, parents, the local community).

- Respect for the rights, needs, obligations and responsibilities of the Student Parliament in the Gymnasium.

THE MOST IMPORTANT FACTORS THAT CONTRIBUTED TO THE SUCCESSFUL IMPLEMENTATION

We can stress students' motivation to design and implement activities, strong support of the school management and motivation of a number of highly creative teachers for the implementation of activities.

EVALUATION

A survey found that the students were very satisfied with the activities (the average rating was 4.8). As the most significant thing, the students highlighted the fact that they received more information on discrimination, tolerance and stereotypes, as well as that they exchanged opinions and experiences, and learned the difference between stereotypes and prejudices.

Language Fair

Požarevac Gymnasium, Požarevac

Competence: Skills of listening and observing

Activity aim: developing life skills, inter alia, the skills of listening and observing, which are crucial for good communication, development of sociability and self-development. By taking part in the preparations for participants, as well as in games and activities for visitors, students leave their classrooms and their process of learning and development takes place through the work on practical and tangible tasks in a team, with specific outputs, in interaction with their peers, thus including the aspect of peer learning by listening and observing.

DESCRIPTION

The Language Fair is organised at the Požarevac Gymnasium on the occasion of the European Day of Languages. Interested students and teachers participate in the preparatory activities, and they last from the beginning of the school year to the actual Day of Languages. Students pick their teams and report their composition to the teachers they want to work with, and then choose the language and culture they want to present on their stands in consultation with the teachers.

ACTIVITIES

Preparation of the stands includes research, creation of posters and presentations, electronic or physical, and the selection and preparation of interactive games and activities for visitors.

The event is attended by students of all grades of the school because it is organised in the school corridors during the period in between two shifts. Visitors, students and teachers develop skills of listening and observing by visiting stands and taking part in activities and games offered at the stands.

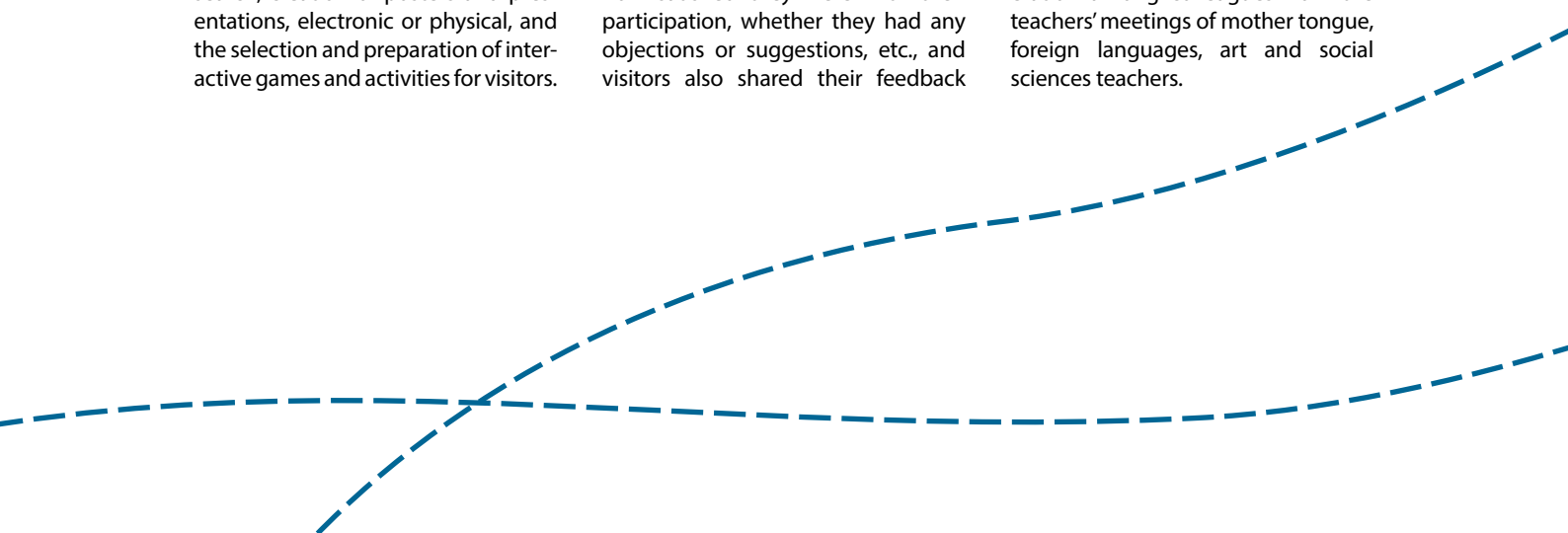
RESULTS

A large number of students at the school were included in the activities that were organised, as documented by the photographs. Students involved in the organisation were interviewed to get their feedback about how satisfied they were with their participation, whether they had any objections or suggestions, etc., and visitors also shared their feedback

