

Democrat
EDUCATION FOR DEMOCRACY

Design of local pilot projects (LPPs)

DEMOCRAT Deliverable 5.1.

Democrat

Education for Democracy

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Executive Summary

In this document, general guidance is provided on the piloting phase of the Democrat project. This includes (1) guidance on the development of county-specific network and organization, (2) selecting, developing and implementing the interventions and (3) assessing the interventions, the pilots at-large and the possibilities of scaling up. The logic of the work each of these stages is outlined with supportive annexes and references to more detailed material. In addition, the pathways for further project work with the material are outlined. This version is to be elaborated in further Democrat project collaboration during spring and summer 2024 before the start of educational interventions.

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1. Introduction

The **objective** of piloting is to practically develop educational interventions that support democratic civic competencies, including the content, processes, organization, and assessment of the interventions.

Piloting is done in all the six countries of the Democrat project (Estonia, Finland, Germany, Ireland, Poland, Spain). The pilot in every country most likely consists of several interventions conducted by teachers or other actors in schools or other settings. The number of interventions is not fixed but it is advisable to have several interventions to increase the evidence base for project work and reduce the risks of non completion of the interventions.

Piloting includes:

1. the development of county-specific network and organization,
2. selecting, developing and implementing the interventions and
3. assessing the interventions, the pilots at-large and the possibilities of scaling up.

In this document, general guidance is provided on each of these stages with supportive annexes and references to more detailed material.

The guidelines provide a general framework. Many more specific aspects and also contextual adjustments in the pilots and interventions are at the discretion of every partner. To ensure project relevance and coherence please consult with the coordinator of WP5 (TLU).

2. Overview of WP5

Key facts are presented below in the illustration (figure 1).

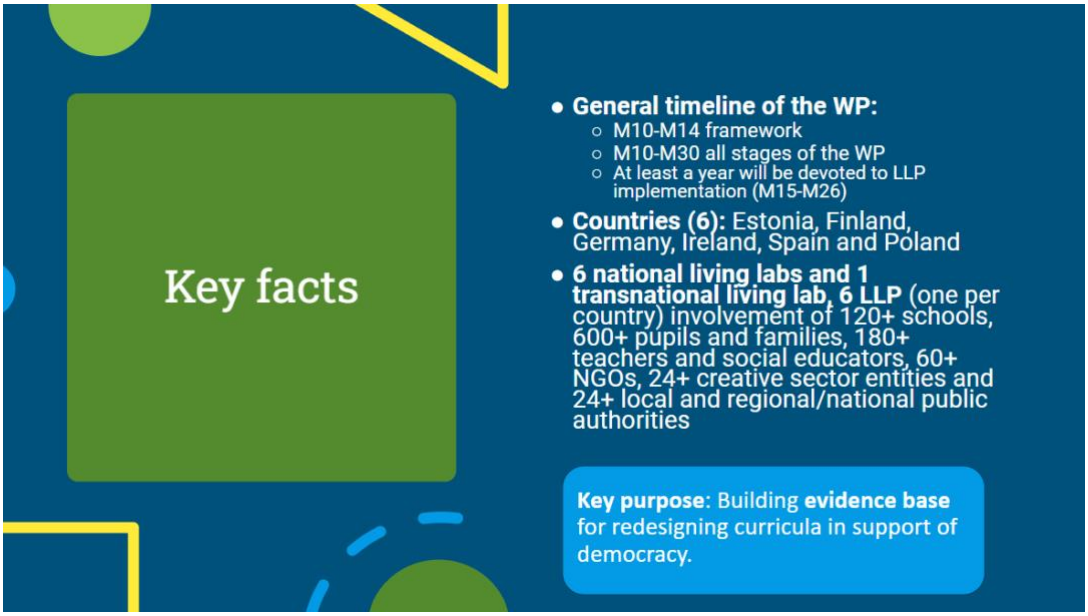


Figure 1. Key facts about the WP5.
Source: Tallinn University DEMOCRAT team.

Involvement of stakeholders per country (including living labs activities, so a partner does not need 20 interventions):

- 20 schools
- 100 pupils and family members
- 30 teachers or social educators (e.g. youth workers)
- 10 NGOs
- 4 creative sector entities and/or national/regional public authorities

The numbers refer to the whole LL activities including interviews, meeting with schools and stakeholders, workshops, other events, field work, LPPs and Agora activities. Not all have to be involved fully in piloting, some can be observers/learners/participants in the living lab, e.g. participating in a workshop or seminar, offering consultations, or other kinds of collaboration. There is some flexibility with the numbers, but we ask all LLs to keep track of how many people and what types of entities participate in your activities.

The objectives and deliverables of the WP are outlines below (Figure 2).

