



# TOOL FOR DEMOCRATIC SCHOOL DEVELOPMENT

*Tool for planning, monitoring and self-evaluation of Education for Democratic Citizenship and Human Rights Education at schools*

## **CHALLENGES FOR DEMOCRACY AND THE ROLE OF EDUCATION**

The modern school has stepped far beyond the traditional retranslation of knowledge. Schools today should help students learn how to manage their own lives, be critical thinkers, acquire problem-solving skills, build relations with a diversity of others and develop values, attitudes, skills and knowledge necessary for active citizens in democratic societies.

Current developments across Europe and the world reveal the fragility of democracy. “Old democracies” face the challenge of preserving the democratic system of relations and making it sustainable by means of combining democratic traditions with social innovation. Countries in transition struggle with structural reforms, facing difficulties caused by the lack of democratic political culture.

All these challenges demand that democratic freedoms and universal human rights are learned and practiced since school. It is at school that we get one of the first experience of the public life, which influences our further growth as active citizens.

## **EDUCATION FOR DEMOCRATIC CITIZENSHIP AND HUMAN RIGHTS**

Such competences as critical thinking, responsibility, tolerance and valuing diversity, active participation and inclusion are to be developed through the education system for a society to advance in strengthening and sustaining democracy, respect to human rights and the rule of law.

The importance of learning competences for democratic culture is promoted by the Council of Europe (CoE) through programmes focusing on education for democratic citizenship and human rights (EDC/HRE), a concept developed since 1999. EDC/HRE is both a tool and approach that seeks to empower learners to exercise and defend their democratic rights and responsibilities in society, to value diversity, to play an active part in democracies, and to contribute to building and sustaining the universal culture of human rights in a society. EDC/HRE is a cross-curricular approach that seeks not only to learn, but also practice democracy and respect to human rights. Main principles and approaches of the EDC/HRE are in the Council of Europe Charter on Education for Democratic Citizenship and Human Rights approved in 2010. The European Wergeland Centre (EWC) was established by the Council of Europe and the Government of Norway to support implementation of Council of Europe policies in member states.

## **DEMOCRATIC SCHOOL CULTURE**

The recently developed Council of Europe Framework of Competences for Democratic Culture defines 20 competences – values, attitudes, skills and knowledge important for living in a democratic society. To develop these competences, all the areas of the school life should contribute to this goal. Both content and methods of education, school governance, extracurricular activities, cooperation with parents and local community contribute to children’s growing up as active citizens.

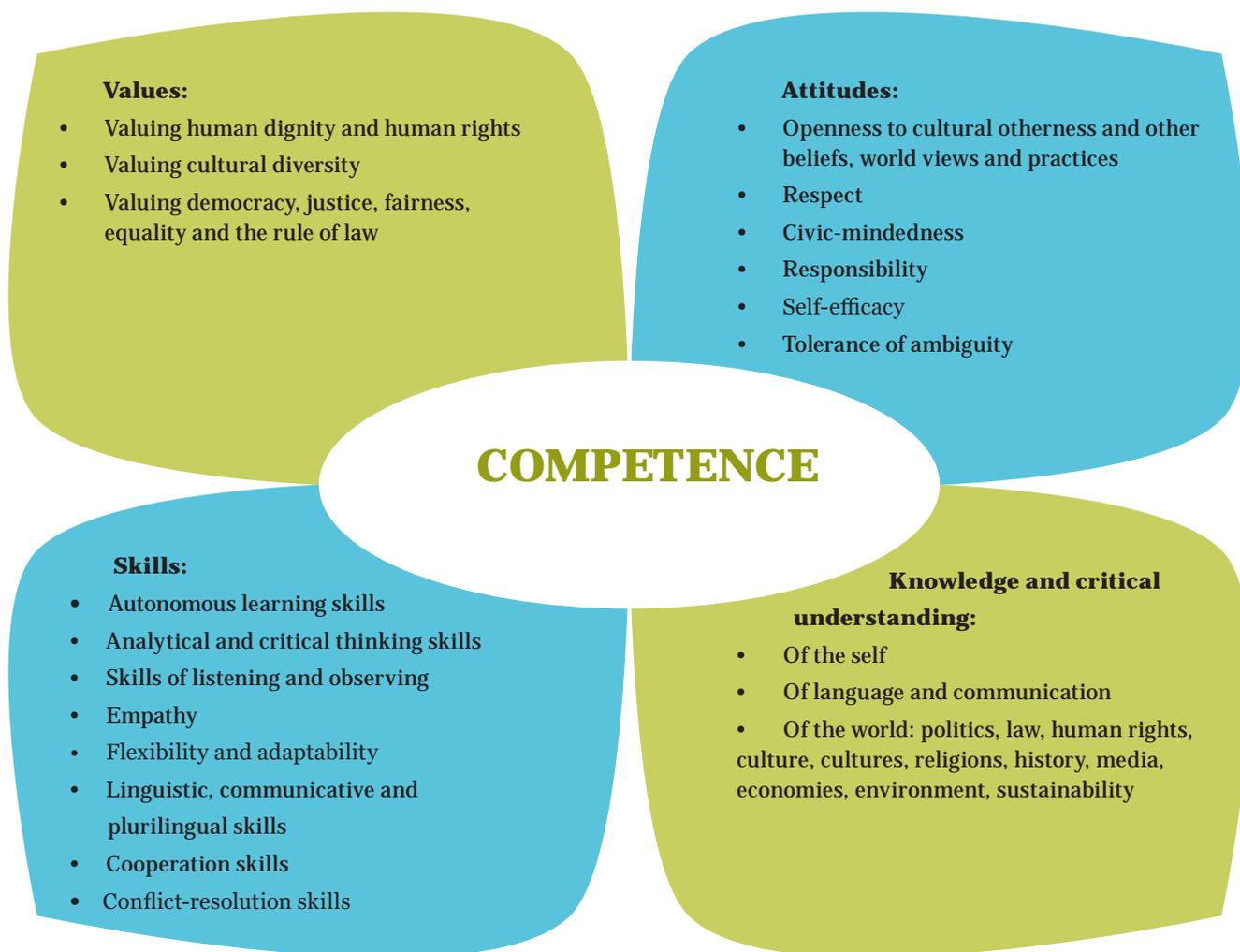
Democratic school culture requires a complex interplay of all school stakeholders ranging from students, teachers,