and impressions in a discussion. All students involved in the activity have developed an active attitude towards searching, finding and exchanging information and accepting otherness, and those who participated in the organisation also developed the skills of teamwork and the initiative to launch new activities at the school.

FACTORS THAT CONTRIBUTED TO THE SUCCESSFUL IMPLEMENTATION

In addition to the participation of a large number of students and a good atmosphere and energy, this year we put special emphasis on the co-operation among colleagues from the teachers' meetings of mother tongue, foreign languages, art and social sciences teachers.



Programme “Mediation in the Peer Group”

Požarevac Gymnasium, Požarevac

Competence: Skills of listening and observing

The aim of the activity is to empower students for: preventive work, i.e., creation of a climate of non-violence in the school; recognition of different forms and levels of violence; averting the conflict at the stage of its emergence; prevention of further escalation of the conflict; mediation in resolving conflicts between conflicting parties - students or students and adults (teachers and parents); creation of a safe atmosphere in the classroom and on other school premises; promotion of the idea of non-violence; education of students, teachers and parents about the importance of non-violent conflict resolution.

ACTIVITY DESCRIPTION

The programme “Mediation in the Peer Group” has been implemented at the Požarevac Gymnasium as part of the activities aimed at protecting students against discrimination and violence and as a form of training for non-violent conflict resolution in peer groups. The programme is implemented, and work with the Team of Mediators performed during the year, by Živkica Đorđević, school pedagogist, mediator, member of the Serbian National Association of Mediators (NUMS).

The programme implementation in the school year 2017/2018 (activities):

1. Preparation for the implementation of the programme “Mediation in the Peer Group” by planning this activity in the Annual Plan of the school for the school year 2017/18, inclusion in the Action Plan of the Team for the Protection against Discrimination, Violence, Abuse and Neglect and the organisation of work of the school Peer Mediator Team.
2. The selection of students for a three-day training course, which was performed during the form teacher classes in September 2017. All students in the classes of the 1st and 2nd grades were introduced to the concept of mediation, the method for developing the skill of mediation and its significance for creating a safe atmosphere in the class. The presenters were representatives of the school team of mediators, who had been trained in the previous year and who participated in additional training courses and activities during the year. Support to students was provided by form teachers who are familiar with the programme characteristics.
3. The three-day seminar was held on 17, 18 and 19 October 2017. The training was attended by 24 students of the 1st and 2nd grades. The training was delivered by the pedagogist with the help of three final year students, experienced mediators - Gordana Ilić, Anja Popović and Ognjen Jelisavac. At the seminar, students covered the contents related to conflicts and communication through lectures, presentations and workshops. Through the exercises, they were empowered to closely monitor and observe their environment and react in situations of imminent conflicts in order to stop them, and they were trained to listen carefully to the parties to the conflict and show empathy. During the training, the students mastered the mediation skills - the skills of mediating between parties to a conflict.
4. After the training, the students presented their mediation skills in their classes and developed a programme of preventive work.
5. The trained peer mediators have been included in the peer mediator team of the school. They are active in recognising conflict situations in the class, in extra-curricular activities and during breaks. They can detect violence and react in an appropriate manner to prevent and stop violence. Peer mediators mediate in resolving conflict situations by pointing to them, referring students who are in conflict to mediation, and they also perform mediation themselves.

RESULTS

(what has been achieved and how the results have been evaluated)

The programme has helped to promote a culture of non-violence in the school, reduced the number of conflicts, conflicts are resolved through dialogue with the participation of mediators. Peer mediators have better perception and are more sensitised to detecting students who suffer violence. Teaching staff do not apply punitive measures in conflict situations, but they rather encourage the process of mediation which em-

powers parties to the conflict, both the victim and the violator.

