



7 June 2004

EDC-QA (38)

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

Tool Kit Drafting Group

Fourth Meeting

Bled, 3-4 June 2004

Draft report

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INTRODUCTION

The fourth meeting of the Tool Kit drafting group took place in Bled on 3-4 June 2004. The agenda and list of participants appear respectively in Appendix 1 and 2. The meeting had the following objectives :

- to review and provide guidelines for finalising the texts of the tool kit
- to agree on the operational steps of the initial feedback / validation process on the tool kit
- to resume the discussion on the project's next steps
- to discuss the organisation of the regional seminar in particular.

Michela Cecchini, who chaired the meeting, proposed to add to the discussion of item three, the results of her contacts with Ilo Trajkovski, member of the project management group; with Gerhard Kowar, Stability Pact Task Force "Education and youth" on future contacts with the Education Reform Initiative in Southeast Europe (ERISEE); possible links of the EDC-QA project with the preparation of the 2005 European Year of Citizenship through Education.

II REVISION OF DRAFT TOOL KIT TEXTS

- The structure of the EDC QA tool kit remained unchanged and appears in Appendix 3.
- The revised list of indicators and sub-themes (bullet points) appears in Appendix 4.
- It was agreed to prepare a glossary, as an appendix of the tool kit, presenting the definitions used in the tool kit, of accountability; benchmarks; quality; quality assurance; quality control; quality indicators; standards.
- It was agreed to include a list of references as an appendix of the tool kit. The list prepared for the project website will be used as a basis. It will be circulated to all drafters to add any resource (documents, publication); it will include the reference to the EDC-QA project website; it will be formatted as a bibliography at CEPS.

1. Chapter 1 : what is the tool kit about and how to use it ?

The following points will be included in this introductory chapter :

- The provenance of the tool kit is the stocktaking research on policies for EDC and management of diversity in Southeast Europe (2001) and the All-European study on EDC policies (2003) which highlighted the policy – practice gap and weaknesses in the effective implementation of EDC.
- The tool kit refers to principles and goals of EDC as well as principles and goals of Quality assurance (e.g. closing the gap between the discourse and the reality of quality and quality assurance).
- It deals with both quality assurance for EDC specifically and the quality assurance methodology in general which should reflect EDC principles.

- The tool kit was developed in the Southeast European context with the possibility of wider applications.
- The tool kit is generic in nature and needs to be adapted to local contexts.
- The tool kit is indicative and presents good practice (e.g. EDC; team work; leadership style, etc). It is not value-free as it includes visions and principles concerning EDC and QA. But it does not assume that all elements exist. It implies a process of improvement towards the described good practice as a potential target.
- The target groups of the tool kit are people active in EDC and quality assurance at system level, as well as head teachers and teachers in schools.
- The use of the tool kit needs to be included into a comprehensive development programme allowing for the introduction into and the debate of its concepts, assumptions and methods, and the trial of the described processes. The implementation of the tool kit calls for systemic changes.
- The tool kit is a draft text which will be enriched by a validation process.

2. Chapter 2 : what is quality assurance and why is it important ?

The chapter will include the following sub-sections :

1. Improving education
2. Quality control and quality assurance
3. The characteristics of QA systems in school education

The draft text was discussed in details and the amendments will be included in the revised text.

In the summary box, three key words will be highlighted : clear educational goals and curriculum; responsibility; accountability.

3. Chapter 3 : what is EDC and what does it mean in schools ?

The chapter will include the following sub-sections :

1. What is EDC ?
2. Where does EDC happen in school ?
3. Capacity building for EDC in school

The first sub-section will provide a short indication of EDC teaching and learning and that EDC curriculum is related to national and European frameworks.

The third sub-section will underline the congruence between the EDC skills for pupils and those related to the school organisation.

The chapter will also include a new box presenting the text of EDC principles extracted from the Draft common guidelines on EDC (adopted at the Council of Europe Cracow conference of Ministers of education, October 2000)

The draft text was discussed in details and the amendments will be included in the revised text.

4. Chapter 4 : what is school development planning and how to do it ?

The chapter will include the following sub-sections :

1. What is school development planning ?
2. What is the process of school development planning ?
3. Practical guidelines.

It will underline that school development planning (SDP) is a means for improvement and not an end in itself; is an instrument indicating how to improve quality understood as development goals set in relation to local and national policy priorities; is not only outcome-based but also process-based; is different to annual school work plans which schools in Southeast Europe are used to; will be effective to the extent to which schools are empowered to make their own decisions.

