Tool for Quality Assurance of Education for Democratic Citizenship in Schools

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Tool for Quality Assurance of Education for Democratic Citizenship in Schools

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Contents

List of abbreviations

CEPS	Centre for Educational Policy Studies, University of Ljubljana, Slovenia
CoE	Council of Europe
EDC	Education for democratic citizenship
EDC-QA	Quality assurance of education for democratic citizenship
NGO	Non-governmental organization
QA	Quality assurance
QC	Quality control
SDP	School development planning
SICI	Standing International Conference of Inspectorates
UNESCO	United Nations Educational, Scientific and Cultural Organization

This **Tool for Quality Assurance of Education for Democratic Citizenship (EDC) in Schools** was prepared as a response to the compliance gap between policies and practices of EDC in various countries. While EDC policies are well developed, EDC practices in schools present significant weaknesses. The Tool was also prepared as part of the current interest and implementation of quality assurance in education.

Quality assurance (QA) is a powerful means to improve the effectiveness of education. Its key principle is that the main actors at the forefront of education – such as teachers, head teachers and other stakeholders at school level (students, parents, school administrators and other staff, members of school governing bodies, the community) – are responsible for improving educational performance. Therefore, at the centre of quality assurance are school self-evaluation and development planning processes.

However, these processes are not sufficient for ensuring improvement. They need to be part of a fully fledged quality assurance system in which the national education authorities create the conditions and provide the support for performance improvement by schools.

This Tool is designed as a reference document. It focuses on education for democratic citizenship and applies the principles and processes of quality assurance to EDC.

Chapter 1 introduces the whole *tool*. It (a) presents the background, the objectives and the target groups of the tool; (b) introduces the

Tool's concepts and basic assumptions – particularly concerning education for democratic citizenship (EDC), quality assurance (QA) and quality assurance of EDC (EDC-QA); and (c) explains how the *Tool* can be used.

Chapter 2 provides the conceptual framework on education for democratic citizenship for the whole *Tool*. It (a) provides a definition of what EDC is; (b) considers where and how EDC happens in schools; and (c) discusses key aspects of capacity-building for EDC in schools. The EDC principles thus set out provide the foundation for quality assurance of EDC, and will be constantly referred to in following chapters.

Chapter 3 provides an overview of quality assurance in education, its origin and its main components. The chapter also explains what makes quality assurance different from quality control. What are the processes of quality assurance? Why quality assurance is a system.

Chapter 4 presents the main characteristics of school development planning; this is the central component of quality assurance in education. It also describes school self-evaluation as the core within school development planning. It examines, in particular, the principles, the stages and the challenges of school development planning.

Chapter 5 presents a framework to evaluate EDC. It first explains the main characteristics of indicators, and then sets out the quality indicators of EDC, which have been newly developed for this *Tool* based on the EDC principles presented in Chapter 2.

Chapter 6 is a toolbox. Its objective is to assist schools in preparing and carrying out development planning of EDC. It focuses primarily on the self-evaluation process as the basis of development planning of EDC, and provides initial indications on how to use the evaluative framework on EDC, included in Chapter 5, for this purpose. Chap-

ter 6 follows the various steps of self-evaluation and development planning; gives basic information, guidelines and tools; includes examples from schools and from models from different countries.

Chapter 7 examines, in two parallel ways, the needs and implications of quality assurance of EDC at the level of the education system: (a) it reviews the system of quality assurance and its components, from an EDC perspective; and (b) it examines the requirements for a specific QA system of EDC. It also provides a checklist of policy measures that are necessary for setting up a quality assurance system of EDC.

In the European context, educational systems, EDC and quality assurance vary from country to country. Depending on the country's situation – or whether the starting point is EDC or quality assurance or both – this *Tool* can therefore be used in different ways: for awareness-raising on EDC and QA, as a starting-point for setting up a QA system, for integrating EDC into existing QA systems. In all cases and whatever the purpose, the EDC-QA *Tool* needs to be adapted to each country's context.

What is the *Tool* about and how can it be used?

This chapter provides an introduction to the whole Tool. It
▸▸▸▸ *presents the background, the objectives and the target groups of the* Tool;
▸▸▸▸ *introduces the* Tool's *concepts and basic assumptions particularly concerning Education for democratic citizenship (EDC), quality assurance (QA) and quality assurance of EDC (EDC-QA); and*
▸▸▸▸ *explains how the* Tool *can be used.*

1. Where did this *Tool* come from, and how did it originate?

The *Tool* originates from research carried out on education for democratic citizenship (EDC) in South-East Europe. It is part of a project aiming to develop quality assurance of EDC in the same region and responds to the current attention given to quality assurance in education internationally.

The Tool's *background*

In 2001, the Council of Europe co-ordinated a stock-taking research on 'policies for education for democratic citizenship and the management of diversity[1] in South-East Europe.

The results of this stock-taking exercise, undertaken by a consortium of researchers from the countries concerned, together with a small number of Western European experts, are set out in the regional report of that project.[2] The main conclusions were the following:

◆ Most, if not all, countries of the region had set out their policy intentions concerning EDC clearly and well. The content of such policy statements was generally sound and positive;

◆ Evidence was found, albeit with differences in the various countries, for the perceived lack of effective EDC practices in schools: lack of (a) comprehensive policy implementation plans, setting out tasks and responsibilities; of (b) overall teacher-training policies for EDC; and of (c) systematic monitoring of progress, or quality assurance (QA).

This evidence accounted for the compliance gap in EDC, i.e. the gap between policies and effective practice, between what is declared and what happens in schools.

The first research carried out in South-East Europe was followed by the All-European Study on EDC Policies, published by the Council of Europe in 2003, which reached very similar conclusions across Europe.[3]

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1. The stock-taking research was carried out in the framework of the Task Force 'Education and Youth' (Enhanced Graz Process) of the Stability Pact for South-East Europe and its Working Group on Education for Democratic Citizenship and Management of Diversity. See: www.see-educoop.net

2. *Stock-taking Research on Policies for Education for Democratic Citizenship and Management of Diversity: Regional Analysis*, by Cameron Harrison and Bernd Baumgartl, 2001. See the Council of Europe website: www.coe.int/EDC -> publications -> policies.

3. *All–European Study on Education for Democratic Citizenship Policies, ISBN: 92–871–5608–5*, Council of Europe Publishing, 2004.

Thus, the present *Tool* is one response to this policy-practice gap in EDC. It is also part of the current attention being given by policy-makers, worldwide, to quality assurance in education, as an approach to improve both educational governance, and teaching and learning practices and performance in schools.

At the international level, the *Tool* contributes to implementing Goal No. 6 of Dakar Framework on Education For All (EFA): improving every aspect of the quality of education, and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Similarly, the *Tool* fits into the World Programme for Human Rights Education, proclaimed by the United Nations General Assembly in December 2004, and particularly into the Plan of Action for its first phase (2005-2007), which focuses on the primary and secondary school systems.