school administrators and parents to local authorities and other community actors, which explains the importance of the whole school approach in promoting democratic culture at school. Democracy can be learned best through daily practices of participatory decision-making, rules and organizational arrangements based on democratic principles, respectful and equal interpersonal relations at school and beyond, as well as negotiated interactive teaching and learning methods.

<b>EDUCATION FOR DEMOCRATIC CITIZENSHIP AND HUMAN RIGHTS EDUCATION IS:</b>	
Learn <b>ABOUT</b> human rights and democracy	Helps to understand human rights and principles of democracy
Learn <b>FOR</b> democracy and human rights	Helps to put human rights and democracy into practice, and defend the rights which are violated
Learn <b>THROUGH</b>	Helps to experience and feel the principles of human rights and democracy

*Charter for All, Council of Europe*

National curriculum frameworks in many European countries are set up to develop and ensure democratic culture at school reflecting a model of society that honors human rights and democracy. There is a wide consensus in Europe upon the importance of education in sustaining democracy, as well as on the role of democratic environment at school for developing competences to participate in the local decision-making, embrace variety and practice civic responsibility. These competences one can develop through Education for Democratic Citizenship and Human Rights Education.



*Council of Europe Reference Framework of Competences for Democratic Culture (2017)*

## **PRINCIPLES OF A DEMOCRATIC SCHOOL**

When investing efforts into developing the culture of democracy at school, it is important to keep in mind that democracy is a process, not a result. Successful delivery of a range of outputs and activities alone will not secure a stronger democracy. A democratic school seeks to improve the quality of relations among all stakeholders, which is by far more challenging to achieve and harder to measure.

Based on the CoE's Charter on Education for Democratic Citizenship and Human Rights Education and international documents on Human Rights the following **set of principles of the democratic school** were identified:

Include Everybody

Value Diversity

Give Everybody Equal Chances

Respect Human Dignity

Live in Peace

Thus, we believe that the democratic school is a school that develops in accordance with democratic principles and respect of human rights and works to develop competences for democratic culture.

The democratic school is not a perfect school without any issues or troubles. This is a school where all stakeholders respect each other and important decisions are made and discussed by parties concerned. This is a school where problems are solved together, whereas challenges and controversies are considered, not ignored or suppressed. And finally, this is a place where by no means democratic principles are neglected or left behind.

It should be noted that democracy above all things is a process and not a result. Arranging a set of activities at school will not ensure a stronger democracy. The school should constantly work on improving relations among various stakeholders which requires considerable amount of time, so the school should really be ready to take the path for a change.

## **WHOLE SCHOOL APPROACH**

How to educate an active citizen? Evidence shows that the competences needed for being a democratic citizen can be acquired best when the content of education, the teaching and learning approaches, as well as extracurricular activities, the general learning environment and links with local community provide opportunities to experience democratic processes.

Learning of democracy at school requires a close interaction and collaboration of all stakeholders (students, teachers, school administration, local authorities and other representatives of local community) in different areas of school life.

Thus, whole school approach that aims to facilitate the learning of democracy by learning about, through and for democratic principles and respect to human rights. This implies joint efforts involving all school stakeholders in all areas of school life.

## **TOOL FOR DEMOCRATIC SCHOOL DEVELOPMENT**

### **Tool for planning, monitoring and evaluation of Education for Democratic Citizenship and Human Rights Education (EDC/HRE) at schools**

To facilitate democratic transformations in schools, EWC has elaborated a special Tool outlining changes a school may wish to make in order to learn and promote a culture of democracy. The document is based on the European Convention on Human Rights, the Council of Europe Charter on Education for Democratic Citizenship and Human Rights, the Council of Europe Framework of Competences for Democratic Culture, the Council of Europe Charter on Youth Participation, the Council of Europe materials on Education for Democratic Citizenship and Human Rights Education (EDC/HRE), as well as EWC's experience from project activities in various countries. The Tool was piloted and improved with contribution from the participants within the EWC's "Schools for Democracy" Programme in Ukraine.