The programme is evaluated by interviewing students and teachers, based on the atmosphere at the school and the number of conflict situations resolved by using non-violent methods. In the previous school year, there were fifteen mediations and no educational or educational-disciplinary measure was imposed for conflict or peer violence.

FACTORS THAT CONTRIBUTED TO THE SUCCESSFUL IMPLEMENTATION

A democratic, friendly and working atmosphere has been created in the school, with appreciation of students as associates, continued education of students and teachers, trust in non-violent approach to students. A model was offered of problem solving through dialogue, and students were involved in school activities through the work of the Student Parliament, class meetings and volunteer work. The relationships among teachers constitute a model for non-violence, culture and appreciation.





Examples of School Activities Aimed at Strengthening Democratic Competences Through Co-Operation with the Local Community

Area 3. Co-operation with the Local Community

The manner in which the school co-operates with the local community - parents, local authorities, non-governmental organisations, universities, the media, local businesses, other schools - can help in creating a democratic school culture.

Examples of co-operation are many, and both sides enjoy benefits.

For instance, through co-operation with non-governmental organisations, schools can build the capacities of their teachers in different fields, and local authorities can benefit from school involvement (for example, involving students in project-based teaching/learning and research) in the resolution of various issues of local importance. Likewise, a school can invite parents or community representatives who are ex-

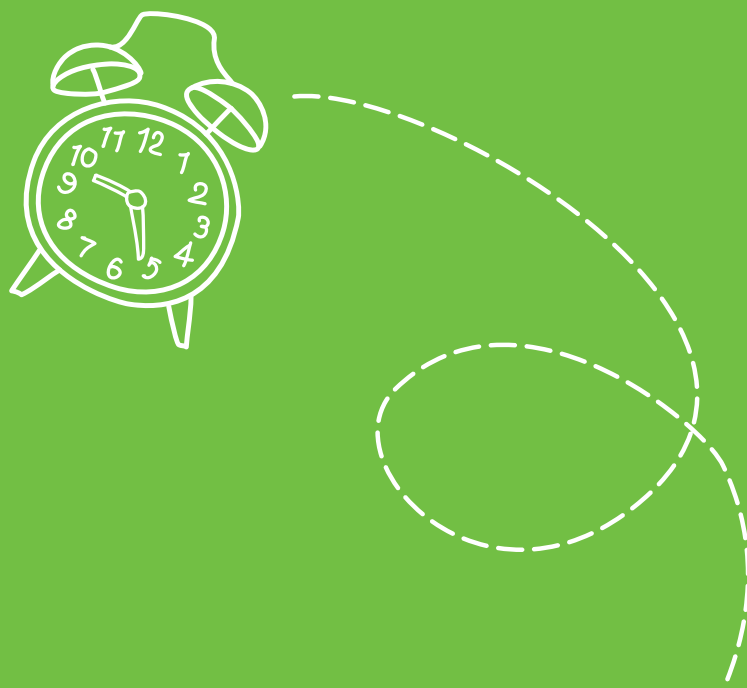
perts in the fields closely related to democratic competences, human rights and civic education, to hold lectures at the school.

If a school cooperates with other schools in the community, they can both share the resources and experience and connect students and teachers in learning and teaching. Connecting two schools with different ethnic or religious structures through activities that allow intercultural learning is an example of that.

Through partnerships with local institutions and organisations, schools enable their students to learn about and gain experience with procedures and structures, and to critically examine them from the standpoint of democratic and human rights values and principles. Moreover, par-

ticipation of students in school or municipal bodies also strengthens competences for democratic culture and sets the foundations for the strengthening of democratic culture not only in schools, but also in the wider community.

Such and similar activities also strengthen the competences of individuals (students, teachers, parents, community representatives) for democratic culture both at school and in the wider community. This section presents examples of activities of co-operation with the local community, organised by the schools participating in the project, which strengthen many different skills, values, attitudes and knowledge important for establishing democratic culture.