Preparing the Tool *for quality assurance of EDC in schools*

As an immediate follow-up to the first stock-taking research in South-East Europe, the *Tool for Quality Assurance of EDC in Schools* (EDC-QA *Tool*) was developed by a team of experts from the countries of the region – co-ordinated by the Centre for Educational Policy Studies (CEPS) at the University of Ljubljana – who drew on the support of experts and experience from Western Europe.[4] The drafting of the *Tool* is part of an overall project aiming at introducing quality assurance for EDC in South-East Europe. This project was launched in the framework of the Stability Pact, endorsed by UNESCO, and supported by the Council of Europe.[5]

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4. See *Appendix 1.*

5. For a full presentation of the project 'Education for Democratic Citizenship: from Policies to Effective Practice through Quality Assurance' (EDC-QA project), see its website: www.see-educoop.net/portal/edcqa.htm

The *Tool* is based on existing practices in Europe. Its development process included:

◆ carrying out a stock-taking exercise and holding an expert discussion on quality assurance in education and of EDC in South-East Europe;

◆ reviewing models and instruments of quality assurance in education and of EDC, particularly in Sweden, the Flemish Community (Belgium), Ireland and the United Kingdom (with specific resources from England, Wales, Scotland and Northern Ireland);[6]

◆ preparing drafts of the *Tool* and discussing them in four meetings of the drafting group;

◆ validating the draft *Tool* by submitting it to experts and practitioners in South-East Europe (Romania, Croatia, Slovenia, Montenegro) and internationally; and

◆ discussing the *Tool* at a seminar involving representatives from ministries of education, head teachers and teachers, inspectors, NGOs (particularly from South-East Europe).

The *Tool* is therefore firmly rooted in the experience and the sharply focused challenges of the countries of South-East Europe. However, it has been prepared so that it can be of interest across Europe and worldwide. Indeed, the *Tool* is generic, and at the core of the strategy which underpins its usage is the assumption that one of the first stages in its use in any new context will be its adaptation for the context (local, national, European and international) in which its use is planned. It is offered as a point of departure and a support for any country or group wishing to strengthen EDC policies and practices.

The *EDC-QA Tool* is included in the EDC Pack prepared by the Council of Europe in the framework of the European Year for Citizenship through Education in 2005 and complements the other

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6. The full list of resources can be found on the website of the EDC-QA project: www.see-educoop.net/portal/edcqa.htm

tools of the EDC Pack.[7] It will also appear as a resource tool in the above-mentioned first phase (2005-2007) of the World Programme for Human Rights Education.

2. What is the structure of the Tool, and what is it trying to do?

The Tool's objective

The *Tool*'s objective is to provide those responsible for planning and carrying out EDC in formal education with principles, instruments, methodologies and options to agree on goals, evaluate their attainment, and improve the EDC performance in schools and within the educational system as a whole.

The Tool's structure

It is a tool for quality assurance of education for democratic citizenship (EDC) in schools. The *Tool*'s structure is as follows:

◆ As the *Tool* focuses on EDC, it starts, in Chapter 2, on 'What is EDC and what does it mean in schools?' – with the presentation of the key characteristics and principles of EDC.

◆ Secondly, it presents, in Chapters 3 and 4, quality assurance in education in general:

⧫ Chapter 3 on 'What is quality assurance and why is it important?' – provides definitions, presents the key components and explains the processes of quality assurance; and

⧫ Chapter 4 on 'What is school development planning and how to do it?' – presents in detail the key features and

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7. Tool 1: Key Issues for EDC Policies; Tool 2: Democratic Governance in Education; Tool 3: Teacher Training in Education for Democratic Citizenship and Human Rights Education.

stages of school development planning as the core component of quality assurance.

◆ Thirdly, Chapters 5, 6 and 7 combine the approaches of quality assurance and of EDC:

⬧ Chapter 5 on the 'Framework to evaluate EDC' includes an evaluative instrument with quality indicators of EDC specifically;

⬧ Chapter 6 on 'School development planning of EDC' explains how to carry out self-evaluation and development planning of EDC in schools; and

⬧ Chapter 7, entitled 'Towards a Quality Assurance System of EDC', looks at the key elements of quality assurance of EDC at the system level.

The *Tool*'s structure is visualized in Figure 1.

EDC principles: *Chapter 2*	⬧ Introduction to quality assurance: *Chapter 3* ⬧ Introduction to school development planning: *Chapter 4*

Quality assurance of EDC

EDC-QA in school	⬧ EDC indicators: *Chapter 5* ⬧ School development planning of EDC: *Chapter 6*
EDC-QA at system level	Policies for quality assurance of EDC: *Chapter 7*
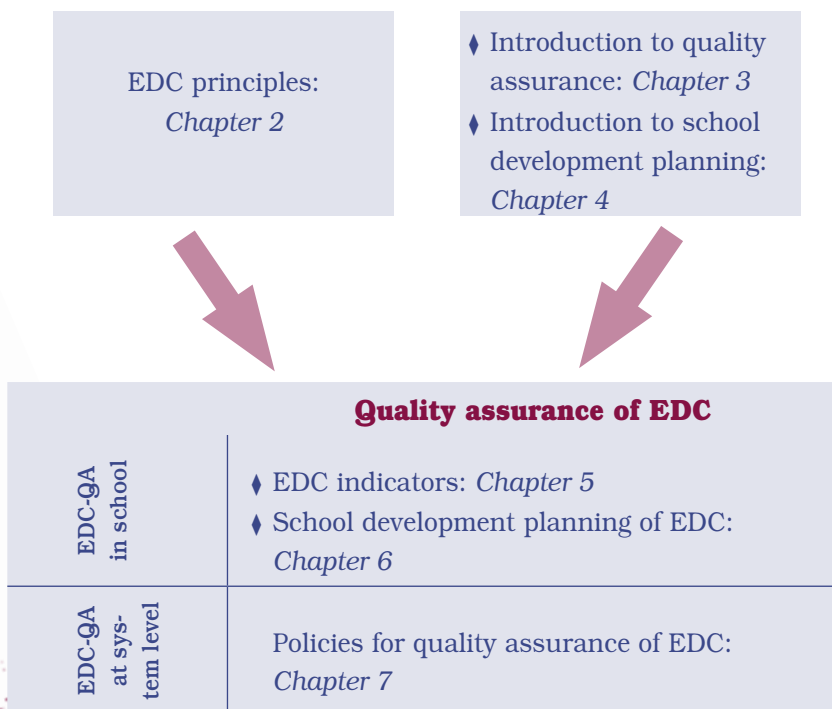
Fig. 1. The tool's structure

The Tool's *target groups*

The main target groups for using the *Tool* are policy- and decision-makers active in EDC and quality assurance at the system level, educational administrators in national ministries and local authorities, and school inspectors. At the school level, the tool is addressed to head teachers and teachers, students and parents.

The *Tool* may also be of interest to anybody active or interested in EDC, and those who could make it effective, including relevant NGOs.