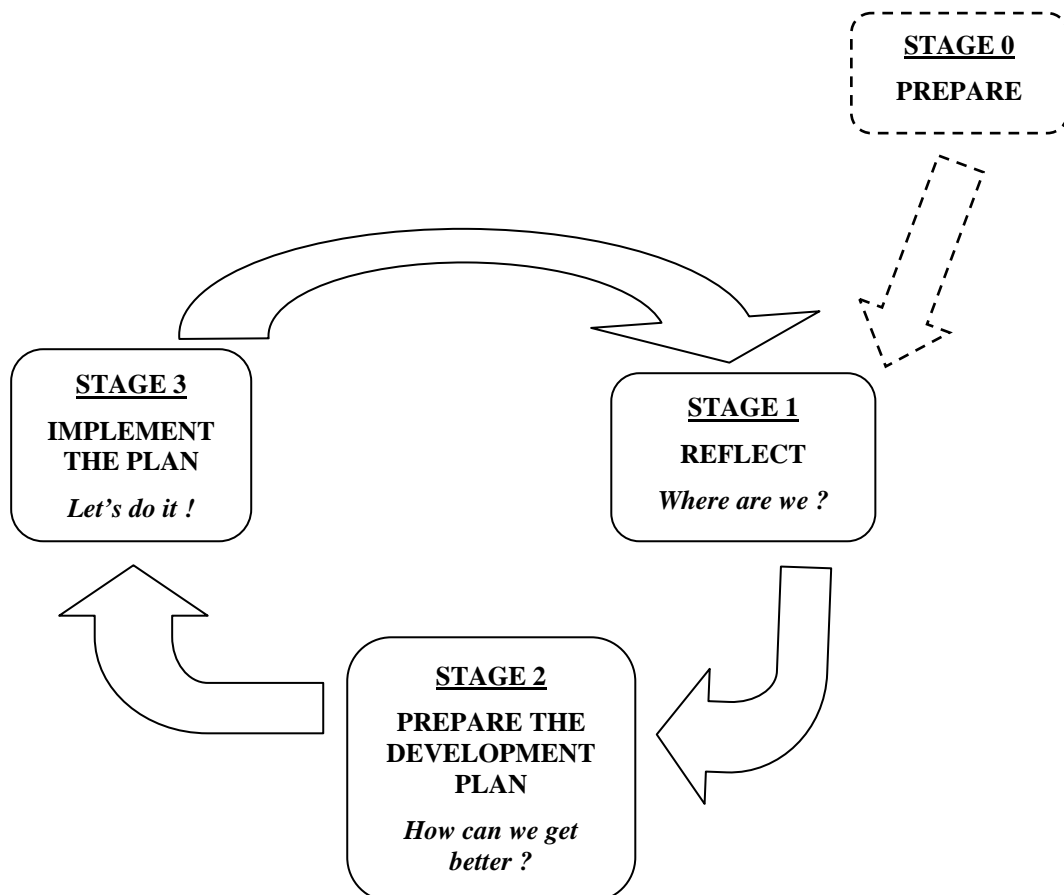
Where appropriate in the text, it will indicate that the EDC-QA tool kit proposes itself an evaluative instrument for EDC (chapter 5).

A summary box will be added to highlight the essential aspects of SDP around three key words: goals; responsibility; accountability.

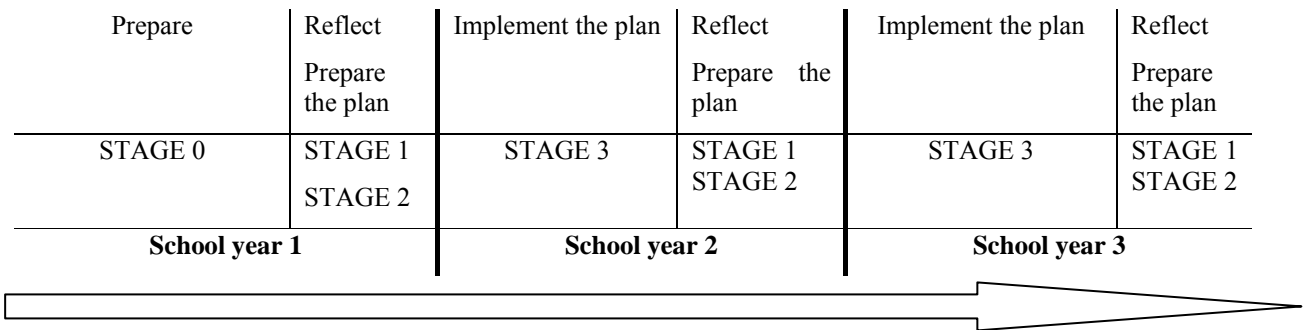
The draft text was further discussed in details and the amendments will be included in the revised text.