Towards an Inclusive Society Through Dramatic Creativity

School with Dorm for Children with Impaired Hearing and Speech “11. maj”, Jagodina

Competences: Openness to cultural otherness and to other beliefs, world views and practices; valuing cultural diversity; valuing human dignity and human rights; responsibility; skills of listening and observing; flexibility and adaptability; knowledge and critical understanding of the world; co-operation skills

The objective of promoting creative work of students in the school, in the field of dramatic creativity, in co-operation with organisations from Serbia (Centre for Creative Growth and Multicultural Cooperation - CEKOM from Zrenjanin, Centre for Creative Growth and Multicultural Cooperation) is the sensitisation of the local community and the general public for accepting persons with developmental disabilities. The preparation of theatre plays is based on the Work Programme of the drama club and carried out on the basis of a system of dramatic games which offer significant opportunities for the development of creative abilities in education and teaching/learning. The dramatic game system includes the following games: games for concentration, attention and imagination; games for liberating and cultivating speech; games in dialogues - dramatic plays; games for liberating oneself in space and movement.

OBJECTIVES AND TASKS OF DRAMATIC CREATIVITY

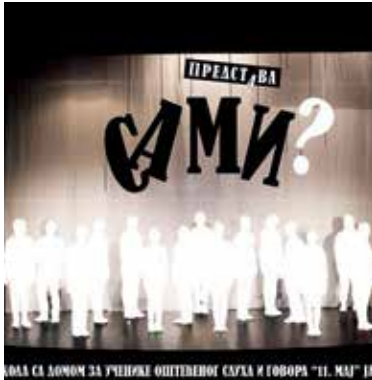
Introduction to the culture of dramatic creativity, creative ability development, enrichment and development of imagination and creative thinking, development of the ability for concentration and the ability for public appearances, acquiring the ability of smooth, eloquent and creative improvised expression, gaining experience and habits for collective living and working, development of perception, thinking and free expression, emotional maturing (emotional and cognitive development), development of critical ability, development of self-control, resourcefulness.

ACTIVITIES

The repertoire of the drama club has so far included the plays “The Journey around the World”, “Cinderella”, “Professor Vujic’s Hat”, etc., which used classical drama and theatrical elements. The team of the drama club has implemented three major projects, together with the students, of which one received an award for special effects in Skopje, at the International Festival for Persons with and without Disabilities, the theatre without discrimination entitled “Games without Masks”.

The objectives of all these activities include sensitisation of the local community for accepting persons with disabilities, promotion of the theatre play as an artistic expression, development of capacities of students with disabilities and positive changes

on the personal and social level, the acquisition of new skills and creative expression. Students are introduced to the culture of dramatic creativity and the basics of dramatic expression, they develop creative abilities, enrich and develop imagination and creative thinking; develop the ability for concentration and the ability for public appearances; they acquire the ability of smooth, eloquent and creative improvised expression, enrich their experience and habits for collective living and working. Similarly, they develop their ability of perception, thinking and free expression. The students become emotionally mature (emotional and cognitive development), develop critical abilities, the abilities of self-control, resourcefulness and, most importantly, these activities stimulate their interest in research work.



"ALONE"

The result of the joint work with the students of the school is the play "Alone", which deals with the problems faced by persons with developmental disabilities. The performance is primarily intended for children and young people and has a clear message that we need to understand and accept otherness and that we are all equal. The play was developed in the form of a shadow theatre and pantomime.



"A DIFFERENT KIND OF AWAKE"

The second drama project "A Different Kind of Awake" is conceived as a sequel to the story that began in the play "Alone", and which deals with the wishes and dreams about the future of a young man - a person with a disability. The play uses ultraviolet light and shadows, while selected poetic materials are accompanied by music and movement. The play is primarily intended for young people and has a clear message that all people are equal, that otherness should be understood and accepted, that one should fight for their dreams, be persistent and pursue their goals. In 2018, the twelfth performance of this play brought the first international awards, the award for the best actress and the special effects award in Skopje, where the Fifth International Festival for Persons with and without Disabilities was held, the theatre without discrimination entitled "Games without Masks".



Event on the Occasion of the Ruthenian Day

Primary School “Jovan Jovanović Zmaj”, Đurđevo

Competence: Valuing cultural diversity

Activity aim: acquainting all the pupils in the school with the cultural tradition of the Ruthenians, their settlement in these areas, their contribution and co-existence with other nations.

DESCRIPTION OF THE ACTIVITY

The national holiday of the Ruthenians, 17 January, was marked in the school for the first time by organising an event entitled the “Ruthenian Day”, as a project activity for fostering and valuing cultural diversity in our school and in the local community. The event was organised in several segments on several locations throughout the day, with the participation of all pupils, teachers and guests as observers.