The Tool is guided by the vision that the culture of democracy and human rights can be learned best through a comprehensive democratic school development based on a whole school approach, i.e. coordinated efforts and partnership of all stakeholders in all areas of the school life.

The Tool outlines democratic standards in three main areas of the school life: teaching and learning processes, school environment and governance, and links with the local community.



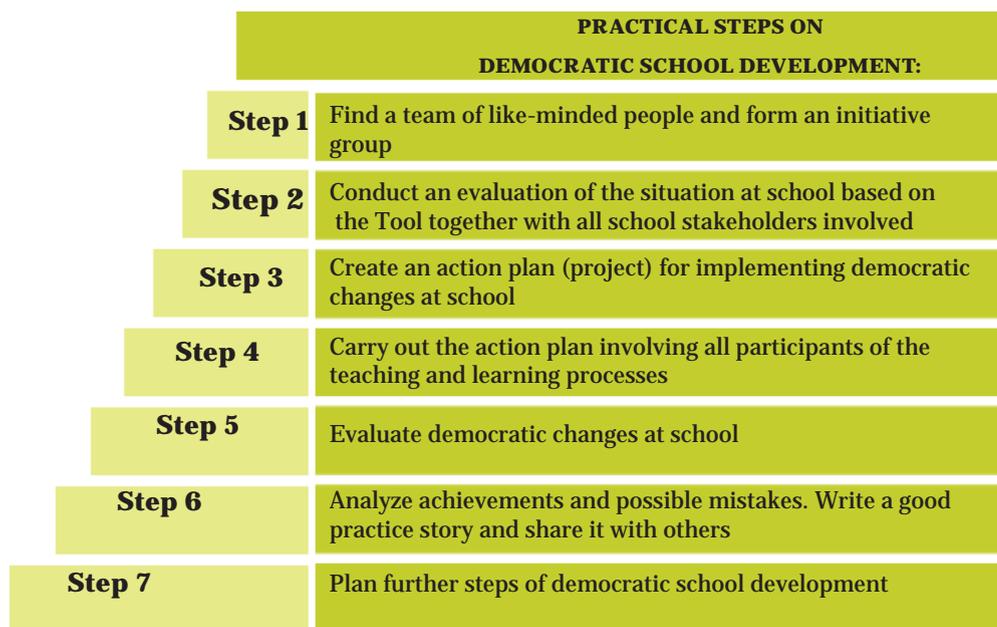
## HOW TO USE THE TOOL?

The Tool can be used for situation analysis, action planning and evaluation of changes in three areas of school life: by introducing Education for Democratic Citizenship and Human Rights Education into the teaching and learning process, democratization of school governance and climate at school, and through building partnerships with the local community.

The Tool embraces 26 democratic standards in three main areas: development of democratic school environment and democratic governance at school, fostering EDC/HRE in teaching and learning processes, establishing links and partnerships with local community and parents.

It is also multifunctional as it serves as the basis for school self-evaluation, suggesting at the same time possibilities for further democratic development and helping to monitor the progress in embracing democratic culture at school.

The Tool is dynamic and flexible, which gives an opportunity for its further use during several years, focusing on one area or standard at a time. The Tool may be used for self-evaluation purposes only, not for external evaluation, as it focuses on development and possible improvements of the school environment. So, how do you implement democratic changes at school based on Tool? Here are seven practical steps on how this can be done.



Working with the Tool, it is important to bear in mind three main questions: • **How are the principles of democracy and human rights reflected in the school's life?** • **How does the school integrate the principles and approaches of the EDC/HRE in the teaching and learning processes?**• **How does the school cooperate with local community?**

By answering these questions, the schools can analyze current democratic profile and challenges for the democratic culture, plan actions to improve the situation and evaluate the efforts taken in each of the three areas of the school life.

**TOOL FOR DEMOCRATIC SCHOOL DEVELOPMENT**  
**Area of Changes I: DEMOCRATIC ENVIRONMENT AND DEMOCRATIC**  
**GOVERNANCE AT SCHOOL**

<b>1.1 School environment and school governance are democratic</b>			
<b>Standard</b>	<b>Indicators</b>		
1.1.1 The school's documents (guidelines, statutes) reflect principles of democracy and respect for human rights, their provisions are implemented	<ol style="list-style-type: none"> <li>1. What documents regulate the work of the school?</li> <li>2. What are the core values embodied in each of these documents? Provide examples (quotations)</li> <li>3. Who participated in the development of these documents?</li> <li>4. What was the procedure of their approval?</li> <li>5. What international human rights documents were taken into consideration when these documents were developed?</li> <li>6. What democratic principles does the school use as guidelines for its work?</li> <li>7. How is this manifested? Provide some examples.</li> </ol>		
<b>Level of the standard's implementation</b>			
<b>Initial</b>	<b>Partial</b>	<b>Advanced</b>	<b>Sustained</b>
Democratic principles and procedures are not reflected in the school documentation	School documentation reflects democratic principles and respect for human rights	Democratic principles and procedures are applied and reflected in the school documents	Democratic principles and procedures are reflected in the school documents and applied. There are democratic procedures in place for their approval and update.
<b>Standard</b>	<b>Indicators</b>		
1.1.2 The student's self-governance bodies function at school	<ol style="list-style-type: none"> <li>1. Who initiated the establishment of the student self-governance body?</li> <li>2. Is the role of the student self-governance body stipulated in the school's statute?</li> <li>3. How is the student self-government shaped?</li> <li>4. What issues is the student self-government able to solve?</li> <li>5. Provide an example of a recent decision taken by the student self-government.</li> <li>6. Provide an example of a student's self-government initiative, which was implemented at school.</li> </ol>		