Three diagrams will illustrate the SDP process

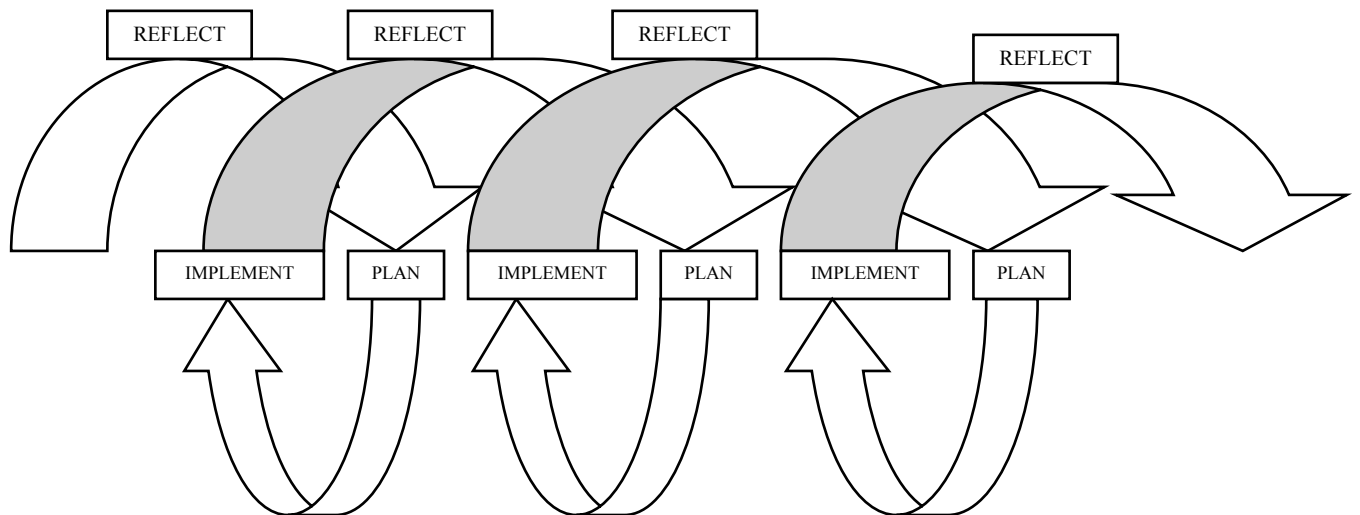
- i) the school development planning cycle



ii) the school development planning timeline



iii) the development spiral



5. Chapter 5 : Framework to evaluate EDC

5.1 Common considerations

- The chapter will start with an introduction including the following points : what the framework is about; the framework's structure and its interconnectedness; the description of good practice; the existence of overlaps (c.f. report of last meeting, document EDC-QA(33), p. 5); its use within a four-point scale (c.f. chapter 6 of the tool kit); its use to come to an overall judgement rather than for counting points on each single item.
- A grid presenting the indicators on one page will be added to the chapter.
- All the indicators' texts were discussed in detail and the amendments will be included in the revised texts.
- The agreed revised structure of indicators and sub-themes (bullet points) appears in Appendix 4.

5.2 Indicator 4

The following contents were agreed to :

Indicator 4 Does the school climate and ethos adequately reflect EDC principles ?

- **Application of EDC principles in everyday life**

The school has clear statements on a range of EDC issues including personal dignity, inclusiveness, intercultural understanding, individual responsibility. And it takes steps to ensure that they are respected in everyday life. The values which the school claims are evident in its everyday life.