The Tool's *basic assumptions*

The Tool's approach

The *Tool* is indicative and presents good practice, for example on EDC, quality assurance (QA), teamwork and leadership style, etc. It is not neutral or value-free as it includes a vision and fundamental principles concerning EDC and QA. However, it does not assume that all the presented components already exist in the education systems, nor that there is one and only solution to the issues addressed. The *Tool* sets potential targets to be reached by learning and innovation processes.

The *Tool* presents definitions and basic understandings of EDC-QA. It also provides initial indications on how to carry out EDC-QA. However, the *Tool* is not a manual in itself but rather a means for raising awareness, fostering reflection and inspiring action in this area. It is a reference document.

Education for democratic citizenship (EDC)

The EDC approach adopted in this *Tool* combines several elements that are set out in *Chapter 2*. This approach is in line with the consensus beginning to emerge across Europe, based particularly on the work of the Council of Europe in this field. It is a whole-school approach of EDC, which implies that:

- ♦ schools have explicit EDC policies;
- ♦ schools transmit EDC values (formative role of schools) in combination with knowledge and understanding and skills; and
- ♦ EDC is integrated in all subjects of the whole curriculum and in school life. In other words, EDC is more than a curriculum subject. It implies the infusion of EDC values, involves all stakeholders, and therefore requires collaborative work within the whole school.

This approach may not be explicitly endorsed and systematically implemented in any country at present. However, it provides guidelines for EDC good practice, and for adapting the *Tool* in the national and school contexts. These guidelines are particularly helpful, as EDC and quality assurance are becoming policy priorities in many countries in Europe and beyond.

Quality assurance

While a consensus is emerging that quality assurance is a powerful approach to ensure educational improvement and to achieve set educational goals effectively,[8] quality assurance in education is developing in different ways across Europe, according to principles and priorities of the different educational systems.

The generic key principles, approach and components of quality assurance in education are described in detail in Chapter 3. This *Tool* proposes that an effective educational system is one where these components are related and support each other.

On the other hand, it considers that quality assurance is placed at both school level, through school self-evaluation and development planning, and at system level, particularly through accountability and support measures.

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8. Prague Forum 2003, 'Quality in Education and the Democratic Agenda', Council of Europe, CD-ED(2003)9. Council of Europe Standing Conference of European Ministers of Education, 21st Session, Athens (Greece), November 2003.

EDC and quality assurance

QA and EDC are very closely interrelated. EDC principles are essential components of quality education. EDC principles are also inherent in QA processes, as these imply, inter alia, sharing responsibility, transparency and accountability, empowerment for change, decentralization of decision-making. Making EDC principles explicit within quality assurance components will enhance democratic educational governance. Chapter 7 considers, in detail, the links between the key elements of a QA system and EDC.

The main objective of the *Tool* is to use the quality assurance approach to make EDC practices effective. It therefore focuses specifically on quality assurance of EDC (EDC-QA) in schools, and on what is needed at system level to implement and support EDC-QA.

However, a specific EDC-QA process cannot exist on its own terms. It needs to be embedded within an overall national quality assurance system in education. Establishing EDC-QA requires the existence of an effective QA system within the education system.

3. How should the *Tool* be used?

In the European context, educational systems, EDC and quality assurance vary from country to country. Depending on the country's situation or whether the starting point is EDC or quality assurance or both, this *Tool* can therefore be used in different ways : for awareness-raising on EDC and QA, as a starting point for setting up a QA system, for integrating EDC into existing QA systems.

Starting from the perspective of EDC, the *Tool* is a means to tackle the difficult problem shared across Europe of embedding EDC in school practice and implementing EDC effectively across a school system:

- the *Tool*, particularly *Chapters 2 and 5*, can be used in addition to other materials, to foster understanding and raise awareness about EDC concepts and practices;

- carrying out QA of EDC, using *Chapters 5, 6 and 7*, will help identify the situation of EDC in schools and in a country – i.e. which elements are present and which ones are missing – and define a strategy for improving that situation; and

- for countries with well-functioning QA systems, the added value of the *Tool* is to provide specific instruments and guidelines, particularly in *Chapters 5, 6 and 7*, concerning EDC-QA, which need to be adapted and integrated into their existing QA processes.

From the perspective of QA in education in general, the EDC-QA *Tool* is also an incentive to establish or improve the basic components of a QA system as set out particularly in Chapters 3 and 4:

- where quality assurance is less well developed or non-existent, EDC can be an important pilot area for QA development; reflecting and holding an open public debate about the quality of EDC and relevant QA mechanisms, will lead to examining and discussing the overall educational system; and

- introducing processes for educational improvement or making them more effective and democratic, will most likely have positive influences on EDC policies and practices.

In all cases, and whatever the purpose, the EDC-QA *Tool* needs to be adapted to each country's context. This implies:

- reviewing existing EDC and QA policies and practices by using various tools developed nationally and by international organizations, including those of the Council of Europe EDC Pack;

- considering existing achievements and possible gaps between the *Tool*'s guidelines and the country's reality;

- identifying ensuing priorities and needs and developing an overall EDC-QA strategy;

- not only translating the *Tool* but also reshaping, refocusing it, according to identified priorities and needs;

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- bringing together and building on possible existing but disparate EDC and QA elements and/or initiatives;
- embedding the *Tool* and its use into existing EDC and QA policies and practices;
- training in the use of the *Tool*, and piloting it in a small number of schools; and
- considering necessary policy development for an effective EDC-QA mechanism.

Ideally, a national EDC-QA developing team should be set up including the different stakeholders involved to establish the most appropriate strategy for its use.

What is EDC and what does it mean in schools?

> **This chapter provides the conceptual framework on education for democratic citizenship for the whole Tool.**
> **It**
> ▶▶▶▶ *provides a definition of what EDC is;*
> ▶▶▶▶ *considers where and how EDC happens in schools; and*
> ▶▶▶▶ *discusses key aspects of capacity-building for EDC in schools.*
> **The EDC principles thus set out provide the foundation for quality assurance of EDC, and will constantly be referred to, especially in Chapters 5, 6 and 7.**

1. Introduction

There is a great variety in the concepts and terminology used to define education for democratic citizenship (EDC) across Europe and worldwide. These include, among others, active citizenship, civic education, political education, citizenship education, social education, human rights education, etc.

There are also important differences in terms of:

◆ where EDC is located within education policies, e.g. as a distinct EDC policy or as a component of overall education provisions; and

◆ how it is defined and approached in relation to schools and the curriculum – time allocation, subject-based or cross-curricular, compulsory or optional.

On the one hand, EDC is contextual, i.e. developed and implemented locally, taking into consideration the specific needs and priorities, as well as the cultural and social specificities. On the other hand, EDC is emerging as a common reference point across Europe based on the following principles and approaches.

2. What is EDC?

Education for democratic citizenship (EDC) is a set of practices and activities aimed at making young people and adults better equipped to participate actively in democratic life by assuming and exercising their rights and responsibilities in society. In other words, EDC means learning how to become a citizen and how to live in a democratic society.