<b>Level of the standard's implementation</b>			
<b>Initial</b>	<b>Partial</b>	<b>Advanced</b>	<b>Sustained</b>
The student self-governance bodies are shaped administratively and their functioning is rhetoric	The student self-governance bodies are shaped administratively and deal with a limited scope of issues	The student self-governance bodies are elected and function	The student self-governance bodies are elected, function, initiate and influence decision-making at school
<b>Standard</b>	<b>Indicators</b>		
1.1.3 Teachers, students, parents and other stakeholders of the learning process participate in the decision making and development of the school plans	<ol style="list-style-type: none"> <li>1. How is the work in school planned?</li> <li>2. Who participates in this process, who provides consultations for the development of the relevant documents, who implements the decisions?</li> <li>3. How are the parents' and students' rights to participate in planning and decision-making realized (regarding logistics, teaching and learning process, student leisure etc)?</li> <li>4. Do school documents contain procedures that guarantee participation of all the stakeholders in the decision-making process?</li> <li>5. How are all the stakeholders informed about the plans and decisions?</li> </ol>		
<b>Level of the standard's implementation</b>			
<b>Initial</b>	<b>Partial</b>	<b>Advanced</b>	<b>Sustained</b>
Teachers, students, parents do not participate in the decision-making. The planning is done by administration only	Teachers, students, parents and other school stakeholders participate in decision making regarding a limited scope of issues	Teachers, students, parents and other school stakeholders elaborate and make decisions jointly, including on issues of whole-school importance	All participants in teaching-learning processes actively participate in the planning and decision-making at school, their interests are taken into consideration. A clear procedure of decision-making is in place. The community is broadly informed and reported to about the plans and decisions.
<b>Standard</b>	<b>Indicators</b>		
1.1.4 There are procedures of democratic governance established and functioning at school	<ol style="list-style-type: none"> <li>1. What documents describe procedures of the school governance?</li> <li>2. What democratic values are at the core of the school governance? How is it reflected in practice? Examples.</li> <li>3. Who can initiate decisions regarding different spheres of the school's functioning?</li> <li>4. How are decisions made?</li> <li>5. Are there any procedures for decisions in place?</li> <li>6. Did anyone use the right to appeal a decision within the last year?</li> <li>7. What were the reasons and who initiated them? What was the procedure and what were the results?</li> </ol>		

<b>Level of the standard's implementation</b>			
<b>Initial</b>	<b>Partial</b>	<b>Advanced</b>	<b>Sustained</b>
There are no procedures of democratic governance established	Procedures of democratic governance exist only rhetorically	Procedures of democratic governance are established and applied	Procedures of democratic governance are established, applied and updated according to the school community needs
<b>Standard</b>	<b>Indicators</b>		
1.1.5 Students are encouraged to establish organizations and interest groups aiming to strengthen the process of the democratic decision-making at school	<ol style="list-style-type: none"> <li>1. Are there any student organizations or interest groups in the school?</li> <li>2. Who and how has initiated their establishment?</li> <li>3. What was the aim of their establishment and what do they do?</li> <li>4. Who participates in their activities, and how many members do they have?</li> <li>5. What decisions regarding the school life are they able to initiate?</li> </ol>		
<b>Level of the standard's implementation</b>			
<b>Initial</b>	<b>Partial</b>	<b>Advanced</b>	<b>Sustained</b>
There are no organizations or interest groups in the school, and there is no wish / need to establish them	There are student organizations or interest groups in the school, but they were initiated and are guided by the adults	There are student organizations or interest groups in the school, which are established taking into consideration the students' interest and wishes	There are student organizations or interest groups in the school, they are initiated by the students and take part in the decision-making
<b>Standard</b>	<b>Indicators</b>		
1.1.6 The school management style is democratic, responsibility is shared equally (different stakeholders are involved in the process of decision making, information about the process of decision making is public)	<ol style="list-style-type: none"> <li>1. What values are at the core of the schools' governing process? Please provide examples.</li> <li>2. In what cases can students, parents and teachers participate in the managerial decision-making?</li> <li>3. What decisions are made jointly? How is the information about the adopted decision disseminated?</li> <li>4. What decisions did students or parents initiate within the last two years? Provide some examples. Were they adopted?</li> </ol>		