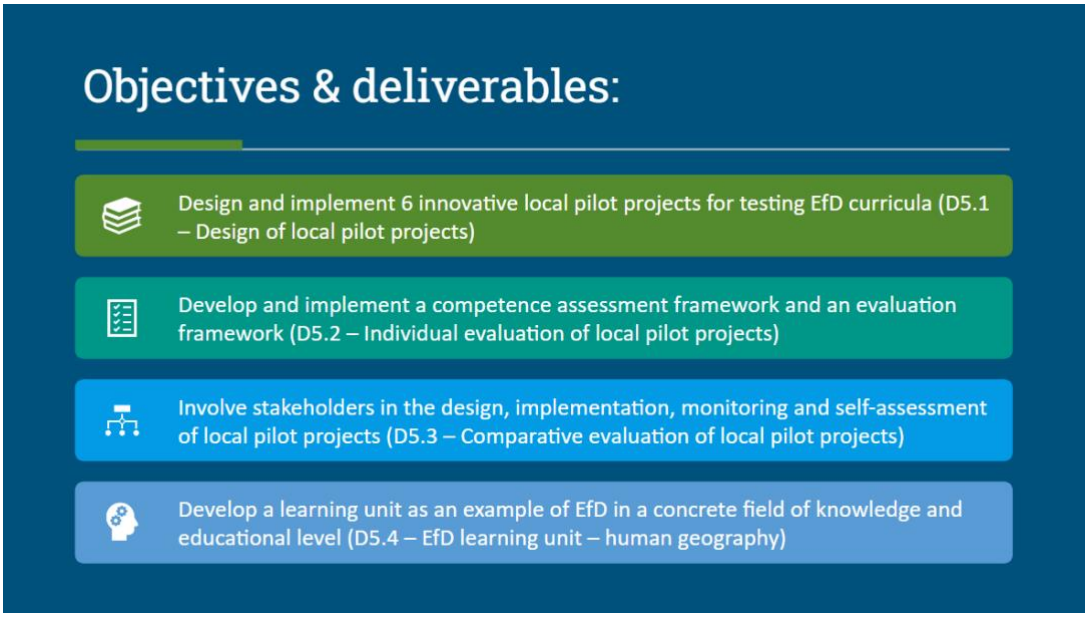


Figure 2. Objectives and deliverables of WP5.
Source: Tallinn University DEMOCRAT team.

These objectives and deliverables, in turn, contribute to the **comprehensive online toolkit,** which will have several components: guide, key lessons learned, RDC competence framework, EfD curricula and learning approaches, LLP good practices, EfD learning unit, etc. In addition, we plan to publish a number of articles and policy briefs.

Roles in WP5:

- Estonian team (WP lead): guiding, ensuring consistency, LLP framework, support
- Finnish team: assessment of competencies
- Notus/Foggs/IPA: evaluation of local living labs
- Spanish team (UB): human geography learning unit

3. Common criteria for designing local pilot projects (LPPs)

3.1. Time schedule

Local pilot projects take place primarily in M15-M26, in other words, preparations start this spring (2024), and actual implementation with/by practitioners takes place the next school year (starting in August/September 2024).

3.2. Education levels

The main focus according to the proposal is 8-16 year old youth; however, some exceptions and additions are permitted as needs, interests and opportunities vary from country-to-country. For example, you might want to also include primary school children and teachers, or youth workers who involve children and youth from different age-groups. The age needs to be considered in designing the project, as a rule the complexity is to be less for younger students and increases more for advanced students.

3.3. Principles for designing pilots:

1. **In local Living Labs and pilots, engage diverse actors for cooperation and co-development:** pupils, parents, teachers, schools, NGOs, public administrations or institutions, entities from the creative sector going beyond the boundaries of the formal education system. Please ask for their input / involve them in co-creation of a) pilot design, b) implementation assessment and evaluation.
2. Include physical face-to-face meetings (national LLs) as well as online meetings and spaces
3. **Especially, make an effort to include youth** in co-creating / co-designing the pilots and their assessment. If they cannot participate in the LL meeting, teachers and youth workers should make an effort to include their input as much as possible. Ask for informed consent, but also include them by, e.g. by asking:
    1. what they think about democracy and its challenges
    2. how they can be active and responsible citizens
    3. what competencies they need and how they think they could learn these
4. **If possible, make participation in LLs and pilots a part of in-service training** for teachers (and youth workers, if applicable)
5. **When designing, take into account the competence framework and WP4 EfD curricula (see summary below)**. You need to address at least one RDC competence in the intervention in a meaningful way. Since the curricula document is not yet finalised and fieldwork is ongoing, consider the input you have gathered in previous LL meetings and via WP4 activities so far. You should also consider what you have learned from WP2 and WP3. The bottom line is that these should have helped you to identify your country's problem-areas, needs and opportunities.

6. **Use design thinking principles if applicable (and introduce these to participants, too):**
    1. UNDERSTAND, EMPATHISE: Understand your stakeholders and the challenges, problems and opportunities there are. Much of this has been done in the previous LL meetings.
    2. DEFINE PROBLEM(S): Decide what specific democracy and EfD challenges and which competencies you are focusing on.
    3. FIND SOLUTIONS: the solutions are often already existing practices and partnerships you could be building on! See below some ideas on what we look for in terms of learning approaches.
    4. PROTOTYPE: you can skip this step if there are already existing methods and materials, but you might also think of adapting existing materials. Or you might think of this phase as a small pre-pilot, trying out a new tool or material on a smaller scale, e.g. with 1-2 teachers, before introducing it to more schools.
    5. TEST: test the proposed solutions (methods, approaches, materials)
    6. EVALUATE: while testing, don't forget to assess and evaluate (more about that below)
    7. REPEAT (OPTIONAL): e.g. you have done one iteration of testing method X in school A in autumn 2024, and once initial evaluation is done, the teacher(s) decide they want to do it again a little differently in spring 2025.
7. If the intervention is based on a previous project or existing experience, feel free to rely on that (reiteration usually makes it better) but adjust it to the Democrat framework.
8. Make sure there is an **element of innovation**. Even when the approach/method/material is not new or is implemented within an existing practice, it should help demonstrate added value and help solve the challenges you have identified. Innovation could be e.g. in terms of the competence, method, organisation, context, etc.
9. All in all, keep an eye on **feasibility**. If the workload or complexity of the intervention becomes too much for you, adjust it. A completed project is better than an unstarted or abandoned project. Also, in case a teacher produces information on the information based on the school work procedures consider possibilities to reuse the information if possible.
10. Pay attention to obtaining **informed consent** from the pupils, parents and other participants of the intervention as well as other ethical aspects. The frames and guidance for this is already provided by UB, see respective files and if needed, adjust.

