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EDC-QA (22) final

PROJECT
EDUCATION FOR DEMOCRATIC CITIZENSHIP :
FROM POLICY TO EFFECTIVE PRACTICE THROUGH QUALITY ASSURANCE
(EDC-QA PROJECT)

First meeting of the Tool Kits Drafting Group

Ljubljana, 22-23 November 2003

Report

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INTRODUCTION

The first meeting of the drafting group took place on 22-23 November 2003 in Ljubljana. The agenda and list of participants appear respectively in appendix 1 and 2.

The objective of the meeting was to plan the process of preparing the two Tool Kits which had been decided at the third meeting of the EDC-QA project¹. The drafting group was therefore invited to discuss and agree on

- the objectives of the tool kits
- the tool kits' structure and contents
- the working methods for drafting the tool kits
- the drafting calendar, deadlines and responsibilities

II RECENT DEVELOPMENTS

1. EDC-QA project

- Pearl Harrison has agreed and is in the process of editing the national reports on QA in education and for EDC in SEE. She will be in contact with the respective authors.
- The regional analysis is being finalised.
- The collection of QA models gathered for the international review will be used as resource for the drafting group and included in the Council of Europe institutional overview on QA in education and for EDC (see point 2. below). The purpose and scope of the international review is related to the further discussions the drafting group. It was suggested to present the models, as part of the review, by using the research instrument of the stocktaking research on QA in education and for EDC in SEE.
- No news were available concerning the applications for funding for the project's second phase to UNESCO's EFA fund or to Flanders.

2. cooperation with the Council of Europe (see also chapter IV)

- The drafting groups warmly welcomed the participation of Angela Garabagiu and the positive development concerning the project's cooperation with the Council of Europe
- The Council of Europe contracted CEPS, on the basis of the EDC-QA project, to prepare an institutional overview on QA in education and for EDC, covering relevant activities by the European Union, UNESCO, OECD, OSI, the Bertelsmann Foundation, etc.
- Vedrana Spajic-Vrkas is a member of the preparatory group of the third informal conference of Ministers of Education of SEE which will take place in Istanbul in April 2004. Her participation provides an opportunity of referring the EDC-QA project to the political level as part of the project's agreed strategy to embed QA for EDC in educational policies.

¹ See the report of the Preddvor meeting, document EDC-QA (18)

III PREPARATION OF THE TOOL KITS

1. Objectives of drafting group and of tool kits

The drafting group re-endorsed the results of the Preddvor meeting. It agreed that its objective and result is a product, is to end up with a document / instrument / tool kits. It underlined again

- the approach to quality assurance as a system for sharing accountability in education among stakeholders, and particularly with schools. The underlying assumption is that educational results cannot be controlled top-down only given the complexity of the educational system, the multiplicity of actors, hence of opinions and interpretations. Schools are to implement self-evaluation processes. But these processes need to be embedded and supported by a quality assurance system. These two levels – school-level and system-level – are the *raison d'être* of preparing two tool kits.
- the generic nature of the tool kits. They need to provide room for adaptation to the specific context of the different countries of SEE. They are also one step within the whole process of developing QA for EDC. They will be followed by training in their use at regional and national level, testing and piloting them in selected schools, and the development of national QA guidelines.

2. Contents, structure, working methods, responsibilities

The drafting group held in depth discussions and agreed on the following points. Detailed contents, tasks and responsibilities are outlined in the table in Appendix 4.

2.1 Tool kit 1

2.1.1 Introduction

The introduction of tool kit 1 should explain quality assurance, its objectives and processes (see above point III.1). The introduction to the research instrument of QA national reports should be re-written and made user-friendly.

2.1.2 EDC map

The EDC map should be developed as a tool for discussing, agreeing on and analysing EDC provisions (curriculum and practices) in schools. It is therefore a general conceptual tool. However it should not be a ready-made document but a tool for initiating and carrying out a development process in each school concerning EDC. It should also help to value existing experience. It is generic in that it offers one possibility of outlining EDC. The map should therefore include examples of EDC conceptual approaches from different countries, for example from England and Scotland (see Appendix 3).

2.1.3 quality indicators

i) A first brainstorming resulted in the following list of areas and topics :

CONTEXT

significant factors influencing EDC, eg ethnic, language, religious mix; available resources; gender; pupils' learning patterns;

INPUT (what goes into the school for EDC)

- teachers : supply of qualified teachers; availability of continuing professional development of teachers in EDC
- financial resources
- regulatory texts : legislation, curriculum, school policy in EDC

PROCESS

- time allocated for EDC
- place of EDC in the curriculum : subject; cross-curricular
- whole school approach : school climate, school spirit (ethos), organisation of learning
- opportunities for pupils participation and responsibilities : non formal activities; explicit students' rights; student council
- EDC school policy : management, team work (corporate culture)
- existence of accountability process
- evaluation of pupils' EDC learning
- existence of school development programme incorporating EDC learning results, results of self-evaluation on EDC and implementation steps