<b>Level of the standard's implementation</b>			
<b>Initial</b>	<b>Partial</b>	<b>Advanced</b>	<b>Sustained</b>
Decisions are made by the school administration only	Decisions are made without consultations or taking into consideration the interests of all the stakeholders	Decisions are made after consultations with and/or taking into consideration the interests of all the stakeholders at school	Decisions are made jointly and openly, involving all the stakeholders. There is a procedure in place to facilitate accountability for the decisions taken
<b>Standard</b>	<b>Indicators</b>		
1.1.7 Exchange of the public information in the school is transparent, everyone has equal access to information	<ol style="list-style-type: none"> <li>1. What information is disseminated between representatives of the school community?</li> <li>2. How is the information disseminated at school?</li> <li>3. How easily can all participants in the teaching learning process access the school's documents?</li> <li>4. What media exist in the school?</li> <li>5. Who created these media and who monitors their functioning?</li> <li>6. What kind of feedback channels are there at school? How are all the school stakeholders informed about them? How are they used?</li> </ol>		
<b>Level of the standard's implementation</b>			
<b>Initial</b>	<b>Partial</b>	<b>Advanced</b>	<b>Sustained</b>
Public information is accessible only partly	Public information is accessible	Public information is accessible and explained to all the stakeholders at school	Public information is accessible and explained to all the stakeholders at school and discussed. There are channels for feedback at school
<b>1.2. Relations at school reflect social equality, solidarity, tolerance and respect for human rights</b>			
<b>Standard</b>	<b>Indicators</b>		
1.2.1. There are functioning rules at school that guarantee equal treatment and equal access for all students, teachers and other members of the staff, regardless of their descent, cultural identity, lifestyle or beliefs	<ol style="list-style-type: none"> <li>1. Which school documents stipulate the rules that guarantee equal attitude? Provide some examples</li> <li>2. What values are expressed in these rules?</li> <li>3. When and how were these rules introduced?</li> <li>4. Do procedures of reacting to the cases of unequal treatment exist in the school? What are they like?</li> </ol>		

<b>Level of the standard's implementation</b>			
<b>Initial</b>	<b>Partial</b>	<b>Advanced</b>	<b>Sustained</b>
Rules at school that guarantee equal treatment and equal access for all students, teachers and other members of the staff exist rhetorically only	There is a system of measures promoting values of tolerance and equal treatment at school.	There is a system of measures promoting values of tolerance and equal treatment at school. There is a set of rules of reacting to situations of unequal treatment	There are functioning rules at school that guarantee equal treatment and equal access for all. There is a procedure of reacting to cases of discrimination and unequal treatment in place; it is continuously updated and functioning.
<b>Standard</b>	<b>Indicators</b>		
1.2.2 All the school stakeholders are encouraged to oppose discriminatory or demeaning actions or dissemination of false/fake information at school	<ol style="list-style-type: none"> <li>1. What programs or events aiming to prevent discrimination are there at school? Provide some examples</li> <li>2. Did any discrimination take place in school? What kind of discrimination was that?</li> <li>3. How did the school react to these cases?</li> <li>4. How is equal treatment and response to manifestations of discrimination encouraged?</li> <li>5. How can all students inform about cases of discrimination or bullying? Do they do this?</li> </ol>		
<b>Level of the standard's implementation</b>			
<b>Initial</b>	<b>Partial</b>	<b>Advanced</b>	<b>Sustained</b>
The issue of discriminatory or demeaning actions or dissemination of untrue information at school is not raised	The issue of discriminatory or demeaning actions or dissemination of untrue information at school is raised, but not covered in the curriculum	There are projects carried out and measures taken to prevent discrimination. Relevant trainings are conducted.	There are projects carried out and measures taken to prevent discrimination. Relevant trainings are conducted. Response mechanisms are in place. A climate of intolerance to discrimination is built at school
<b>Standard</b>	<b>Indicators</b>		
1.2.3 The school infrastructure and physical environment promote equal relations, respect for human rights, responsibility and participation	<ol style="list-style-type: none"> <li>1. Is there infrastructure at school that allows access and use of facilities by people with special needs?</li> <li>2. Can students and parents influence the furnishing of the school space?</li> <li>3. Does the school have a space where meetings and discussions can be held?</li> <li>4. Can students independently decide about furnishing of a class or a club?</li> <li>5. Do toilet rooms in the school provide appropriate level of privacy and security?</li> </ol>		

<b>Level of the standard's implementation</b>			
<b>Initial</b>	<b>Partial</b>	<b>Advanced</b>	<b>Sustained</b>
The school infrastructure does not provide for equal opportunities	The school infrastructure provides for equal opportunities	The school infrastructure provides for equal opportunities. Parents and students are involved in shaping of the school physical environment	The school infrastructure provides for equal opportunities. Parents and students are involved in the decision-making regarding the school's physical environment
<b>1.3.Conflicts are solved peacefully with participation of all stakeholders</b>			
<b>Standard</b>	<b>Indicators</b>		
1.3.1 Procedures of peaceful and participatory conflict resolution are in place, as well as counteraction to discrimination, bullying and mobbing, including Code of conduct	<ol style="list-style-type: none"> <li>1. How does school solve conflicts?</li> <li>2. Did school adopt special documents and procedures with regard to resolution of conflicts? Provide some examples</li> <li>3. How are skills of and knowledge about peaceful conflict resolution and anti-discrimination disseminated in school?</li> <li>4. What are the main rules of conduct in the school and where are they written down?</li> <li>5. Were any changes introduced to them, when and how?</li> <li>6. Does a system of penalties and incentives exist?</li> <li>7. How does the school evaluate its efficiency?</li> <li>8. What system of conduct evaluation is applied in the school?</li> <li>9. How was it created?</li> <li>10. Do rules for prevention of conflicts, discrimination and bullying exist in the school?</li> <li>11. How does the school combat student bullying?</li> <li>12. Were there any special lessons carried out to develop the skills of conflict prevention, prevention of discrimination and bullying, mediation, held over the last two years?</li> <li>13. How effective were these measures?</li> <li>14. How does the school engage parents, students and teachers in the prevention of conflicts, discrimination and bullying?</li> </ol>		