The design principles are advisory, except for the **10th that is obligatory**. Please provide the material for the teachers already before the start of the intervention in an appropriate language. See short summary of ethics guidelines for research with children here.

Additional advisory guidance on setting up and organizing the LL network can be found from the teachers' guide on stakeholder engagement and activity planning prepared by IPA.

Learning approaches (EfD curricula, WP4):

Generally,

- **Transformative educational/learning experiences**, content and practices (e.g. action learning, challenge-based learning, e.g. how can we develop a strong democracy and a fair sustainable society in the countries and across Europe? etc.)
- **Using innovative and creative approaches** inspired by the creative and cultural sector such as forum theatre, theatre of the oppressed, multimedia creating, games development. It is not necessary to cover all the methods in one country but use at least some.
- **Embedded in local democratic processes and local environments** in the sense that the LPPs are linked to concrete political experiences (in the field of sustainability, human rights, gender equality, non-discrimination of minorities) - *pilots do not have to be centred on the classroom only! In the WP2 deliverable we wrote, we introduce dynamic and innovative didactic-practical units into the curriculum in which students and educators actively participate in real-world democratic processes and civic activities. How can this be done in your country?*
- **Consider using digital tools** to enhance on-site learning
- **Take into account inequalities, inclusion, environmental awareness, gender issues**
- You can also focus on teachers themselves (teacher training, professional learning communities). Have the teachers' competence in mind as the teachers' training will be a strong point of the third project year.

More detailed guidance will be developed during spring and summer of 2024, if needed, based on the WP 4 results.

Competencies (as proposed in Democrat conceptual framework):

The interventions target some **competence(s) for responsible democratic citizenship** as developed in the Democrat conceptual paper. Our competence framework is centered on the issue of democratic agency. Based on the analysis and synthesis of existing competence models, we have identified the following four competences of responsible democratic citizenship:

- ***Solidary Participation*** *which refers not only to one's own participation in democratic processes but also to promoting the inclusion of the other, especially of minorities and social groups significantly affected by the problems discussed and in need of a solution. It also includes collaboration with (different) others, with whom one has social, cultural, religious and other differences to get things done. Solidarity is understood here as the social practice of overcoming existing social inequalities in the processes of participation and deliberation, especially in times of crises (see Lessenich 2022).*

- ***Deliberation*** *ideally means that "people come together, on the basis of equal status and mutual respect, to discuss the political issues they face and, on the basis of those discussions, decide on the policies that will then affect their lives." (Bächtiger et al. 2018: 2). Mathews defines deliberation as "to weigh carefully*

both the consequences of various options for action and the views of others" (Mathews 1999: 110). Similarly, Bächtiger et al. (2018: 2) define it minimally as "mutual communication that involves weighing and reflecting on preferences, values, and interests regarding matters of common concern." Without discussing in depth these and other definitions and their relation to formal democratic decision-making processes, a fundamental point is to confront different arguments and interests in a public debate and dealing with conflict situations and conflicting interests.

*- **Judgement (& critical thinking)** of what is trustworthy information or not is requisite for the deliberation process. It should not be confused with rationality in the strict sense or with scientific judgement. Judging trustworthiness is even more important in the digital realm, where the internet and applications of artificial Intelligence allow to create disinformation and distribute it at a massive scale.*

*- **Democratic resilience** as part of individual and collective resilience when facing the polycrisis. Adapting a definition by Merkel & Lührmann (2021) to our concept of democratic agency, democratic resilience is defined here as the ability of an actor (or an agent) to prevent or react to social challenges, of internal (socio-political) or external (e.g. economic or environmental) nature, without losing their democratic disposition (in the sense of attitudes or patterns of behaviour). Democratic resilience is based on a critical commitment to democratic norms and rules. It means acting democratically by critically following existing norms and rules also in adverse situations (see Lührmann 2021), and contributing to the consolidation and development of democracy by supporting the improvement of these norms and rules. It also means acting responsibly for the community to which one belongs at local, regional, state and global levels. Democratic resilience includes supporting democratic procedures in the face of authoritarian tendencies. (Beatriz et al, p. 40-41)*

UH and TLU will elaborate on the levels of each competence in the Democrat framework, and modify the wording of the current competences in pedagogical terms. This will be done in spring 2024. TLU team will further provide some examples of how a broadly defined competence is developed into an outline where specific aspects or sub-competences are targeted in the intervention.

If needed, we suggest narrowing down and focusing on specific aspects of our broadly defined competences in designing the interventions. The teachers (or/and youth workers, NGOs, others involved) need to think how these specific aspects/sub-competences are targeted in the intervention. Selecting the exact topic and aspect of the competence developed in the intervention will depend much on the teacher(s) and the needs and goals identified in the local Living Labs' meeting(s). At the same time, the topic and competencies need to be aligned with Democrat competencies reasonably and not deviate too much. This serves as the basis for the competence assessment of the intervention.

3.4. Selecting, planning and implementation of pilots

Selection of the interventions is based on the country context, Democrat competences and interests of the participants. It is advisable to be responsive to the interests and abilities of the teachers as they will be the key actors in the practical implementation. At the same time every intervention should have a clear logical connection to the Democrat competence framework and consider the intervention design principles. It is not needed that in every country all the competences are addressed but the ambition is to address every

competence at least in one intervention. Thus we advise to address as many competences as possible in every country, of course also considering feasibility.

As piloting is focused on interventions it is necessary to establish contacts with the people who can do the interventions themselves (e.g. teachers) or who could provide the project team with access to do interventions themselves. It is also useful to establish contacts with other people who could support piloting in other ways (e.g. reflecting on the design and results), but networking with the people who can directly support interventions is critical (see principles of designing pilots above, principle no. 1).

In the practical work with the interventions, the role of teachers, school heads and other types of educators is central, however the Democrat country team has an important role in providing the supportive material and consultation.