This working definition suggests that EDC involves the following characteristics: (a) it is a lifelong learning experience; (b) its ultimate goal is to prepare individuals and communities for civic and political participation; (c) it implies respecting rights and accepting responsibilities; and (d) it values cultural and social diversity. These four characteristics underline the fact that EDC is, first of all, a major aim of educational policies. Thereby, it goes beyond educational practices, the various contents or methods devoted to democracy learning, and it is distinctive from any particular curriculum subject (civics or civic education). As an educational aim, EDC is value-oriented in the sense that it promotes democratic and human rights principles and values (such as human dignity, equality, solidarity, non-discrimination, pluralism and the rule of law) throughout the whole educational system.

EDC as a priority of education policies and practices

Education for democratic citizenship (EDC) plays a central role in the educational reforms under way in many European countries. In this respect, it is important to mention that EDC:

◆ Should be at the heart of the reform and implementation of educational policies.

◆ Is a factor for innovation in terms of organizing and managing overall education systems, as well as curricula and teaching methods.

Source: Recommendation Rec(2002)12 of the Committee of Ministers of the Council of Europe to member states on education for democratic citizenship.

EDC principles

Education for democratic citizenship (EDC):

◆ Is based on the fundamental principles of human rights, pluralist democracy and the rule of law.

◆ Refers in particular to rights and responsibilities, empowerment, participation and belonging, and respect for diversity.

◆ Includes all age groups and sectors of society.

◆ Aims to prepare young people and adults for active participation in democratic society, thus strengthening democratic culture.

◆ Is instrumental in the fight against violence, xenophobia, racism, aggressive nationalism and intolerance.

◆ Contributes to social cohesion, social justice and the common good.

◆ Strengthens civil society by helping to make its citizens informed and knowledgeable, and endowing them with democratic skills.

◆ Should be differentiated according to national, social, cultural, historical contexts.

Source: 'Draft Common Guidelines on EDC' adopted at the 20th Session of the Standing Conference of the Ministers of Education of the Council of Europe, Cracow, Poland, October (2000).[9]

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9. Appendix to the Resolution on Results and Conclusions of the Completed Projects in the 1997–2000 Medium-Term Programme.

3. Where and how does EDC happen in school?

EDC is learning throughout life, in all circumstances, and in every form of human activities. It is lifelong, in the sense that it occurs during the entire life-course, and life-wide, this is to say that EDC includes a series of learning environments inside and outside formal institutions (e.g. non-formal and informal learning, parents and the family, communities).

School is, however, a key provider of EDC as it: (a) allows a systematic learning of citizenship-related knowledge; (b) facilitates an early practice of democratic lifestyles (e.g. participation, collective negotiation, representation); (c) is an institution of public interest, subject to accountability and public control; (d) is a space of law where various stakeholders work and live together; and (e) is a self-governing and self-developing organization.

EDC corresponds to teaching and learning objectives and processes. EDC is a form of literacy, aiming at coming to grips with what happens in public life, being 'lucid', enlightened, developing knowledge and understanding, critical thinking and independent judgement of local, national, European, global contexts. EDC is social learning, learning in society, about society and for society. EDC skills and competencies give equal importance to knowledge, values and attitudes and the capacity for action and participation in a democratic and multicultural society. To acquire EDC skills and competencies, both knowledge-based and practice-based educational methods are called for; these focus on the learner, value his/her situation and experience, foster his/her autonomy and responsibility in the learning process, in the school environment and in society. EDC is achieved through multiple, interconnected learning approaches such as civic education, human rights education, intercultural education, education for peace, education for sustainable development, global education, media education, etc.

As in other educational areas, the EDC teacher's main role is to convey knowledge and to be a reference for learning about EDC contents, as well as concerning values, skills, attitudes and interactions. The teacher also embodies principles and rules, thereby conveying the foundations of democracy. Finally, the teacher, through his/her attitudes and behaviours, conveys EDC principles to students.

EDC is also a whole-school approach. The school context is in fact a set of learning environments and situations where EDC happens. It comprises a variety of learning situations:

◆ Leadership and management: policy regulations, inner decision-making, power distribution, governance, responsibility sharing, public accountability, self-development schemes, planning, institutional evaluation and monitoring, communication, allocation of resources, ownership and empowerment.

◆ School ethos, or the day-to-day activities of the school community: group activities, dominant symbols, representation of authority, school climate, informal leadership, interethnic relationships.

◆ Student participation in school boards and school councils, pupils' parliaments, interest and pressure groups, voluntary activities, youth work, community life, student media.

◆ Relationships: peer learning, mediation and mentoring, hidden curriculum (informal and interpersonal learning), online communities, student–student relationships, teacher–teacher, teacher–parent, teacher–student, headmaster–teacher, school–community links.

◆ Class activities: methods and support materials, assessment and grading, teaching styles, classroom discipline, atmosphere, roles, group work, non-formal/extracurricular activities, learning outcomes.

4. Capacity-building processes for EDC in schools

Schools provide a systematic and professional delivery of specialized knowledge and allow early acquisition of social, cultural and life skills within a complex learning environment. To be successful, the school must embody the same principles as the EDC curriculum. Teaching and learning – and the learning environment – must be coherent. This requires a capacity-building process, which permeates the whole school life and aims to achieve a wide range of governance and management competencies, including knowledge, skills, values and dispositions. This capacity-building process must enhance participation, rights and responsibilities, diversity, which are the key factors of citizenship and democracy learning.

Below are some examples, from the head teachers', teachers' and governing bodies' perspective:

Participation

Knowledge and understanding:
- understand the relationship between participation and the attainment of individual and organizational goals;
- describe the ways, the rules and regulations by which stakeholders can influence and participate in decision-making processes;
- explain why becoming knowledgeable about democratic governance and underpinning values and principles is important for quality assurance.

Skills:
- develop co-operative relationships between teachers, between schools and parents, between schools and community, etc.;
- foster the sense of responsibility and the equal contribution of stakeholders;

- base school management and governance on shared goals, careful planning, responsible monitoring, self-evaluation and accountability; and
- give support and co-operate with school participation structures (school councils, school parliaments, class speakers, etc.).

Values and dispositions:

- know how to cope with, and explain the ethical dilemmas that might confront school decision-making;
- develop a sense of mutual trust and living together; and
- value the sense of initiative, creativity and the willingness to be involved.

Rights and responsibilities

Knowledge and understanding:

- know about the main categories of human rights, their international instruments and legislative support;
- be knowledgeable about the rules governing public institutions and collective life; and
- understand the complementarity of respecting rights and accepting responsibilities in a self-governing organization.

Skills:

- recognize the right of all school actors to be treated fairly and stimulate them to treat others in a similar fashion;
- promote respect for law in all circumstances;
- value teachers and students as subjects of rights;
- develop a school project based on rights and shared responsibilities; and
- be able to consider alternative viewpoints and evidence.

Values and dispositions:

- value oneself and others – develop self-confidence, self-respect and self-discipline;

- combat bias, prejudice, stereotypes and discrimination; and
- promote active concern for human rights.