OUTPUT

- results of pupils' EDC learning
- results of school self-evaluation process on EDC

ii) The drafting group finally agreed that for the FIELD OF EDC it will develop QUALITY INDICATORS, in FOUR AREAS :

1. context and priorities
2. curriculum, teaching and learning
3. school climate and ethos
4. management and development

It defined QUALITY INDICATORS as a description, a point of reference for evaluating a number of TOPICS under each area. The quality indicators need to be sufficiently explicit to understand the topic, and sufficiently compact to be used.

iii) It agreed that the evaluation process would help the school / class to place itself on a four-point performance scale :

- Level 1 : insufficient performance
- Level 2 : beginning to work on EDC
- Level 3 : improving work on EDC
- Level 4 : successful performance.

The evaluative instrument will include descriptors (the quality indicator) for the situation when the school / class is beginning to do EDC (point 2 of the scale), and when it is successfully doing EDC (point 4 of the scale).

2.1.4 School self-evaluation process

The self evaluation process aims at answering the following questions : how is EDC happening in my class / in my school; how well am I / are we doing against the quality indicators. To support the self-evaluations process, the group agreed to prepare :

- i) guidelines on how to collect data, eg guided discussion, interviews, questionnaires, peer reviews, pupils' involvement in evaluation
- ii) guidelines on finalising the self-evaluation and preparing the report. Eg. present strengths as examples of good practice to be used for peer support, and weaknesses as need for peer support

- iii) guidelines on the implementation of self evaluation and the use of indicators. Eg. how to introduce self-evaluation; relevance to country, school; warning against carrying out an exhaustive evaluation, need to choose one or a few areas or topics; warning against evaluating the whole school

2.2 Tool Kit 2

- i) The drafting group agreed to the following structure and content of tool kit 2 :
- I introduction
 - II school development programmes
 - III QA system and accountability
- ii) Tool kit 2 will consider how to set up a micro QA environment surrounding and supporting the school. Concerning accountability, it will consider what kind of driving force is necessary to drive the accountability process. The drafting group discussed the need to combine school self-evaluation / internal evaluation and an external evaluation carried out by an independent and trusted body, which in Southeast Europe cannot currently be the inspectorate. The publication of the external evaluation and reports and the dissemination of the self-evaluation were also mentioned in the discussion.
- iii) In line with the discussions at the Preddvor meeting, the drafting group underlined the need for empowering and motivating for quality assurance.
- concerning schools, this implies not involving the State in the evaluation process, and developing the sense of accountability towards parents
 - concerning local authorities and ministries of education, this implies arguing for the importance of EDC for the labour market and for personal development and to include the specific EDC quality indicators into national indicators for education.
- iv) the drafting group agreed to resume its discussion on tool kit 2 in detail at its second meeting on the basis of a specific discussion paper.

3. Deadlines and calendar

The drafting group agreed on the following calendar for its work:

- EDC Map parts A) and B), quality indicators topics : end of the year – 31.12.2003
- discussion on above: telephone conference at the end of the first week of January 2004
- all other texts : 31 January 2004

2nd meeting : 5-9 February 2004 in Ljubljana (arrival 5 February, departure 9 February afternoon); 3rd meeting : March 2004

IV COOPERATION WITH THE COUNCIL OF EUROPE

In her introduction, Angela Garabagiu highlighted the following points :

- Quality assurance in education and for EDC is on the Council of Europe agenda following particularly the recent Conference of Ministers of Education in Athens², and the international seminar on EDC policies held in September 2003.
- Concerning QA for EDC the Council of Europe is in the process of clarifying its own position and role. It has therefore contracted CEPS to carry out an institutional overview on QA in education and for EDC. This document will be the basis for the an inter-institutional discussion forum to be held at the end of January 2004.
- Legitimacy for work on quality assurance for EDC needs to be provided by the EDC steering group which will meet in December 2003 and the EDC policy group. Activities on EDC policies would possibly include policies on teacher training; the development of guidelines for policy makers on policy implementation; quality assurance.
- The focus of activities will be to prepare concrete products / instruments to be used in the framework of the 2005 European Year of citizenship through education. Financial resources will be available for experts fees for this development work.

The drafting group thanked Angela Garabagiu for this information. Her participation in the meeting and the ensuing discussion helped to clarify the current state of development and forthcoming tasks of the EDC-QA project. The discussion also highlighted the common interests, particularly in relation to practical QA instruments developed on the basis of the Council of Europe comprehensive EDC approach. Initial general information was also exchanged on the budgetary situation and needs of the EDC-QA project and the preparation of the tool kits in particular, and the scope for a possible financial cooperation with the Council of Europe. Further more detailed cooperation possibilities would be developed after the December and January meetings indicated above.