Level of the standard's implementation			
Initial	Partial	Advanced	Sustained
The Code of conduct is in place	The Code of conduct is in place, but the procedures for conflict resolution and combating discrimination are rhetoric	The Code of conduct is in place, knowledge about peaceful conflict resolution and anti-discrimination is disseminated. The school administration and teacher staff usually take care of conflict resolution process	The Code of conduct is in place, they are clear for all, observed by all the stakeholders and updated accordingly. There are special documents and procedures for conflict prevention and resolution in place. The school system of mediation is functioning

## Area of Changes II: EDUCATION FOR DEMOCRATIC CITIZENSHIP AND HUMAN RIGHTS

2.1. The school has integrated EDC/HRE principles and approaches into the curriculum			
Standard	Indicators		
2.1.1. EDC/HRE is taught as a separate subject	<ol style="list-style-type: none"> <li>1. What separate subject covers EDC/HRE topics?</li> <li>2. Is this subject part of elective or compulsory part of the curriculum? What are its components and number of hours?</li> <li>3. In what grades is this subject learned and by how many pupils?</li> <li>4. What topics do teachers pay special attention to and why?</li> <li>5. Who developed the program for teaching in this subject, is this a standard program or is it developed/ modified by a teacher?</li> </ol>		
Level of the standard's implementation			
Initial	Partial	Advanced	Sustained
No	Yes, in the elective part of curriculum	Yes, as a compulsory subject	Taught systematically though out several years
Standard	Indicators		
2.1.2 EDC/HRE components are included in a range of the school subjects	<ol style="list-style-type: none"> <li>1. What subjects' programs contain the EDC/HRE components?</li> <li>2. How many teachers include the EDC/HRE topics into teaching in their subjects?</li> <li>3. Are these subjects taught as a part of elective or compulsory part of the curriculum?</li> <li>4. What topics do teachers pay special attention to?</li> <li>5. What, in the teachers' opinion, are the results of inclusion of the EDC/HRE components into a number of subjects?</li> </ol>		

<b>Level of the standard's implementation</b>			
<b>Initial</b>	<b>Partial</b>	<b>Advanced</b>	<b>Sustained</b>
EDC/HRE components within the standard program	Modified programs are in place for elective subjects	A modified program is in place for several compulsory subjects	Programs of all the school subjects have been modified
<b>Standard</b>	<b>Indicators</b>		
2.1.3 EDC/HRE topics are included into the curriculum in a comprehensive and systematic way (interdisciplinary approach)	<ol style="list-style-type: none"> <li>1. Which subjects' programs include topics of EDC/HRE?</li> <li>2. Is teaching of these topics unified by one coherent program? If so, why was it decided to develop a tool for inclusion of EDC/HRE topics into a number of subjects?</li> <li>3. Who developed the teaching and learning methodology and who approved it?</li> <li>4. Who monitors thematic EDC/HRE links in separate subjects and how do teachers cooperate on the implementation of the comprehensive program?</li> <li>5. For how long is the comprehensive teaching of this program implemented? Have there been any changes?</li> <li>6. What are the results of its implementation, what are the program's effects on students?</li> </ol>		
<b>Level of the standard's implementation</b>			
<b>Initial</b>	<b>Partial</b>	<b>Advanced</b>	<b>Sustained</b>
There is no comprehensive EDC/HRE program in place	There is some sporadic organization of events in EDC/HRE topics	Several subjects teach the EDC/HRE topics as a complex block of subjects	A comprehensive program for teaching EDC/HRE topics is in place
<b>Standard</b>	<b>Indicators</b>		
2.1.4 The Council of Europe manuals in EDC/HRE are used in class	<ol style="list-style-type: none"> <li>1. What manuals are used? In what subjects?</li> <li>2. How many teachers use them?</li> <li>3. What topics are used most frequently?</li> <li>4. What exercises are used most frequently? (Please provide some examples)</li> <li>5. How do teachers assess suitability of manuals for teaching?</li> </ol>		
<b>Level of the standard's implementation</b>			
<b>Initial</b>	<b>Partial</b>	<b>Advanced</b>	<b>Sustained</b>
Manuals are not used	Sporadic use of manuals to teach separate topics	Use of Manuals within certain subjects	Most of the teachers use Manuals in class

## 2.2. Extracurricular work is aimed at promotion of democratic principles and respect for human rights

Standard	Indicators
2.2.1 Projects and initiatives aiming at promoting democratic principles and respect for human rights are carried out at school	<ol style="list-style-type: none"> <li>1. What projects in EDC/HRE were realised at school over the last two years?</li> <li>2. How did the need for these projects come up?</li> <li>3. How many people and who were involved in these projects?</li> <li>4. Were there any projects initiated by students? Which ones?</li> <li>5. Who was the target group of these projects?</li> <li>6. What are the results of these projects?</li> <li>7. What are the long-term effects of these projects in the school and local community?</li> </ol>