The teacher(s), and when appropriate with NGOs or other parties' involvement, create(s) a personal pilot intervention plan. This initial design of the pilot intervention plans is coordinated / supported by the LL project team. If needed the TLU and UH teams can be consulted as a second step. The intervention template can be found from annex 1.

It is possible that some interventions are conducted not directly connected to subjects/courses and/or by some other than teachers. For example, a school-level participatory project could be potentially led by a school manager, some interventions could be done by the Democrat country teams directly, etc. In these cases what is written here for subjects and teachers should be applied for the appropriate actors and context, with modifications if needed. If needed, the TLU team can be consulted with this regard.

You can utilize the early pilot projects materials provided by TLU. It is also advisable to exchange experience during the interventions' design and implementation process in the projects, utilise and possibly reuse the positive experience while avoiding negative practices. It would be much advisable that in case a good intervention is identified it will be rerun in other schools and/or countries, this increases the credibility of the relevance and positive impact of the intervention.

Additional advisory guidance on setting up and organizing the network can be found from the teachers' guide on stakeholder engagement and activity planning for the Democrat project prepared by IPA.

In addition to the individual pilot **intervention plans (see annex 1)**, we kindly ask each country team to create a **broad plan of piloting (see annex 2) and also linked below:**

1. **Template: plan for an individual pilot (will be complemented by evaluation & assessment)**
2. **Template for the broad plan of piloting (see also the Estonian example below)**

EXAMPLE: Development of network and organisation of pilots (Estonia)

The Estonian early piloting experience revealed the importance of direct and reasonably regular contact with the teachers. (1) The interventions are themselves interesting for the teachers who can develop their competences in the education for responsible democratic citizenship, we provided several learning and supportive materials. We have also created the opportunities for teachers to present their work nationally and transnationally, increasing recognition, feedback, and interaction with their work. (2) Receiving some sort of certificate also supports the motivation of the teachers to participate in the pilots. (3) Teachers can

additionally be motivated by transnational contact and travelling opportunities, while small sums of money were not regarded as motivation. This is based on the Estonian practical experience; the motivation factors will likely somewhat vary by country.

In organizing the work, we have used the (1) Democrat network meetings, (2) additional training events with teachers who have done the early pilots, (3) a joint Google Drive and e-mail based communication (we have a joint address list), and (4) directly advising the teachers involved on the design and implementation of their interventions.

It is useful to develop a **broad plan of the pilot activities** of the Democrat country team that coordinates the interventions. It should include at least the following elements (here is the Estonian example) and be shared with the other teams.

Time	Activity	Responsible actor
May-August 2024	Preparing for the interventions: selecting competences and methods and developing the plans for interventions	Leif, Maarja in co-operation with the teachers involved
September 2024	Launching the interventions, initial assessment of students' competences & students' inclusion into the discussion on 'why and how the competences are developed'	Teachers doing the interventions in co-operation with Maarja and the Democrat country team
September 2024-December 2024	Conducting the first wave of interventions, assessing the development of the competence of students	Teachers doing the interventions in co-operation with Maarja and the Democrat country team
October 2024-December 2024	Preparing for the second wave of interventions: selecting competences and methods and developing the plans for interventions	Leif, Maarja in co-operation with the teachers involved
December 2024-January 2025	Preparing reports of the first wave of interventions	Teachers doing the interventions in co-operation with Maarja and the Democrat country team
January 2025	Launching the second wave of interventions, initial assessment of students' competences	Teachers doing the interventions in co-operation with Maarja and the Democrat country team
January 2025-June 2025	Conducting the second wave of interventions, assessing the development of the competence of students	Teachers doing the interventions in co-operation with Maarja and the Democrat country team
May 2025-June 2025	Preparing reports of the second wave of interventions	Teachers doing the interventions in co-operation with Maarja and the Democrat country team
June 2025-August 2025	Preparing the country report on the interventions	Maarja, Leif and the Democrat country team

Table 1. Plan for organizing the country piloting activities. Source: Tallinn University DEMOCRAT team

The TLU team has prepared supportive materials on some examples of possible techniques and also translated one already completed Estonian pilot. These are available from the TLU team and can be used as supportive examples.

4. Assessment & evaluation

Evaluation will encompass internal formative evaluation, external formative evaluation, as well as external impact evaluation of LPP on local democratic debate.

- Observed outcomes (will also be included in the evaluation report later on)
- Conclusions by the national team (results, lessons learned, comments on possible transferability/scaling up)

The current guidance on assessment is tentative and will be elaborated and modified during the spring and summer of 2024. This draft version in the deliverable 5.1. focuses on the assessment of local pilot projects (LPPs).

The assessment of the interventions and the development of responsible democratic citizenship competencies is done collaboratively by teachers and the national DEMOCRAT project teams.

If the intervention is conducted by someone else than the teacher, he or she will assess as the teacher. And if the intervention includes close collaboration with some other practitioners (e.g. local government unit, NGO), a practitioners' assessment may also be additionally developed. In this case, the national team can contact the TLU and UH teams to specify the needs.

An additional layer (4) is the assessment of the local pilots as a whole by the Democrat country teams and another (5) layer is the assessment of the transferability and scaling up of potential of interventions.

The assessment is divided into 5 parts:

1. Assessment of the students' competence development,
2. Assessment of the intervention as a whole
3. Assessment of self as a practitioner, also identifying the training needs,
4. Overall assessment of local pilots, and
5. Assessment of the transferability and scaling up potential of interventions.