RESULTS

The national holiday of our fellow-countrymen was marked by a musical and drama programme prepared for the occasion, by striking up the anthem and raising the flag of the Ruthenians, by a video presentation and a TV Vojvodina film about the Ruthenians and their national dishes.

THE MOST IMPORTANT FACTORS THAT CONTRIBUTED TO THE SUCCESSFUL IMPLEMENTATION

We emphasise the willingness of the Project Team and other teachers to engage in the implementation of this project activity and prepare,



together with pupils, a high-quality programme and a presentation of the school in a short period of time. The residents of Đurđevo, and members of the Ruthenian national community in particular, were glad that this day was celebrated in the school and that special significance was attached to it. The joint celebration and participation have connected the school and the Ruthenian National Council and representatives of the local community. The plan is to ensure the sustainability of this project activity in the future and to

continue marking the Ruthenian Day each year.

Panel Discussion “Status of Students with Developmental Disabilities in the Educational System”

Primary School “Miroslav Antić Mika”, Pančevo

Competence: Empathy

Activity aims: enriching curricular and extracurricular activities by introducing new forms; informing pupils about the functioning of blind/visually impaired persons and their status in the community; raising awareness about the role of the community and institutions in securing quality education, growth and development of students with developmental disabilities; promoting equal rights and fairness; developing empathy and eliminating prejudices.

The field special education teacher – special educator for visual impairments, who provides support to visually impaired female pupils, in co-operation with the Serbian language teacher, held a panel discussion in the 7th grade on the status of blind/visually impaired students in society, with a special emphasis on their inclusion in the mainstream educational system. The invitation to the event was sent to all schools and other institutions in the city.

ACTIVITIES

The special educator for visual impairments made introductory remarks on the Braille, the mechanical braille writer, special textbooks and notebooks, the white stick. Then blind/visually impaired pupils talked about themselves, their “vision” of the world, how they felt at the school

and in society, what was difficult for them, what they enjoyed, what they hoped for ... They answered the pupils’ questions about their ability to tell colours and how they did that, whether they dreamt, how they practiced «reading» with their fingertips, how a pupil learned to play a musical instrument, to which extent their hearing was more acute than that of people who can see, how they managed to move in traffic ... A blind boy’s mother also spoke about their efforts to provide everything that is necessary for education in the mainstream educational system, about their monitoring of breakthroughs in medicine and their struggle to make it possible for their son to have a childhood as any other child. The blind boy is above-average intelligent and multi-talented (he plays the piano, competes in reciting and singing, can speak two foreign languages, he is a great mathematician), and

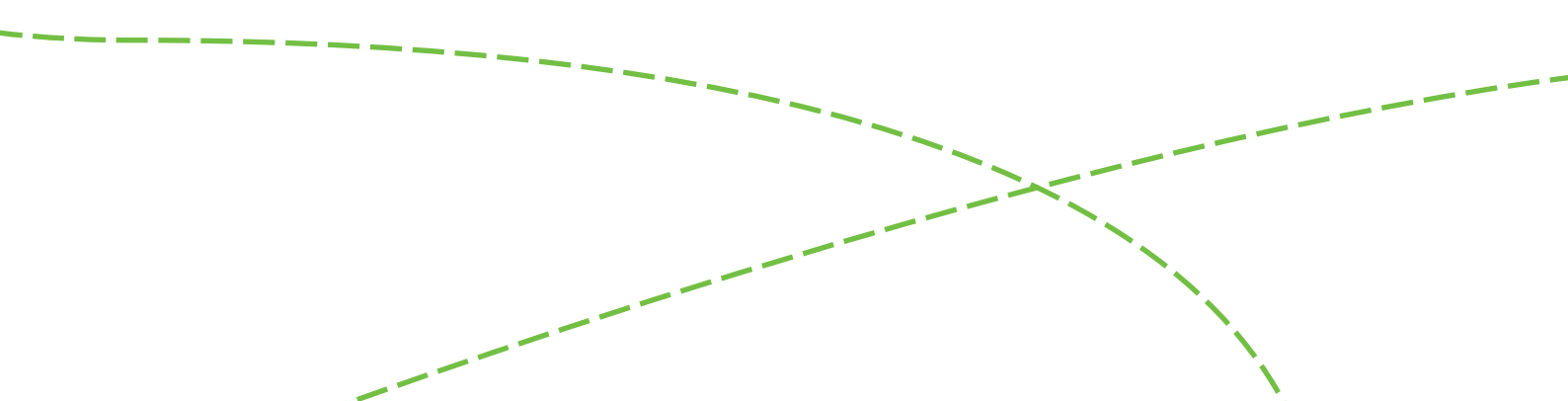
has set an excellent example of how a disability is no obstacle to success.