### Level of the standard's implementation

Initial	Partial	Advanced	Sustained
No projects or initiatives are carried out	Projects are carried out based on the initiative of teachers	Projects are initiated jointly by teachers, students and parents	EDC/HRE projects are carried out in a systematic way

## 2.3. EDC/HRE approaches and methods are used in the teaching and learning process

Standard	Indicators
2.3.1 Active learning methods of teaching and learning are used in the EDC/HRE teaching learning process	<ol style="list-style-type: none"> <li>1. What active learning methods do the teachers use for teaching the EDC/HRE topics?</li> <li>2. What methods do teachers prefer/ consider most useful?</li> <li>3. How often do they use them?</li> <li>4. What methods of teaching that develop competencies of cooperation, critical thinking, and problem analysis are used in school (examples)?</li> <li>5. What conditions are there in the school for the use of active learning methods (dynamic space)?</li> </ol>

### Level of the standard's implementation

Initial	Partial	Advanced	Sustained
Not used	Certain elements are used	Partly used in teaching in some subjects	Various active learning methods are used in all subjects

Standard	Indicators
2.3.2 Teachers possess opportunities for professional development in the field of EDC/HRE	<ol style="list-style-type: none"> <li>1. Did teachers attend courses on EDC/HRE within the last two years?</li> <li>2. What kind of courses were they and in what format?</li> <li>3. How many teachers took part in such courses and on what subjects?</li> <li>4. How do teachers use the skills acquired in their professional activity (please provide some examples)?</li> <li>5. What are teachers' needs in this regard?</li> <li>6. Are there possibilities for professional development of teachers within the school? What are they?</li> </ol>

Level of the standard's implementation			
Initial	Partial	Advanced	Sustained
Only within the scope of the state program and courses	Some teachers have participated in various training courses	Access to various forms of professional development	Teachers have access to various courses, including those provided by non-governmental organizations
Standard	Indicators		
2.3.3 Students and parents can choose separate subjects, educational topics, format of homework, evaluation methods etc, opportunities for joint learning and assessment are provided	<ol style="list-style-type: none"> <li>1. Do parents and students have influence upon selection of subjects, educational topics, formats of homework and evaluation methods? Please provide some examples.</li> <li>2. How can they make suggestions?</li> <li>3. How are decisions made in these cases?</li> <li>4. Do students know assessment criteria before fulfilling their tasks?</li> <li>5. Are classes suggested by students or parents carried out in the school?</li> </ol>		
Level of the standard's implementation			
Initial	Partial	Advanced	Sustained
No	Rhetorically only, in compliance with the state requirements for specialized learning in high school	Yes, in teaching in several subjects	Yes, students and teachers can influence what subjects children take within the elective part of the curriculum. They know and understand evaluation criteria and have an opportunity of joint learning

### Area of changes III: LINKS, PARTNERSHIP AND COOPERATION WITH THE LOCAL COMMUNITY

3.1. Representatives of the school organize themselves and act to solve social and global issues (in the field of environment, justice, poverty reduction, peace work)	
Standard	Indicators
3.1.1. Events aiming to solve community problems and support of community interests are organized in school (within the last two years)	<ol style="list-style-type: none"> <li>1. What events were organized in school within last two years? Who initiated them?</li> <li>2. What problems were they aiming to solve?</li> <li>3. How many people / who took part in their realization?</li> <li>4. What were the results of these events?</li> <li>5. What is the effect of these events? On what groups of residents?</li> <li>6. What long-term effects did these events have?</li> </ol>

<b>Level of the standard's implementation</b>			
<b>Initial</b>	<b>Partial</b>	<b>Advanced</b>	<b>Sustained</b>
Are not organized at all	Events are held rhetorically, are initiated by the school only	Events are held and are initiated both by the school and the local community	Events are held jointly and they have influence on solution of the local problems
<b>Standard</b>	<b>Indicators</b>		
3.1.2 Initiative groups exist in schools or organizations that unite interested people with the aim of solving problems that the community is facing	<ol style="list-style-type: none"> <li>1. What organizations or groups exist in school?</li> <li>2. What organizations or groups deal with solving community problems?</li> <li>3. What individuals participate in the activity of these groups/ organizations? Who are they and how many are they?</li> <li>4. What problems were solved/ attempted to be solved, example?</li> <li>5. What are the results of their activity?</li> </ol>		
<b>Level of the standard's implementation</b>			
<b>Initial</b>	<b>Partial</b>	<b>Advanced</b>	<b>Sustained</b>
They don't exist	Exist rhetorically, initiated by administration	Exist based on initiative of students and teachers, meet regularly	Exist and help to solve problems
<b>Standard</b>	<b>Indicators</b>		
3.1.3 Teachers, students and parents participate/ get involved in activity of local NGOs (within last two years)	<ol style="list-style-type: none"> <li>1. Who participates in activities of local NGOs? How many are they?</li> <li>2. In the work of which organizations, to what extent and in what roles are they involved?</li> <li>3. What decisions can they make and what can they have influence on?</li> <li>4. What are the results of their activity (examples)?</li> </ol>		
<b>Level of the standard's implementation</b>			
<b>Initial</b>	<b>Partial</b>	<b>Advanced</b>	<b>Sustained</b>
Do not engage	Engage periodically, as consumers of services	Participate but do not influence decisions	Participate and influence decisions
<b>Standard</b>	<b>Indicators</b>		
3.1.4 Encourage participation of students in the life of community and social debates	<ol style="list-style-type: none"> <li>1. What forms of students' participation in community life exist?</li> <li>2. How many students actively participate in community life?</li> <li>3. Are social discussions (debates, roundtables etc) with student participation conducted?</li> <li>4. On what topics? How many students participated in them?</li> <li>5. How does school promote participation of students in community life? In what forms and who is taking care of this? What decisions in the community can students and teachers influence?</li> </ol>		