- **Opportunities for participation and self-expression**

Involvement and ownership; structures and procedures

- **Procedures for resolving conflicts and dealing with violence, bullying and discrimination**

Mediation; peaceful conflict resolution; procedures are stated, known and used

- **Relationships and patterns of authority**

Communication; community spirit; social cohesion

6. **Chapter 6 : how to use the evaluative framework ?**

The text should give practical examples. The following structure, contents and presentation guidelines for the text were agreed to :

A. GENERAL GUIDELINES

- Various chapters of the tool kit are linked : school development planning (chapter 4) includes an evaluative framework (indicators, chapter 5) and the use of indicators (chapter 6)
- principles : transparency, information validity, how to share information,
- the first self-evaluation cycle should be comprehensive but shallow; the second cycle to focus on priority aspects
- self-evaluation must be supportive
- results are to be used for decision-making in the school

B. HOW DO I / WE FIND OUT WHERE WE ARE ?

This is the main task when using the evaluative framework. It includes the four steps described below :

1. Put the right question
 - Transform the indicators into questions helping to collect evidence. The text will present an example using one of the indicators of chapter 5
2. Use evaluation tools
 - The questions will dictate the methods to collect evidence.

- Brief description of possible methods : questionnaire, peer observation, interviews, focus groups, etc
- The text will give examples of different methods related to different indicators of chapter 5.

3. Draw conclusions

- identify, against a four point scale (significant weaknesses in most or all areas; more weaknesses than strengths; more strengths than weaknesses; strengths in most or all areas), those areas where change needs to take place C.f. the evaluation grid discussed at the second meeting of the drafting group :

	Performance level 1	Performance level 2	Performance level 3	Performance level 4
Indicator 1	◆			
Indicator 2	◆			
Indicator 3	◆			
Indicator 4	◆			
Indicator 5	◆			
Etc.....				

- Point to priorities for action

4. Reporting

- Reporting to all stakeholders.

7. **Chapter 7 : guidelines for the development of quality assurance for EDC at system level**

The following structure and contents were agreed to :

1. Processes of accountability :
 - School development planning only is not a quality assurance system. SDP is focused on schools and does not contribute, on its own, to close the policy-practice gap
 - Examples of accountability measures; the choice exists
2. Differences in situations in Southeast Europe and other European countries
3. Explicit policies at system level, i.e. statements and implementation plans on EDC and on the elements of a quality assurance system (chapter 2 of the tool kit) are necessary for effective quality assurance processes.

III FEEDBACK ON TOOL KIT

The following feedback process was agreed to :

1. In Croatia, Romania, Slovenia

- Vedrana Spajic, César Birzúa, Janez Krek will submit the tool kit to 3-6 head teachers in their country
- they will present and discuss the tool kit in a one day meeting which will include half a day for presenting and discussing the tool kit, and half a day for simulating the planning of stage 0 of the school development planning process (see item II. 4 above)
- the head teachers will be asked one question only : what problems can they anticipate if they were to use the tool kit next year ?
- the three drafters will prepare, by not later than 15 September, a short report on the feedback based on the observation and debriefing of the simulation and focusing on the following questions :
 - how to make the tool kit concrete; how to start using it ?
 - to what extent is the tool kit relevant to the national context ?
 - to what extent is the tool kit feasible ?
 - what are the strongest and the weakest parts of the tool kit ?
 - are there any parts which do not work ?
 - what needs to be urgently changed in the tool kit
 - what problems are to be anticipated when using the tool kit ?
- an additional contract will be established by CEPS for the feedback work of the three drafters.

2. From additional experts

The following experts will be contacted by Michela Cecchini to ask them for feedback on the tool kit by not later than 15 September

- The Council of Europe EDC policy group
- Liljana Subotic, inspector in Montenegro
- James Cuthbert, SICI Secretary General; and possibly through him additional inspectors and / or head teachers in European countries

3. General information and comments

The tool kit text will be sent to Ilo Trajkovski and the other members of the EDC-QA yahoo group, including the EDC-QA stocktaking researchers, the focal points and the experts in Sweden and England, for information and comments, by not later than 1 September.