4.1. Assessment of students' competence development (conducted with/by teachers with the help of national teams)

The teacher keeps a **diary** to note down students' progress - how they react to the methods and how they change in the process. The diary is for general observations, not for every student separately. For convenience, the observation diary and intervention plan template are provided as a single document that can be consistently filled out. In addition to the template (annex 1), an example of what a minimally completed template might look like is also provided. During the planning and implementation of the intervention, the

teacher communicates with the Democrat country team and ideally sends them interim results at the end of each month in the form of a filled-out observation diary. Reporting can be less frequent for feasibility reasons.

Additionally, the teacher also co-conducts **pre- and post-evaluation** of the students' competence development with the help of country-based research teams, this means assessment will be conducted:

- At the start of the intervention
- At the end of the intervention

This pre- and post-assessment is based on outlines of competence levels (annex 3). To support the pre- and post-evaluation of competence development, we will prepare assessment matrices (outlines of competence levels) for every responsible democratic citizenship competence in the Democrat framework (based on SOLO taxonomy, draft version is in annex 2). In this process, we will also modify and/or adjust the current conceptual framework for EfD to elaborate these competencies in pedagogical terms. This will be done in spring-summer 2024. Similarly, the rather broad descriptions of Democrat EfD competencies require that the teachers sometimes develop an adjusted competence level matrix that more specifically meets their needs. Teachers can consult their Democrat country teams and TLU and UH teams can be consulted as a second step.

Interested Democrat country teams and teachers can **additionally use peer-to-peer assessment**, e.g. based on reciprocal interviewing. There is also an option of an end-of-the-lesson assessment (appraisal) by the students for which potential digital solutions and tools exist. The guidance for this will be developed during the spring and summer of 2024. This part of the assessment will be optional and with the main aim of helping the teachers and students self-reflect on the learning process and their own development. Additional ideas for students' assessment could be elaborated during further work.

If the teacher has **a control group,** it will be assessed in the same way as the main group. **For control case-based assessment**, the teacher needs to have two similar student groups conducting the intervention with one of them, and teaching the other as usual (without the intervention). The teacher (with the help of national teams) assesses the change in student competencies at the starting point and at the end of the intervention (same time as the intervention group). Control-group-based assessments are strongly encouraged as these provide a considerably more solid basis to argue for the relevance and impact of the interventions. Even some positive evidence via control cases supports the overall relevance of the interventions in the project.

The assessment of competencies can also be integrated with the observation diary as teachers' comments on students' progress at the beginning, middle, and end of the intervention.

And thirdly, the teacher can conduct **feedback/ reflection sessions** with the students, asking questions such as:

- How did/did you like the approach X we took with you?
    - You can ask clarifying questions! E.g. what did you like more? Why?
- What were one or two things you learned?
    - You can also ask about a specific competency that you think the students have acquired (or would like them to acquire).
- What could be done better about this method? Or how could I, as a teacher, have better supported you in such a learning process?

4.2. Assessment of the interventions as a whole

The key part of this will be teachers' reflection on their experience and their opinion about i. This will be also done at the end of the intervention on the intervention template as in Annex 1. It asks the teacher to assess the intervention generally and provide suggestions, based on the following proposed questions:

- Why did you choose this specific intervention and how did you design its implementation? Did you choose it autonomously or in collaboration with DEMOCRAT country team and/or students and/or others (whom)?
- Is this intervention new/original or draws on earlier experience?
- To what extent did you follow the offered design principles? (Much, average, little)
- How the intervention worked:
    - In terms of civic competence(s) addressed
    - In terms of the selected method(s)
    - In terms of the subject
    - In terms of students' development

This written reflection on the intervention template will be complemented by **external evaluation in a focus group form**, conducted by the DEMOCRAT project team. The focus group interviews will also include other teachers and stakeholders who were involved in national LPPs.

4.3. Assessment of teachers as practitioners and learning professionals

In the context of education for responsible democratic citizenship, the teachers identify the strengths and needs for development in terms of his or her competencies. This serves as the basis for further work in identifying the training needs (teacher pre-service and in-service training) and developing suggestions for it. This written reflection on the intervention template (annex 1) will be **similarly complemented by external evaluation in a focus group form,** conducted by the DEMOCRAT project team. The guidelines for this will be developed in the summer and autumn of 2024.

4.4. Overall assessment of local pilots

This is done by the DEMOCRAT country teams and supported by the national workshops (living labs). The idea is to generally assess how the local piloting process went, rank the pilots in terms of the perceived quality, and provide contextualizing comments for every intervention conducted in the country. The guidelines for that will be established by FOGGS in autumn 2024.

4.5. Assessment of the transferability and scaling up potential of interventions

This is coordinated by DCU and done collectively via the transnational workshop (living lab) and collaborative discussions by the Democrat project teams. This will be done when the interventions are completed and the guidelines still need to be developed. A small part of this will be teachers'/practitioners' comments in the intervention form (annex 1) on transferability and scaling up. Most likely this will again be complemented by focus group interviews conducted by national teams.

Example of a question in the intervention form (annex 1):

- Please assess the potential to scale up the intervention to other schools in your country and/or other European countries - how could it be transferred or its use scaled up?

The general framework for assessing the LPPS is summarised in Table 2 below. Several aspects of evaluation will be further developed by the steering group of WP5.

Category	Objective	Method	Support
Teachers' Assessment	Assess specific aspects in interventions; assess students' development; assess teachers' needs and interventions' feasibility.	Observation; development of adjusted outlines for targeted aspects.	TLU example; consultation with country teams and TLU/UH if needed.
Students' Assessment	Self-evaluation of learning and competences.	Self-assessment via visual frame; optional peer-to-peer assessment.	Visual frame developed by UH?
Control Case Assessment	Comparative analysis for intervention impact.	Comparative analysis with and without intervention groups.	Agreement on exceptions with country team and possibly TLU/UH.
Practitioners' Assessment	Evaluate interventions from external collaborators' perspective.	Based on competence outlines and additional agreed criteria.	Coordination with the country team and possibly TLU/UH for additional criteria.
Overall LPPs assessment	Evaluate overall effectiveness of local pilots.	Assessment by country teams, supported by national workshops.	Guidelines established by a coordinating body in autumn 2024?
Scaling Up Potential	Determine scalability and impact of interventions.	Collective assessment via workshops and discussions.	Coordination by a central project team or committee, guidelines post-analysis?