<b>Level of the standard's implementation</b>			
<b>Initial</b>	<b>Partial</b>	<b>Advanced</b>	<b>Sustained</b>
Students do not participate, do not engage	Students are engaged passively	Students Engaged voluntary, from time to time	All are constantly engaged based on their own initiative
<b>3.2.Partnerships with local administration, organizations in local community are established and contribute to the strengthening of democratic participation</b>			
<b>Standard</b>	<b>Indicators</b>		
3.2.1 Students are involved in co-governance of the youth sphere in local community	<ol style="list-style-type: none"> <li>1. Do local self-government bodies engage students in processes of decision-making on matters that relate to them?</li> <li>2. Are there any formal structures representing youth in the community?</li> <li>3. Do students participate in their functioning and if so - when and how many of them?</li> <li>4. In decision making relating to what matters can school youth participate in the community?</li> <li>5. What motivated students to participate and cooperate with the local community?</li> <li>6. How are young people's opinions taken into consideration during the decision-making processes in the community?</li> </ol>		
<b>Level of the standard's implementation</b>			
<b>Initial</b>	<b>Partial</b>	<b>Advanced</b>	<b>Sustained</b>
Not involved	Involved passively	Involved voluntary from time to time	Constantly involved, on their own initiative
<b>Standard</b>	<b>Indicators</b>		
3.2.2 Partners regularly are invited to school with the aim of participation in different events and in process of decision making relating to the school's development	<ol style="list-style-type: none"> <li>1. What partners participate in the school's life on a regular basis?</li> <li>2. Who initiates involvement of partners?</li> <li>3. What is their involvement like?</li> <li>4. What decisions relating to the school life do the partners participate in? (Please provide some examples)</li> <li>5. How are partners engaged in different events in the school (examples)?</li> </ol>		
<b>Level of the standard's implementation</b>			
<b>Initial</b>	<b>Partial</b>	<b>Advanced</b>	<b>Sustained</b>
Not invited	Invited as a "decoration"	Are involved in implementation of events	Involved regularly, initiate and participate in decision making
<b>Standard</b>	<b>Indicators</b>		
3.2.3 Partners regularly invite teachers, students and parents to organize joint events	<ol style="list-style-type: none"> <li>1. What partners invite teachers, students and parents to organize events together?</li> <li>2. What joint events are teachers, students and parents invited to?</li> <li>3. In what capacity are teachers invited to those events? Students? Parents?</li> <li>4. What events took place over the last year?</li> <li>5. How did cooperation in organizing joint events look like?</li> <li>6. How does communication and informing take place?</li> </ol>		

Level of the standard's implementation			
Initial	Partial	Advanced	Sustained
They do not invite them	Invite them rather rhetorically, for „decoration” only	They are involved sporadically, do not influence policies	They are involved regularly, initiate and participate in
Standard	Indicators		
3.2.4 Arrangements or agreements about cooperation with NGOs, media, local business representatives and local government exist	<ol style="list-style-type: none"> <li>Does the school have signed agreements/ arrangements about cooperation? With whom?</li> <li>What is the aim of cooperation with mentioned partners? What is the nature of this cooperation? (example)</li> <li>How is this cooperation evaluated?</li> <li>Who and how makes a decision about cooperation?</li> <li>Who initiates arrangements (agreements)?</li> </ol>		
Level of the standard's implementation			
Initial	Partial	Advanced	Sustained
None	Agreements exist only on paper, without real cooperation	Decisions about agreement are made collegially	Cooperation is systematic and has a strategic vision
Standard	Indicators		
3.2.5 Relations between partners are equal, mutual and non-discriminatory and are based on the principles of democracy and respect for human rights (in the process of decision making, division of responsibilities and resources)	<ol style="list-style-type: none"> <li>Under what conditions does the school cooperate with partners?</li> <li>What does cooperation relate to? (examples)</li> <li>Did the school have any problems in the relations with partners?</li> </ol>		
Level of the standard's implementation			
Initial	Partial	Advanced	Sustained
One side is dominating	Relations are equal only rhetorically	Relations are equal but from time to time someone is dominating	Relations are equal

*The European Wergeland Centre (EWC) is a resource centre on education for intercultural understanding, human rights and democratic citizenship, established in 2008 in cooperation between Norway and the Council of Europe (CoE).*

*EWC's main aim is to strengthen the capacity of individuals, educational institutions and educational systems to build and sustain a culture of democracy and human rights.*

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