² see final declaration on http://www.coe.int/T/E/Cultural_Co-operation/education/Standing_Conferences/e.21stsessionathens2003.asp#TopOfPage

Appendix 1 : Agenda

1. Update on developments and exchange of views on the results of the third meeting, see document EDC-QA (18)
2. Discussion on key challenges and definition of objectives of drafting group
3. Preparation of the Tool Kits : contents, tasks, working methods, resources, responsibilities, see draft “roadmap”, document EDC-QA(21)
4. Cooperation with the Council of Europe
5. Next steps : deadlines, next meetings

Appendix 2 : List of participants

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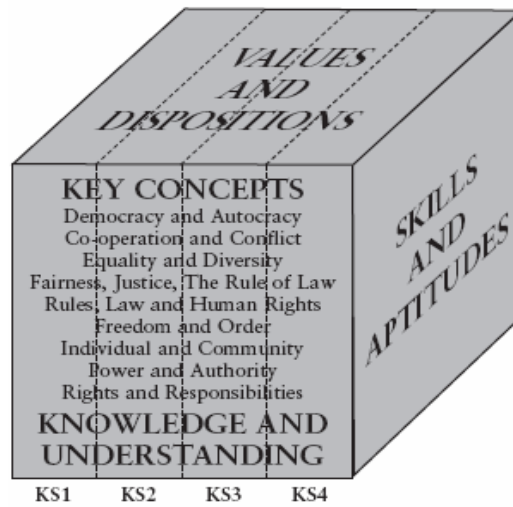
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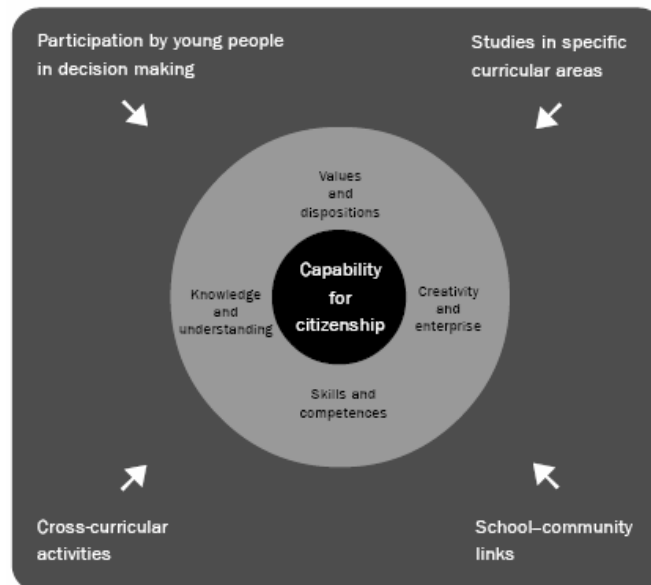
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Appendix 3 : EDC conceptual models (examples)

1. The English “ EDC Cube”



2. The Scottish model



Appendix 4 : contents, tasks and responsibilities

	Content	Working methods	Resources	Responsibility
<u>TOOL KIT 1</u>				
EDC map	A.What is EDC (definitions, concepts) a. rights and responsibilities - knowledge and ideas - skills and capabilities - values and dispositions b. participation - knowledge and ideas - skills and capabilities - values and dispositions c. valuing differences/ diversity - knowledge and ideas - skills and capabilities - values and dispositions d.	- list conceptual categories - present examples from different countries - 2 pages	- use COE documents and country models	César Birzúa
	B. Where does EDC happen in school, what does EDC look like in schools : whole school approach	- list activities, - link to concepts explicitly - 1 page	cf Preddvor working group 2	
Quality indicators	- AREAS 1. context and priorities 2. curriculum, teaching and learning 3. school climate and ethos 4. management and development - TOPICS (for each area) - Quality indicator (for each topic) description of the topic when the school / class is * beginning work on EDC * successfully working on EDC	- list what are the key EDC topics drawn from the EDC map under each area (use topics outlined in first brainstorming) - write quality indicators (levels 2 and 4)- consider level of detail	- use English doc for 4 - useful models : Scottish, Swedish, English, Slovenian, Sici Anne Dekatelaere	César Birzúa : list of topics All : quality indicators after agreement on topics (to be shared)
School self-evaluation process	guidelines on how to collect data	include examples	Scotland audit materials on citizenship education; Bertelsmann Foundation book 2003	Vedrana Spajic Vrkas
	guidelines on preparing a report			

	guidelines on carrying out self-evaluation and the use of indicators			Janez Krek
<u>TOOL KIT 2</u>				
Introduction				
School development programmes	What next after the self-evaluation process; what measures to take on the basis of the results of the self-evaluation			Vedrana Spajic-Vrkas
QA system and accountability	- empowerment for QA - QA micro environment - driving force for accountability process	Discussion paper for next meeting		Cameron Harrison and Janez Krek