RESULTS OF THE ACTIVITY

The pupils have been acquainted with the way in which the blind/visually impaired persons function from the experience of their peers; they have also been informed about the problems these persons encounter in society; a feeling of empathy has been developed and prejudices have been eliminated.

THE MOST IMPORTANT FACTOR THAT CONTRIBUTED TO THE SUCCESSFUL IMPLEMENTATION

the willingness of the mother and the blind boy and the visually impaired girl to be guests at the lecture and to speak openly about everything; students’ interest in this topic.



Fashion Show “Beauty of Experience”

Technical School “23. maj”, Pančevo

Competences: Empathy; co-operation skills

The objective of this activity is to encourage and develop empathy among young people towards older persons, to socialise with older persons and to reduce discrimination against them. The beneficiaries of the Gerontology Centre were very satisfied with the attention and care of the students, they enjoyed the grooming sessions and the fashion show. The students also enjoyed spending time with older people. Television Pančevo promoted this campaign in the media.

ACTIVITIES

For the Women’s Day, as every year, 3rd grade students training to be male/female hairdressers, together with their teachers providing practical training, visited the Gerontology Centre in Pančevo and together with its beneficiaries organised a fashion show entitled “Beauty of Experience”.

There they were spending time with their older fellow citizens, dressing their hair, giving them haircuts and shaving them and organised a hairstyle show, where each student walked with his/her model, an older lady or an older gentleman, and presented his/her creation. After

the fashion show, they all enjoyed refreshments, danced and sang and had great fun.

This whole activity would not have been possible without good co-operation between the school and the local self-government.



Event “Find Your Formula for Democracy”

Agricultural School with Dormitory, “Sonja Marinković”, Požarevac

Competence: Co-operation skills

As part of the event marking the Democratic School Open Day, entitled “Find Your Own Formula for Democracy”, the cultural and historical differences between Serbs, Vlachs and Roma were presented, while respecting otherness, human rights and developing the co-operation skills. The students of the school, members of the drama, music and folklore clubs were included in the organisation of the event. Team members made a synopsis of the event with the help of their teachers, educators and staff of the residence hall. In order to successfully present the tradition and customs of Roma culture, they co-operated with members of the Roma Association “Ruž” from the city municipality of Kostolac and the Roma Association of the Braničevo district. The programme hosts were dressed in the folk costumes of all three nations.

THE PROGRAMME CONSISTED OF THE FOLLOWING ELEMENTS:

1. texts about Roma, Serbian and Vlach culture,
2. legends on the specificities of all three nations,
3. proverbs common to all three nations were read in all three languages,
4. music that is specific to all three nations,
5. comparisons of the names of members of all three nations which are different but have the same meaning,
6. presentation of traditional food.

The Democratic School Open Day was attended by representatives of the local self-government, the school administration, Roma associations,

parents, colleagues from other schools, students and teachers.

By presenting cultural differences, promoting the project and the school, they have drawn the attention of the local community and social partners to the possibilities of students and teachers which are realised in extracurricular activities. The values of the school were presented to future students and their parents. All those involved in the organisation of the Democratic School Open Day demonstrated a high level of responsibility, motivation and the desire to successfully present the planned activities in the programme of the event. Every student had the opportunity, in accordance with his/her knowledge and skills, to present himself/herself and his/her culture and tradition in the best possible way.

” Comments from local partners

“After attending your event on the occasion of the Democratic School Open Day, we have realised how identical and yet how different we are.”

Event “Friendship Tree”

School for Tourism and Hospitality, Belgrade

Competences: Empathy; co-operation skills

The objective of the activity is to develop a sense of togetherness, co-operation and empathy; to overcome differences, stereotypes and discrimination; to spend time together, to have fun, mentorship, team spirit; fostering an inclusive culture.

The “Friendship Tree” is an event held on the occasion of the Democratic School Open Day in co-operation with the “Dušan Dugalić” Primary School, which educates children with developmental disabilities.