Valuing diversity

Knowledge and understanding:
- understand how culture and ethics influence people's decisions and actions;
- identify the sources of diversity in school life (ethnic, religious, gender, class, linguistic); and
- understand the benefits of diversity for school governance and management (diversity of choices, variety of backgrounds and contributions, mutual cultural enrichment).

Skills:
- provide diverse learning opportunities to meet various needs, interests, abilities and cultural backgrounds;
- promote equal opportunities;
- encourage values clarification and promote empathy and inter-cultural learning;
- provide opportunities to address a diversity of viewpoints (in the schools boards, student councils or hearings of young people);
- know how to prevent and manage conflicts arising from diversity; and
- involve minority parents in school activities and collective decision-making (e.g. as full and equal members of the school boards, as volunteer resources for outdoor activities, as mentors or tutors, as guest speakers or resource persons).

Values and dispositions:
- promote the principles of pluralism, non-discrimination and social justice;
- value diversity as a richness; and
- encourage dialogue and co-operation.

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Capacity-building for EDC is a long-term process of professional development. Teachers and head teachers grow within their career and acquire these capacities gradually. They therefore need support and training.

Quality assurance of EDC in schools is a means of capacity-building and professional development in EDC as it helps to identify needs and plan activities for training[10] and support in this area.

Before presenting how quality assurance of EDC works, Chapters 3 and 4 explain what quality assurance in education is in general.

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10. Teachers' competencies and training methods in EDC and human rights education are described, for example, in: OHCHR's 'Human Rights Training - a Manual on Human Rights Training Methodology' UN, 2000; the 'Tool on Teacher Training in EDC and Human Rights Education' within the Council of Europe EDC pack.

What is quality assurance and why is it important?

This chapter provides an overview of quality assurance in education, its origin and its main components. The chapter also explains:

▶▶▶▶ *what makes quality assurance different from quality control;*

▶▶▶▶ *what the processes of quality assurance are; and*

▶▶▶▶ *why quality assurance is a system.*

These aspects of quality assurance in education will be applied to EDC in Chapters 5, 6 and 7.

1. Improving education

The mission of a public education system is to offer the best possible education to all the young people whom it serves. Because some fundamental human values are unchanging, there are aspects of school life and learning that remain from generation to generation. On the other hand, the world into which young people are growing up is in a constant state of flux, and one that they must own and shape, encountering new and significant challenges with each new generation. There are, therefore, aspects of school culture and classroom prac-

tice that will always be subject to change and that evolve in response to merging challenges.

It falls on each generation of teachers and educators to carry this task forward – preserving the good of the past, while evolving to meet the challenge of the new. This is a hard enough task for an individual school or teacher; and is a real challenge for a school system. Yet good and effective school systems are what the public pays for, and what young people have a right to expect. Good and effective public education systems are part of what politicians are elected to deliver, and they must organize to bring it about.

All over the world, however, this task – the task of creating and implementing effective policies for educational development – has proved exceptionally difficult to achieve. Whole ranges of approaches – curriculum development, the continuing professional development of teachers, the empowering school-led self-improvement – have been implemented. Until recently, the task of achieving real improvement across school systems has, however, proved both elusive and expensive. Since the early 1990s, a coherent approach to educational development has evolved combining all of these elements together with new forms of empowerment and accountability. It offers more than a methodology or description of good practice. It is a dynamic process, with its own underpinning concepts and theories, roles and responsibilities, activities and interactions and has come to be known as 'quality assurance'. It has been shown to add value to policy implementation and is proving effective in enhancing school and classroom practice.

From the point of view of democratic governance, it is proving effective as a way to bridge the gap between policy and practice. From the point of view of schools and teachers, it is a practical way of offering the quality of guidance and support that are needed to achieve real improvement in the education offered to young people. From the point of the young people themselves, it appears to be successful in achieving a better, more relevant education – and improving standards of achievement in priority areas.

2. Quality control and quality assurance

In general, the two expressions 'quality control' and 'quality assurance' are often used interchangeably and indeed synonymously. Conceptually, however, they are a world apart in their meanings. Quality control (QC) represents an attempt to impose control on a system. In essence, a QC approach says: 'We who are in charge know best – not only what to do, but how to do it. You – the workers – will do exactly as we tell you. And we will set up a "policing force" – the QC department – which will check to make sure that you are doing the right things.'

A QA approach, on the other hand, says, 'Let's agree what it is we should be doing. Then we – those with the democratic responsibility, those in authority – recognize that this is a complex and difficult task, and you – the workers – know far better than we do how to do this effectively. Therefore, we will create the conditions that allow you to exercise your own judgement as to what needs to be done. We will provide the support for you to put the strategies in place and, in a spirit of collaboration, monitor progress to make the right things happen!'

3. The characteristics of QA systems in school education

Many countries now have set up QA systems in support of more effective school education. From their experience, certain patterns appear to emerge. The most effective QA systems include the essential elements listed below. A QA system means not only that these elements are present and functioning efficiently, but that they are coherent and interrelated. A QA system:

◆ Makes arrangements in which the school becomes the key agency for ensuring the quality of provision and progressive development towards its own goals.

◆ Empowers schools in making decisions that carry forward its own development planning, and supports them in their course of action.

◆ Produces, together with schools, clear statements of national educational goals and of national curricula in a form that addresses the question: 'What is quality?' and stimulates the development of course planning and evaluation strategies that are powerful in generating new insights and ideas.

◆ Develops simple, easy to use, evaluative tools, including indicators, and supports their effective implementation. These tools can be used as part of a self-evaluation process to answer the question: 'How well are we doing?', to inform development planning providing practical answers to the question: 'What should we do to improve?'

◆ Revises national and local in-service teacher-training arrangements so as to ensure that training providers respond positively to the needs identified as an integral part of schools' self-evaluation and development planning.

◆ Provides assessment strategies that help schools to meet national standards and to benchmark themselves on an international basis, using external national examination/assessment/certification agencies that carry the confidence of both the public and the profession. These arrangements provide schools with reliable and valid measures of key indicators of quality in the system.

◆ Creates or reforms a national agency with responsibilities for developing and implementing a national QA system. Most often, this agency takes the form of a national school inspectorate set up close to, but not part of government, with sufficient independence to offer a genuinely independent source of advice and feedback. In some cases, where a public or independent

body performs the same role, it must also carry the confidence of both profession and public. Importantly, this national agency is empowered to act as an independent monitor of performance at school, local and national levels. Its judgements on quality of performance provide an important national standard of reference, and vital source of feedback to the system at all levels.

◆ Finally, and crucially, creates effective processes of accountability (usually, but not always, public) designed to provide the QA system with its own internal dynamic in pursuit of continuous improvement.

Quality Assurance in school systems

A good Quality Assurance system in school education:

◆ Makes explicit the purpose and nature of educational provision. Depending on each context, government leads and/or supports a dialogue involving schools and stakeholders and aiming at agreeing on clear educational goals and the relevant curriculum. At the heart of the dialogue is the question of what 'quality' actually means and how it may be 'measured' or represented.