Table 2. General framework of the competence assessment. Source authors

5. General guidance on the further work of academic teams

The Democrat researchers also develop the strategies of utilizing the information for both project and academic purposes. Below is a draft general guidance. If needed, additional aspects will be elaborated and standardized, e.g. going deeper in an aspect of evaluation. This will be discussed and agreed in the project meetings.

The analytical and developmental work is taking place in all stages: preparing for and implementing interventions and after the interventions. In this work the material is appraised (and if needed, adjusted),

assessed and used for developing the curriculum in education for democracy and responsible democratic citizenship. The material is also utilized for academic purposes, e.g. writing papers, articles etc.

1. The **project delivery oriented** analytical and developmental work of the Democrat team(s) is significantly guided by the planned project outcomes, work packages and deliverables. The best working and scalable interventions will be selected in each country and across the countries. The descriptions of these projects will be further developed and the interventions adjusted if needed. Being informed of all the empirical work the toolbox will be developed and, if needed, the earlier deliverables elaborated.

The details for further specifying the project delivery oriented work will be developed by the consortium if needed. In the aspects not jointly specified every partner will develop further details for its specific purposes, these are not binding for the others.

2. The **broader academic** analytical, developmental, exploitation and dissemination work will be done as preferred by every partner or as agreed by some or all of the partners. We have already organized some panels in international political science and education research associations' conferences, are currently organizing some and will likely organize some further. Consortium wide initiatives on academic journal joint issues and books have already been discussed and some will be likely implemented in future. It is likely some partners collaborate on some aspects, e.g. on smaller states, bilingual education states etc. and it is also likely some initiatives are just for one partner or individual researcher. The academic activities will be mostly structured by the active partner(s). If some contribution from the others is needed it is to be negotiated and agreed.

Country teams will co-ordinate the implementation and do the initial assessment of the projects (if needed several rounds) and proposals for the transnational level on best practices and scaling up opportunities. Guidance for several aspects of this has been provided in the Democrat project work plan and in this document. Some additional guidance on the phases and deadlines of this work will be established when the progress with the implementation of the projects has been made. Most likely it will be in the first half of 2025. Apart from this, the teams establish their practices themselves.

Coordinating teams (of different WPs, tasks and deliverables) will provide advice if asked and will coordinate the joint transnational work (assessment) of best practices and scaling up opportunities in cooperation with the overall project coordinator UB.

The exact piloting plans, observation diaries, student assessments and other direct fieldwork materials are usuallygenerated by the teachers. Democrat county team members will interview the teacher and/or students. Writing up will be done by the country teams and coordinators as specified in the project and/or agreed within the consortium.

It is possible that during the implementation and analysis of the pilots and/or development of the materials there emerges a need to delve deeper into some cases and/or aspects. In this case, this will be proposed and agreed within the consortium.

6. References

Bächtiger, A.; Dryzek, J. S.; Mansbridge, J. & Warren. M. (2018). Deliberative Democracy: An Introduction. In Bächtiger, A.; Dryzek, J. S.; Mansbridge, J. & Warren. M. (Eds.). *The Oxford Handbook of Deliberative Democracy*. Oxford. 5–36.

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Merkel, W. & Lührmann, A. (2021) Resilience of democracies: responses to illiberal and authoritarian challenges, Democratization, 28:5, 869–884, https://doi.org/10.1080/13510347.2021.1928081

7. Annexes

7.1. Annex 1. Intervention template

INTERVENTION TEMPLATE

GENERAL DATA

Title of the intervention

Country, location

The main contact person responsible for the intervention

Name *Position* *Phone* *E-mail address*

Team member(s) who are carrying out the intervention

Partners & stakeholders (e.g. NGO Y, parents of grade 8 students, local company M)

PILOT DESCRIPTION

Target group

Responsible democratic citizenship (RDC) competences developed

- **Description of the intervention**
- **explain how the intervention develops the planned competence(s);**
- **outline the method(s), incl. assessment, process, material(s) used or developed;**
- **how it is aligned with a specific subject and/or existing national/school curriculum;**
- **how it is implemented and who participates in implementation.**

The intervention implementation plan and Observation Diary

- **Dates and activity names, e.g. preparation, implementation activity 1, collecting data by filling observation diary, at the end of the intervention and up to a month after its conclusion: compilation of the overall assessment and suggestions, finalization of the observation diary, and submission to the team, etc.**
- **The intervention plan is in black text and will be developed by the teacher before the intervention begins. The observation diary is in blue text and will be filled out by the teacher during and at the end of the intervention.**

Template for the Implementation Plan and Observation Diary:

Date of activity	Activity	Observation Diary (how the activity went; was there anything noticeable in terms of civic competence development and/or the method's feasibility?)

If the activity dates change during the implementation, change it also in the table. Insert rows as needed.