ACTIVITIES

- Making the “Friendship Tree” - a stylised tree on which names and thoughts of the participants will be left (as leaves and flowers), as well as messages of friendship and love and children songs.
- Making and decorating “cup-cakes”.

RESULTS

A direct result, for which no evaluation form was needed, were smiles on the faces of all participants! The guests from the primary school “Dušan Dugalić” (five pupils and four teachers) were extremely active in making cake decorations, and 3rd grade students training to be confectioners and their teachers were genial and charming hosts. The “Friendship Tree” will decorate the school corridors for a long time. The indirect result is the promotion of an inclusive culture in our school, to which the colleagues from the visiting school also contributed by participating in the round table which was a side event of the workshop, and

at which examples of good practice and problems encountered by children with developmental disabilities were discussed.

FACTORS THAT CONTRIBUTED TO THE SUCCESSFUL IMPLEMENTATION

We emphasise the support of the school management in the provision of physical and material resources,

professional and humane work of the teachers of both schools, the team spirit among students and on the Project team, a lot of laughter, fun and patience. Art has linked the art, confectioners’ and language clubs, with a view to promoting inclusive culture and empathy.



Educational Activities for Youth in the Field of Protection against Violence

Požarevac Gymnasium, Požarevac

Competence: Co-operation skills

The objective of the activity is to establish co-operation with associations that competently and professionally deal with the issues related to violence against children and youth in order to empower teachers and students for timely and adequate reactions to these issues; direct meetings with experts from different sectors dealing with issues related to violence - from the Police, the Prosecutor's Office, the Community Health Centre, the Social Welfare Centre.

DESCRIPTION OF THE ACTIVITY

In the period of twelve months, co-operation between the Team of the Požarevac Gymnasium and local organisations was established on projects for the protection of children and youth against violence, abuse and neglect. The association "The World of Words" from Velika Plana implemented the project "The Eleventh Hour – Before It Is too Late". The project included two training courses for teachers and students from twenty schools. One training course was devoted to issues of domestic violence, and the other to cyber-bullying. The training courses were delivered by prominent experts in this subject-matter and skilled instructors. The training courses were followed by stage performances - dramatisation, which left a very strong impression on students and teachers and enabled easier and lasting learning. Within the project, students were involved in local campaigns, public promotion of non-violence by distributing colourful balloons with messages to the citizens of Požarevac. Students - participants in the training organised peer education on topics of violence and abuse at the meetings of the Student Par-

liament and form teacher classes. A panel discussion was also held at the school for students and teachers, which empowered students to react in cases of violence. At the end of the project, a study visit to Macedonia was organised, to the city of Radoviš, where new co-operation was established, and experiences exchanged, related to the protection of students against violence and addictions. Co-operation was also established with the association "Children's Friends of the Municipality of Požarevac", which worked on cross-sectoral co-operation within the MODS federation (The Network of Organisations for Children of Serbia) in protecting children and youth against violence, abuse and neglect. Teachers and students of the Požarevac Gymnasium participated in the drafting of a local Protocol on inter-sectoral co-operation at a round table, a conference and a public event, and in the distribution of flyers pointing out the importance of protection against violence.

RESULTS

The knowledge of students and teachers in the field of domestic vi-

olence and cyber-bullying has been improved. Direct co-operation has been established with representatives of the departments dealing with issues of violence. Procedures for dealing with cases of violence against children and young people are clearer. They are signatories of the Protocol on the Protection of Children and Youth against Violence, Abuse and Neglect in the City of Požarevac

EVALUATION

was made by using student surveys, by photographing activities, drawing up reports and promoting the activities in the local media - on the radio and in local newspapers.

FACTORS THAT CONTRIBUTED TO THE SUCCESSFUL IMPLEMENTATION

We emphasise the willingness of teachers to cooperate with associations and to take part in projects implemented by associations, to also volunteer to improve their own knowledge and work at school, the climate in the school that encourages co-operation and points to its importance for educational work and the interest on the part of representatives of associations.