◆ Gives the responsibility for ensuring quality in the school system to the main actors in the system – the schools and teachers themselves. It ensures that these key actors are supported in generating and acquiring data on the quality and impact of their work together with developing appropriate responses to their own analysis of need.

◆ Helps to create a sense of accountability for the day-to-day work of schools and classrooms and a shared commitment to high standards.

4. The processes of quality assurance

Quality assurance consists of a variety of processes. The starting point of quality assurance is defining quality. It means spelling out what we understand by 'quality' derived from what is most valued and important in education, and, objectives that one aims to achieve. As a case in point, the present *Tool* begins, in Chapter 2, with defining EDC and its key principles.

Quality assurance proposes ways to link these educational objectives and their match results. Quality assurance also implies development and learning. Its key ingredients are:

◆ Comparison of how things are with how things should be; this is the self-evaluation process that, in time, becomes ongoing, and a way of reflecting about practice.

◆ Taking measures to close the gap between aspiration and practice, with reference to key priorities and agreed objectives. Thus, the development planning process (SDP).

These two steps are described in detail in *Chapter 4.*

A school and the education system are extremely complex, involving a multiplicity of stakeholders. As part of the quality assurance process, educational development and improvement have therefore to be shared among the various stakeholders according to their roles and responsibilities.

Quality assurance includes devolving responsibility, decentralizing responsibility of decision-making at school level. It implies, on the one hand, involving stakeholders in a process of change, while at the same time being accountable for the impact and success of those changes. Therefore, empowerment and autonomy of schools imply a reciprocal accountability of stakeholders in schools and in the education system. In order to facilitate that relationship, there has to be a policy framework that supports schools in their development, and outlines respective roles and responsibilities.

A basic condition of QA is to raise awareness and motivate stakeholders for change. This is particularly true for teachers used to strongly centralized and/or control-based systems. It is essential to foster a commitment and confidence to take ownership of teaching, learning and school improvement.

Ultimately, school self-evaluation and development planning correspond to a continuous cycle of improvement. They are not a mechanistic nor a linear process, but an ongoing way of reflection and improvement of the day-to-day practice of school and classroom.

5. Accountability

The key purpose of quality assurance is to ensure educational improvement and effective performance. It ought not to be seen as something external to schools and classroom practice, as something imposed to be resisted – but as arising naturally out of the professional concern for quality and standards. While teachers have always endeavoured to assure quality in their day-to-day work, what is perhaps new is a more formalized review of practice and an emphasis on evidence. As teachers become more skilled in using evidence in their practice, they also become more confident with accounting for their work ('telling their story').

Accountability goes together with school empowerment. Devolution of responsibility leads to justifying actions or decisions. Accountability means that a person, a group or an organization, is able to explain and justify actions and decisions taken. It implies that:

◆ decisions and results are communicated to those with responsibility for ensuring the quality and effectiveness of the service, and with regard to the expectations they may hold of that service;

◆ results are evaluated against criteria of quality or targets and objectives previously agreed; and

◆ transparency implies an openness, and is combined with consequences based on the conclusions of this evaluation.

   Various accountability approaches exist:

◆ the market competition approach, whereby schools compete for students and resources, and performance results are used for rating schools, e.g. in league tables;

◆ the decentralization and devolution of decision-making approach, whereby the school leadership is accountable to the community and perhaps parents, who have a central role in decision-making;

◆ the professional control management approach that centres on professional practices of teachers, thus making teachers accountable and therefore the object of increased control;

◆ the standards movement that 'includes systematic efforts to create more goal-oriented, efficient and effective schools by introducing systematic management procedures'[11] (award schemes fit into this approach as reaching a target becomes an incentive for improvement); and

◆ a collaborative approach in which schools work together as networked learning communities supported by national agencies and in a spirit of mutual accountability.

6. Quality assurance as a system of dynamic forces

The important characteristic of quality assurance as a system is that its elements described in section 3 above are interrelated and influence one another.

11. Kenneth Leithwood, Karen Edge and Doris Jantzi, Educational Accountability: The State of the Art, International Network for Innovative School Systems (INIS), Guetersloh, Bertelsman Foundation Publishers, pp. 49–50, 1999.
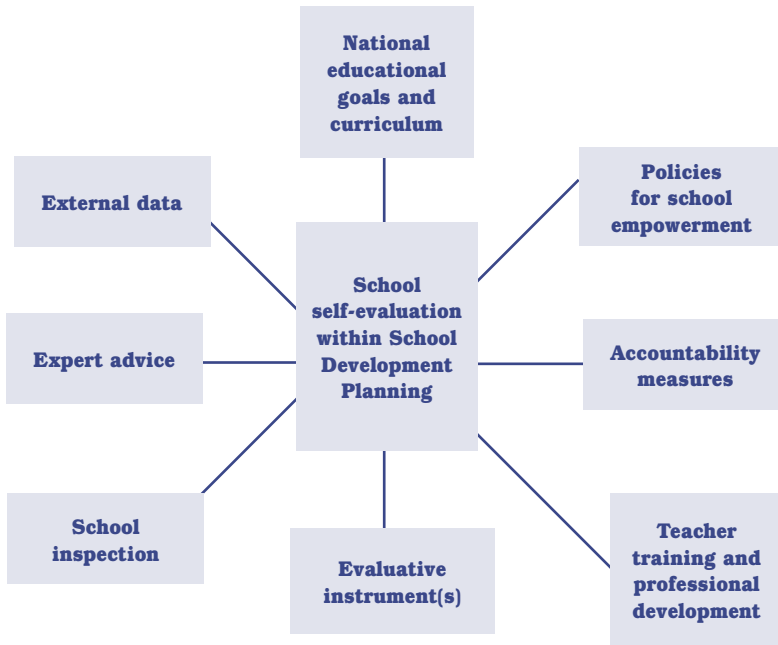
Fig. 2. Components of a quality assurance system

The following relations and interactions between these components are given as examples:

◆ Policies and legislation establishing school empowerment (e.g. on decentralization, school and teacher autonomy) and educational goals are both an act of government. They are a basis for, and influence all the other elements of the QA system.

◆ The same evaluative instrument and external data can be used for school self-evaluation and inspection.

◆ External data, such as tables ranking schools' performance (school league tables), might also be used as accountability measures.

◆ Similarly, inspection reports both provide external data and are an accountability measure.

◆ Reports, by schools or inspection, can be used for different purposes. They can be public and so become an accountability measure.

◆ Self-evaluation within school development planning is, per se, an accountability approach, as it implies that leadership and management – i.e. setting goals, planning and implementing an improvement strategy – is informed by the collected and disseminated data.

◆ Self-evaluation produces knowledge within the school about its work and performance, which helps the school establish its position and autonomy vis-à-vis inspection, thus reducing reasons for general perceptions and fear of control. Consequently, inspection has to explain and justify judgements and decisions.

What is school development planning? How to do it

This chapter presents the main characteristics of school development planning (SDP), which is the key component of quality assurance in education. It also describes school self-evaluation as the core within school development planning. It examines particularly the principles, the stages and the challenges of SDP. It provides a general introduction to school development planning. *Chapter 6* describes the school development planning of EDC.