THIS FORM WILL BE COMPLEMENTED BY ASSESSMENT, EVALUATION & TRANSFERABILITY SECTIONS (THIS IS A DRAFT VERSION)

Assessment of students' competence development Based on observation (diary), evaluation matrixes, feedback/reflection with students **Assessment of intervention** How the intervention worked in terms of the method, subject / curriculum, students' reception of the approach and competence development, etc. **Teacher self-assessment** The strengths and needs for development in relevant competencies. Needs for further training. **Assessment of transferability** (aspects transferable to others in your country, and other countries) **Suggestions** (what to do differently or consider), for example, [a non-binding list follows], regarding:

- content and process in teaching:
- the intervention plan and observation diary:
- personal experience and workload:
- students' competency development:
- assessment logic:
- Regarding the transferability of the intervention in other schools/countries:

Website link (in case there is a blog / website for this pilot, especially if this project has made use of Agora):

7.2. Annex 2. Country piloting plan template

(Use this to describe general plan for the work with all of the interventions in the country - this template is mostly useful for the country teams)

Time	Activity	Responsible actor

7.3. Annex 3. Democrat project responsible democratic citizenship competence levels (early draft)

1. Participation

- ***Solidary Participation*** *which refers not only to one's own participation in democratic processes but also to promoting the inclusion of the other, especially of minorities and social groups significantly affected by the problems discussed and in need of a solution. It also includes collaboration with (different) others, with whom one has social, cultural, religious and other differences to get things done. Solidarity is understood here as the social practice of overcoming existing social inequalities in the processes of participation and deliberation, especially in times of crises (see Lessenich 2022).*

Competence levels

Zero:

- Is passive, does not know how to be more active.
- Does not know nor understand democracy basics (what is society, how does it work, what is democratic political and governing system, how does it work, decision-making processes: politics, elections etc., what are the roles and expectations, rights and responsibilities of citizens in a democratic society, infrastructure).
- Does not understand him- or herself in terms of identity, self-definition, ways of thinking, reflection etc., does not have respect and empathy towards oneself.
- Does not understand others in terms of identity, self-definition, ways of thinking, reflection etc., does not have respect and empathy towards the others.
- Does not understand him- or herself as a part of democratic political community, does not feel belonging and having an impact (politics, community, society), does not engage in community and political affairs.
- Is not able to engage and participate in a time and energy adequate way, manage one's time, diverse obligations, plan, implement and achieve results.
- Has no understanding of solidarity, does not promote the inclusion of others and collaboration.

Modest:

- Is passive, has some knowledge how to be more active.
- Knows some elements of democracy basics (what is society, how does it work, what is democratic political and governing system, how does it work, decision-making processes: politics, elections etc., what are the roles and expectations, rights and responsibilities of citizens in a democratic society, infrastructure).
- Understands to some extent him- or herself in terms of identity, self-definition, ways of thinking, reflection etc., has some respect and empathy towards oneself.
- Does not understand others in terms of identity, self-definition, ways of thinking, reflection etc., does not have respect and empathy towards the others.
- Does not understand him- or herself as a part of democratic political community, does not feel belonging and having an impact (politics, community, society), does not engage in community and political affairs.
- Is not able to engage and participate in a time and energy adequate way, manage one's time, diverse obligations, plan, implement and achieve results.
- Has no understanding of solidarity, does not promote the inclusion of others and collaboration.

Average:

- Is usually passive, but generally knows how to be more active.
- Knows several elements of democracy basics (what is society, how does it work, what is democratic political and governing system, how does it work, decision-making processes: politics, elections etc., what are the roles and expectations, rights and responsibilities of citizens in a democratic society, infrastructure).
- Understands relatively well him- or herself in terms of identity, self-definition, ways of thinking, reflection etc., has respect and empathy towards oneself.
- Understands to some extent the others in terms of identity, self-definition, ways of thinking, reflection etc., has some respect and empathy towards the others.
- Understands him- or herself as a part of democratic political community, does to some extent feel belonging and having an impact (politics, community, society), does not engage in community and political affairs.
- Is to some extent able to engage and participate in a time and energy adequate way, manage one's time, diverse obligations, plan, implement and achieve results.
- Has some understanding of solidarity, but seldom promotes the inclusion of others and collaboration.

Advanced:

- Is sometimes active and knows how to be more active if needed.
- Knows the democracy basics (what is society, how does it work, what is democratic political and governing system, how does it work, decision-making processes: politics, elections etc., what are the roles and expectations, rights and responsibilities of citizens in a democratic society, infrastructure)
- Understands well him- or herself in terms of identity, self-definition, ways of thinking, reflection etc., has respect and empathy towards oneself.
- Understands the others in terms of identity, self-definition, ways of thinking, reflection etc., has respect and empathy towards the others.
- Understands him- or herself as a part of democratic political community, does generally feel belonging and having an impact (politics, community, society), engages in community and political affairs.
- Is well able to engage and participate in a time and energy adequate way, manage one's time, diverse obligations, plan, implement and achieve results.
- Has a good understanding of solidarity, promotes the inclusion of others and collaboration.

2. Deliberation

- ***Deliberation*** *ideally means that "people come together, on the basis of equal status and mutual respect, to discuss the political issues they face and, on the basis of those discussions, decide on the policies that will then affect their lives." (Bächtiger et al. 2018: 2). Mathews defines deliberation as "to weigh carefully both the consequences of various options for action and the views of others" (Mathews 1999: 110). Similarly, Bächtiger et al. (2018: 2) define it minimally as "mutual communication that involves weighing and reflecting on preferences, values, and interests regarding matters of common concern." Without discussing in depth these and other definitions and their relation to formal democratic decision-making processes, a fundamental point is to confront different arguments and interests in a public debate and dealing with conflict situations and conflicting interests.*

Competence levels

Zero:

- Stays quiet, or
- Presents self-centered claims irrespective of the context or of the other opinions.
- Cannot usually define his or her position on a (new) topic.
- Cannot autonomously find information on the topic under discussion.

Modest:

- Is able to listen to the other(s) to an extent.
- Can usually understand the broad position of the other(s).
- Is usually able to define his or her position on the topic and to express it in a way that is broadly understandable for the others.
- Cannot autonomously find information on the topic under discussion.