About the Editor

Team of the Centre for Education Policy

The team of the Centre for Education Policy (CEP) played different roles in the course of the project, which is why we can say that together with the twenty schools that participated in the project we have experienced an extraordinary educational adventure. Our main role was the role of local coordinators. As local coordinators, we cooperated with schools first by providing support for the planning of project activities at the school level. As our role developed, we designed and implemented several-day events aimed at strengthening the capacity of schools and their networking. Events that addressed democratisation issues in unique ways included peer learning events, aimed at strengthening the capacity of schools to implement the *Model of Competences for Democratic Culture*. Also, we designed and conducted the training of trainers, which strengthened the training skills of school team representatives, while also addressing the sustainability of the project idea after the completion of all project activities. The end of the project also saw the co-operation of the CEP team and the schools in developing strategic school plans and evaluating the project activities implemented in the

two-year period. We are pleased to say that the CEP had the opportunity to not only share its expertise but also strengthen its capacity by learning from the schools participating in the project. Therefore, it is our special pleasure to also appear in the role of this publication's editorial team at the end of the project.

The Centre for Education Policy, as a multidisciplinary research centre, recognises the project as a resource that can participate in informing educational policy-makers on the basis of evidence produced in practical work and research. The breadth and complexity of the experience gained in this project encourage us to highlight procedures and practices based on democratic principles of fairness and respect for human rights as an area which decision-makers, researchers and other stakeholders should address.



Useful Links

- Council of Europe (2018). Reference Framework of Competences for Democratic Culture: Volume 3 Guidance for implementation. Strasbourg: Council of Europe Publishing. Downloaded from <https://rm.coe.int/prems-008518-gbr-2508-reference-framework-of-competences-vol-3-8575-co/16807bc66e>
- Council of Europe (n.d.). Joint Programme Horizontal Facility. Downloaded from https://www.coe.int/sr_RS/web/belgrade/joint-programme-horizontal-facility
- Council of Europe (n.d.). Reference Framework of Competences for Democratic Culture. Downloaded from <https://www.coe.int/en/web/education/competences-for-democratic-culture>
- Gollob, R., Huddleston, T., Krapf, P., Rowe, D., Taelman, W. (n.d.). Living in Democracy: EDC/HRE lesson plans for lower secondary level. Downloaded from <https://www.living-democracy.rs/textbooks/volume-3/>
- Institute for Education Quality and Evaluation (2013). Standards of General Cross-Curricular Competences for the End of Secondary Education. Downloaded from http://www.ceo.edu.rs/images/stories/obrazovni_standardi/Opsti_standardi_postignuca/MEDJUPREDMETNE%20KOMPETENCIJE.pdf
- Ministry of Education, Science and Technological Development (14 June 2017). Schools selected for the project Fostering a democratic school culture. Downloaded from <http://www.mpn.gov.rs/izabrane-skole-za-projekat-podsticanje-demokratske-kulture-u-skolama/>
- Ministry of Education, Science and Technological Development (17 November 2017). Fostering a democratic school culture. Downloaded from <http://www.mpn.gov.rs/podsticanje-demokratske-kulture-u-skolama/>
- Council of Europe (2016). Competences for Democratic Culture: Living together as equals in culturally diverse democratic societies – Executive summary. Strasbourg: Council of Europe. Downloaded from <https://rm.coe.int/competences-for-democratic-culture-srp/1680782138>

” By introducing innovations into the teaching and by developing analytical and critical thinking we have improved the quality of the work of our institution, lessons are more interesting, the motivation of students is higher. Our idea was to apply the priority democratic competences at all levels and among all actors of school life, and therefore we have incorporated all the activities into the daily portion of the inclusive policy, culture and practice in the school, thus ensuring the sustainability of the project outputs.

” We see developed competences for democratic culture within various academic and vocational subjects: Philosophy, Civic Education, Sociology, Serbian Language and Literature, History, Geography, Cultural Geography, National Cuisines, Cookery, Bakers Confectionery, Serving, English, French, Mathematics, etc.

” A lot has been done and achieved, positive changes in the school are evident. The most interesting thing is this slow, but unstoppable spreading of positive changes and how much we actually needed all this to also work on interpersonal relationships among us, adults.

”

And in fact, this will be a rounded-off story only if each school invests efforts in developing these competences.

”

We needed such a project. We think that, to a great extent, this project has opened the door, and raised the awareness of teachers about how important these things are.


”

We understand that we have been on the right track, but our engagement in the project has helped us to improve and systematise both the existing and new activities and to work more on improving the defined competences.

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The European Union member states have decided to pool their knowledge, resources and destiny. Together they have built a zone of stability, democracy, and sustainable development while maintaining cultural diversity, tolerance and individual freedoms. The European Union is committed to sharing its achievements and values with countries and nations outside its borders.

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