1. What is school development planning?

School development planning (SDP) is concerned with the development of the school. Its focus and objective are improvement. A school involved in school development planning is a school accepting responsibility for improving the quality of service it provides to its students and its community. A school development plan is an operational programme that, having begun with the question, 'How well are we doing?', then sets out to answer the question, 'How can we get better?' After having determined a set of answers to this latter question, it then works out how to put them into practice.

While this *Tool* uses the term 'school development planning', similar terms, such as school improvement planning, are also used.

A school development plan is not the same as a school work plan, which is descriptive, and presents factually what is to happen in a given school. A school work plan does not deal with issues of quality; the presented goals are not set following an evaluation of the school's situation, and is therefore not developmental.

Key characteristics and challenges of SDP within a quality assurance system are given below.

In countries with effective QA systems working in their public school systems, there is a recognition that the school, as a unit, is at the heart of the system. This is a recognition of the fact that it is the character of the school that constitutes the most powerful alterable influence on student performance; and it is the performance of the school as a whole that comprises the most valuable sources of information/feedback required to drive a QA system. Whatever innovations or policy initiatives may take place at national or county level, education and learning actually take place in schools and classrooms, and it is the nature and quality of the school (and of the teaching within it) that is the largest single alterable factor in the achievement of students. It has already been emphasized that good QA systems recognize that these core processes simply are not susceptible to control from above, and that improvement must be owned and undertaken by the principal actors in the education system – the teachers themselves. School development planning (SDP) then, is the process that gives this responsibility to teachers and that – crucially – empowers and enables them to undertake it.

SDP draws upon the experience of the 'self-improving/self-evaluating school'. However, within a QA system, SDP goes beyond school self-evaluation.

In the context of a national QA system, schools' processes of corporate reflection are more strongly supported by institutions. Most successful examples of national programmes of SDP have rec-

ognized the need to provide the school with help – guidelines and available local consultancy support; useful and usable evaluative frameworks and instruments; training and support in the process of implementation.

The difficulties of undertaking the changes in school structure, culture and perspective, which are a necessary component of undertaking SDP successfully, are very hard to overestimate. The evidence is that the overwhelming majority of schools will need considerable help to understand how they should undertake SDP; and even more help in the actual processes of planning, implementation and monitoring. Such knowledge and skills are not present in a traditional school, nor is it likely that the dominant organizational culture within the school would make such developments easy, unless well supported both practically and procedurally by competent outside agencies.

Secondly, school self-evaluation processes are also guided and driven by nationally provided instruments, and informed by data generated from sources external to the school.

Thirdly, school self-evaluation must be a dynamic process in which development is integral to the concern for quality and is recognized as everybody's interest and responsibility. This is a key principle of an effective QA system designed to ensure that within the education system as a whole the process of self-improvement is not simply for an elite minority, but for every stakeholder and every school.

Finally, the school development plans are a first class indication for educational authorities of where problems and priorities may lie. If national goals for educational development and the improvement of quality in education are to be achieved, then, by keeping a close eye on (though not interfering in) schools' development plans, the national system can consciously redeploy national resources to address the problems thus revealed. This, in turn, will enable schools to undertake the implementation of their own process of development and change.

SDP, then, is in many ways the beating heart of an effective national school QA system. Within a QA system and its three main strands – clarity of definition of what is meant by educational quality, responsibility devolved to the main actors (schools and teachers), and accountability demanded on key performance measures – SDP provides the actual mechanism for producing the improvement in quality at school level, which is the goal of the system.

2. Evaluation as the core of SDP

The details of this process of school development planning vary from context to context, but there is a common core of good practice.

First, a crucial component appears to be that the process is supported by a simple and common evaluative instrument – usually provided nationally – that enables the school to formulate appropriate appreciations of their own performance. A good example would be the booklet, *How Good is Our School?*, developed in one Western European country in the early 1990s, and which has enjoyed a process of continuing redevelopment through the 1990s in response to feedback from schools.[12] This document identifies thirty-one sets of characteristics of a good school, and offers indicators of good performance in each of these fields. This evaluative framework and these indicators can be used by a school to determine for themselves how well they are performing, and to identify areas to which they should give attention. These instruments will reflect, of course, nationally agreed development goals and national perceptions of priorities for educational development.

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12. *How Good is Our School?* Self-evaluation using quality indicators, HM Inspectorate of Education, Scotland, 2002. See: http://www.hmie.gov.uk/documents/publication/HGIOS. pdf

The provision of such an evaluative instrument to schools is vital for at least two reasons. First, it provides an invaluable support for the reflective process: it enables all schools to attempt that which only a few could even begin unsupported. Second, the existence of the framework ensures that all schools will scrutinize all important aspects of their functioning – not just the ones that form the current focus of their interest, or perhaps those that they find most comfortable to scrutinize.

It is theoretically possible for a school to develop its own instrument. However, this would represent a very significant and maybe undesirable challenge, even for a school well experienced and skilled in SDP.

As the present *Tool* focuses on EDC, it includes, in Chapter 5, an evaluative instrument for this specific dimension.

In effective systems, the school's own reflective/evaluative process is not the only source of relevant data. In effective systems, schools are also provided with external data on important aspects of student achievement from national examination systems or nationally created and administered tests. However, taken on its own, this particular category of data can have its own dangers. It can produce distortion in the performance of schools, as they focus their development priorities towards performance on such external criteria. These hard external measurements, however important they are, are by their nature, a subset of the totality of broad educational goals.

All relevant evidence, qualitative and quantitative, must be taken into account if SDP is to head in the right direction.

3. What does SDP look like?

With a view to understanding the basic functioning of SDP, it is presented here schematically in the clear-cut stages of a planning cycle. SDP is an ongoing process. The cycle of evaluation, comparison with

national goals and policies, self-understanding, self-improvement, monitoring, etc., leads to progress, but is never complete, as is illustrated in *Figure 3* at the end of this Chapter.

Stage 0: initial preparation

For a school beginning SDP for the first time it would be wise to allow sufficient time for all staff to begin to understand and construct the process, and to cautiously and incrementally trial the approach. This would include not only developing understandings of QA and SDP in all staff, but also the creation of a school corporate culture of co-operation, collegiality and teamwork. This might be further extended to the involvement of external stakeholders – particularly school governing boards where they exist, as well as parents, students and community. A determined professional development programme involving all staff would certainly be an essential component.

Stage 1: Where are we?

The first stage in developing SDP, involves addressing the question, 'How good are we at those national and local priorities that we have assessed as particularly important?'

- To begin with, the school needs to plan and undertake a corporate process of reflection/evaluation, led, perhaps, by the school principal but always involving and engaging all staff. This whole school process is also reflected at subject department level, and will probably also involve parents and students.
- The whole process is best shaped, supported and guided by a whole school evaluative instrument whether designed at national or at school level.
- The process must not be entirely internal. In particular, other external sources of data must also be incorporated into the process: for example, national test/examination results, national performance benchmarks on health/truancy/delinquency/etc., stakeholders' views, etc. External validation of self-evaluation/self-analysis should also be sought where possible.