IV Tasks, deadlines and calendar

1. Finalising the tool kit

The table below summarises the finalisation process of the tool kit, including responsibilities and deadlines :

Task	Responsibility	Deadline
Chapter 1	Cameron Harrison	30 June 2004
Chapter 2	Cameron Harrison	21 June 2004
Chapter 3	César Birzúa	21 June 2004
Chapter 4	Cameron Harrison	21 June 2004
Chapter 5 :		
Introduction	Janez Krek	21 June 2004
Indicators 1 and 2	Cameron Harrison	11 June 2004
Indicator 3	Janez Krek	11 June 2004
Indicator 4	Vedrana Spajic	11 June 2004
Indicators 5 and 6	César Birzúa	11 June 2004
Chapter 6	Vedrana Spajic	21 June 2004
Chapter 7	Janez Krek	21 June 2004
Comments on all texts	All drafters	21 - 30 June 2004
Appendix 1 : Glossary	Cameron Harrison or somebody else	30 June 2004
Appendix 2 : List of references	CEPS	30 June 2004
Feedback process	1. Vedrana Spajic, César Birzúa, Janez Krek 2. Michela Cecchini	After 1 July – 15 September
Information and comments	Michela Cecchini	1 September
Editing	Cameron Harrison	After 15 September till 15 October

2. Publishing the tool kit

- The tool kit will be published by UNESCO in A5 format with a glossy cover page.
- The tool kit will be presented in a provisional format at the regional seminar. Given the timetable below, the seminar participants will receive the final version of the tool kit text, as the meeting will be too late for integrating any comment
- The published tool kit will be ready for the launch conference of the Council of Europe EDC Year.
- The necessary copies for the launch conference and the Year, as part of the EDC pack, will be the responsibility of the Council of Europe
- The following timetable was agreed to :

Layout	October 2005
Print-ready tool kit	5 November 2004
Regional seminar	4 – 7 November 2004
Printed tool kit	5 December
EDC Year 2005 launch conference	13 – 14 December

V NEXT STEPS

It was agreed that the discussion of the project's next steps will take place via email. It will include the design of the regional seminar taking place in Slovenia on 4-7 November and the tool kit piloting activities.

Appendix 1 : Agenda

1. Revision of tool kit texts, document EDC-QA(36)

- Content discussion, chapter by chapter
- Review especially of new texts of chapters 4, 6 and 7
- Tool Kit coherence
- Finalisation of texts (drafting tasks and calendar; layout issues; editing; responsibilities)
- Translations and publication

2. Feedback on Tool kit, see report of third meeting, document EDC-QA(33), p. 8

- Feedback in Croatia, Romania, Slovenia
- Feedback from international experts

3. Next steps, see report of third meeting, document EDC-QA(33), p. 8-10

3.1. Piloting activities

- Country by country focus
- Regional activities

3.2. Regional seminar, see discussion document EDC-QA(35)

- Detailed discussion of rationale, objectives and profile of participants
- Identification of programme elements and active roles
- Guidelines for further seminar organisation

Appendix 2 : List of participants

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Appendix 3 : Structure of the EDC QA Tool Kit

- CHAPTER 1 :** What is the tool kit about and how to use it ?
- CHAPTER 2 :** What is quality assurance and why is it important ?
- CHAPTER 3 :** What is EDC and what does it mean in schools ?
- CHAPTER 4 :** What is school development planning and how to do it ?
- CHAPTER 5 :** Framework to evaluate EDC
- CHAPTER 6 :** How to use the evaluative framework ?
- CHAPTER 7 :** Guidelines for the development of quality assurance for EDC at systemic level

Appendix 4 : Revised structure of indicators

Curriculum, teaching and learning

- 1. Is there evidence of an adequate place for EDC in the school's curriculum and lesson plans?**
 - School policies on EDC
 - School development planning in EDC
 - EDC and the school curriculum
 - Co-ordinating EDC

- 2. Is there evidence of pupils and teachers acquiring understanding of EDC dimensions, and applying EDC principles to their everyday practice in school and classrooms?**
 - Learning outcomes
 - Teaching and learning methods and processes
 - Supporting student personal and social development
 - Achieving EDC

- 3. Is the design and practice of assessment within the school consonant with EDC?**
 - Transparency
 - Fairness
 - Improvement

School climate and ethos

- 4. Does the school climate and ethos adequately reflect EDC principles ?**
 - Application of EDC principles in everyday school life
 - Opportunities for participation and self expression
 - Procedures for resolving conflicts and dealing with violence, bullying and discrimination
 - Relationships and patterns of authority

Management and development

- 5. Is there evidence of effective school leadership based on EDC principles?**
 - Leadership style
 - Decision making
 - Shared responsibility, collaboration and team-work
 - Responsiveness

- 6. Does the school have a sound development plan reflecting EDC principles?**
 - Participation and inclusiveness
 - Professional and organisational development
 - Management of resources
 - Self-evaluation, monitoring and accountability
 - EDC as priority within the school development plan