Average:

- Is able to listen to the other(s) and express him- or herself.
- Can generally understand the position of the other(s).
- Can in some aspects interact with the reasoning of the other(s).
- Can define his or her position on the topic and is able to reason it at least in some aspects.
- Can to an extent interact with the counter-arguments to his or her reasoning.
- Can autonomously find some information on the topic under discussion.

Advanced:

- Is able to listen to the other(s) and express him- or herself.
- Can understand the position of the other(s).
- Can interact with the reasoning of the other(s).
- Can define his or her position on the topic and is able to reason it.
- Can interact with the counter-arguments to his or her reasoning, if needed in several rounds of discussion.
- Can autonomously find comprehensive information on the topic under discussion.
- Can weigh and reflect on preferences, values, and interests regarding matters of common concern.
- Can offer some compromises and negotiate.

3. Judgement

*- **Judgement (& critical thinking)** of what is trustworthy information or not is requisite for the deliberation process. It should not be confused with rationality in the strict sense or with scientific judgement. Judging trustworthiness is even more important in the digital realm, where the internet and applications of artificial Intelligence allow to create disinformation and distribute it at a massive scale.*

Competence levels

Zero:

- Is unable to process (new) information.
- Is unable to assess the quality of information.
- Is unable to make any choices/decisions.

- Is easily manipulated.
- Is unable to use digital solutions for responsible democratic citizen agency.

Modest:

- Is able to process (new) information in a limited way
- Is generally unable to assess the quality of information
- Is able to make some choices/decisions, mostly on issues of immediate personal relevance.
- Is easily manipulated.
- Is in limited ways able to use digital solutions for responsible democratic citizen agency.

Average:

- Is able to process (new) information in most occasions, although not always adequately.
- Is to some extent able to assess the quality of information.
- Is usually able to make choices/decisions on diverse issues, although may run into difficulties with more complex and abstract issues.
- Can be manipulated from time to time, can identify some manipulative strategies.
- Is to some extent able to use digital solutions for responsible democratic citizen agency.

Advanced:

- Is usually able to process (new) information adequately.
- Is generally able to assess the quality of information.
- Is able to make choices/decisions on diverse issues, including the more complex and abstract ones.
- Is relatively little manipulated, can identify some manipulative strategies.
- Is usually able to use digital solutions for responsible democratic citizen agency.

4. Resilience

- *(**Democratic) resilience** as part of individual and collective resilience when facing the polycrisis. Adapting a definition by Merkel & Lührmann (2021) to our concept of democratic agency, democratic resilience is defined here as the ability of an actor (or an agent) to prevent or react to social challenges, of internal (socio-political) or external (e.g. economic or environmental) nature, without losing their democratic disposition (in the sense of attitudes or patterns of behaviour). Democratic resilience is based on a critical commitment to democratic norms and rules. It means acting democratically by critically following existing norms and rules also in adverse situations (see Lührmann 2021)., and contributing to the consolidation and development of democracy by supporting the improvement of these norms and rules. It also means acting responsibly for the community to which one belongs at local, regional, state and global levels. Democratic resilience includes supporting democratic procedures in the face of authoritarian tendencies.* (Beatriz et al, p. 40-41)

Competence levels

Zero:

- Has no understanding of a personal role in democracy and personal responsibility as a democratic citizen.
- Is unable to see through the depoliticizing (technocratizating), authoritarian and emotional manipulations.
- Is unable to collaborate during crisis, facing crisis together, solve problems in crisis.

- Is unaware of personal peace and balance, has no individual survival skills.
- Is not politically self-efficient nor self-effective, is unable to collaborate with the others getting things done.
- Is unable to initiate and engage, create and achieve change.
- Is not oriented to lifelong learning, has no critical reflection in order to learn and to have transformation, nor to embrace and work with emotions that are a strong factor in learning.

Modest:

- Has little understanding of a personal role in democracy and no personal responsibility as a democratic citizen.
- Is unable to see through the depoliticizing (technocratizating), authoritarian and emotional manipulations.
- Is to some extent able to collaborate during crisis, facing crisis together, solve problems in crisis.
- Is mostly unaware of personal peace and balance, has limited individual survival skills.
- Is not politically self-efficient nor self-effective, is little able to collaborate with the others getting things done.
- Is unable to initiate and engage, create and achieve change.
- Is not oriented to lifelong learning, has no critical reflection in order to learn and to have transformation, nor to embrace and work with emotions that are a strong factor in learning.

Average:

- Has some understanding of a personal role in democracy and personal responsibility as a democratic citizen.
- Is to some extent able to see through the depoliticizing (technocratizating), authoritarian and emotional manipulations.
- Is usually able to collaborate during crisis, facing crisis together, solve problems in crisis.
- Is somewhat aware of personal peace and balance, has some individual survival skills.
- Is to a limited extent politically self-efficient and self-effective, is little able to collaborate with the others getting things done.
- Is to a limited extent able to initiate and engage, create and achieve change.
- Is to a limited extent oriented to lifelong learning, has little critical reflection in order to learn and to have transformation, to embrace and work with emotions that are a strong factor in learning.

Advanced:

- Has a well-developed understanding of a personal role in democracy and personal responsibility as a democratic citizen.
- Is often able to see through the depoliticizing (technocratizating), authoritarian and emotional manipulations.
- Is usually able to collaborate during crisis, facing crisis together, solve problems in crisis.
- Is aware of personal peace and balance, has many individual survival skills.
- Is to a considerable extent politically self-efficient and self-effective, is well able to collaborate with the others getting things done.
- Is to a considerable extent able to initiate and engage, create and achieve change.
- Is generally oriented to lifelong learning, has some critical reflection in order to learn and to have transformation, to embrace and work with emotions that are a strong factor in learning.