● The majority of national systems also make provision for occasional (perhaps every three to five years) inspections/evaluations by a team of external specialists who, using the same conceptual framework as underpinned the school-based evaluative instrument, produce a report on the functioning of the school. This report would cover matters ranging from school ethos, to quality of management and leadership, and relationships with parents. Its primary focus, though, will be on matters of teaching and learning in the school. In systems where such a process is well designed and well carried through, such a report becomes an invaluable point of reference and source of insight into the functioning of the school. Some schools will also employ an external consultant to assist them in this overall process.

● The aim should be to limit and focus the self-evaluation process in such a way that the school can realistically concentrate on its priority areas – and to do so within an effective time-frame. The overall timing of the process is important, in that, if a school development plan is to be in place for the start of the new school year obviously the plan itself must be in nearly complete form by the end of the previous year – in time for decisions about staffing, the redeployment of resources to revealed priorities, etc., to reflect the results of the processes of evaluation and self-reflection. This implies both realistic goals for the overall process and careful planning for the evaluations themselves.

Stage 2: How can we get better?

Once this process of reflection is complete (perhaps by a stage three-quarters of the way through the school year?), then the task of writing a school development plan begins. This involves the following stages:

● Determination of a pattern of strengths and weaknesses.
● Elaboration of a development strategy, including decisions on priorities for development during the following year, definition of development objectives, setting of targets within the capacity of

the school to deliver, identification of steps to be taken to reach objectives and targets, as well as responsibilities. (Sometimes local education authorities or even national inspectorates are involved in this latter process.)

- Identification of particular, or sometimes even individual, training needs resulting from these priorities (principal and staff of the school), and the development of a training plan as part of the overall development plan.
- Identification of needs for other support (consultancy/new learning resources, etc.) and the sourcing of appropriate means to meet them.
- Identification of ways in which the organization or management of the school needs to change in order to meet these new priorities and targets, and the allocation of resources to this planned development.
- Setting up simple ongoing means of monitoring progress towards these priorities and targets and arranging for appropriate responsive action if required.

Stage 3: Implementation

The largest part of the school year is devoted to implementing the principles and priorities of the school development plan. The single most important point to make in this regard is to embed good teaching and learning, and a supportive and encouraging school climate as priorities for a school and its teachers. Therefore, it is vital that the SDP operationally supports these priorities. It is not difficult for a school to become so obsessed with doing SDP well that it forgets its core tasks. A good SDP will have good teaching and learning at its heart, and the planning and implementation processes themselves should always be supportive of these goals. This has clear implications for the planning, support and implementation of the SDP.

### Stage 4: Where are we now? How well did we do?

The SDP cycle should end, in a sense, where it began – with all stakeholders examining progress. Has the school achieved the targets it

set itself in co-operation with its other stakeholders? The results of this reflection, together with external sources of relevant data or evaluations and possible new insights into national or local priorities for development will form the major input to the process of planning for the next academic year. Thus, the process will cycle on, becoming – if it is being well done – increasingly informative and effective.

4. Issues and challenges

The implementation of SDP raises the following additional considerations:

◆ SDP will not necessarily take place in such a linear way as outlined above. While understanding SDP and QA or developing a culture of evaluation and co-operation within the school are important prerequisites, they may also correspond to end results of an SDP process, through a 'learning by doing process', particularly in schools that carry it out for the first time.

◆ SDP is a capacity-building process. Evaluation allows one to stand back, consider achievements, review resources, identify support and training needs for improvement. New insights and skills can then be 're-invested' into the development cycle, as illustrated by the double-loop diagram (Figure 4).

◆ For good development planning, a year is often too short a horizon. For many schools, the major targets of the development plan may have a three- to four-year horizon, and only minor revisions of the plan are undertaken in the intervening years – unless, of course, it is evident that developments are not fulfilling set objectives and targets. In which case revision – including a radical look at priorities and plans – is called for.

◆ In the absence of a reliable QA system, i.e. accountability demanded from schools and support provided for their improvement, empowerment and the devolution of responsibility to
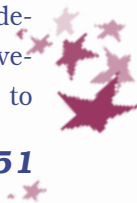
schools is actually undesirable, as schools would be left to their own devices to manage issues and problems beyond their scope and immediate responsibility. Governments should be strongly warned against such steps.

- On the other hand, there is no doubt that, in the presence of an effective QA system, empowerment and the devolution of effective and real decision-making powers to schools and teachers is a vital and necessary component of effective development. SDP will only work if schools are actually empowered to deploy their own resources in pursuit of their selected goals in real time.

- Effective accountability is the vital counterpart to this empowerment. The vehicles for appropriate outcome-based accountability must be robust and effective. The time for accountability is at the end of the cycle: there is no place for interventionism or control – other than on issues of fiscal or legal probity – in the midst of the cycle.

- The corporate nature of SDP, i.e. the consequent accepting of responsibility for the functioning of a whole school by all teachers and other staff in the school is, for most, a radically new experience. As is the recognition on the part of the school principal of his or her radically altered mode of leadership and authority. Principals and teachers need help to make that transition. It cannot be imposed.

- It is too easy for the burden of SDP to become overwhelming, and for the core task of teaching and learning to be sidelined in the rush to plan improvement. SDP should always be kept as simple as possible and focused only on priorities, possibly in one or two crucial areas. It must never become an end in its own right.

Fig. 3. The school development planning cycle

STAGE 0
PREPARE

STAGE 3
IMPLEMENT THE PLAN
Let's do it!

STAGE 1
REFLECT
Where are we?

STAGE 2
PREPARE
THE DEVELOPMENT PLAN
How can we get better?
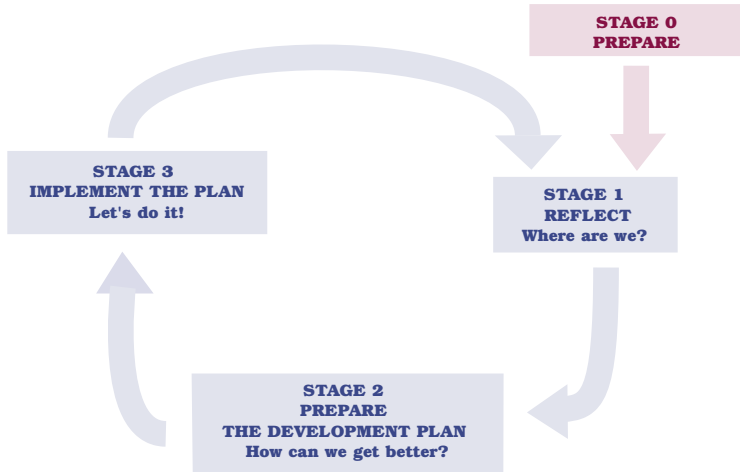
Fig. 4. The evaluation double loop[13]

Implement

Reflect

Plan

Build
capacity

Evaluate
achievement

Review
resources

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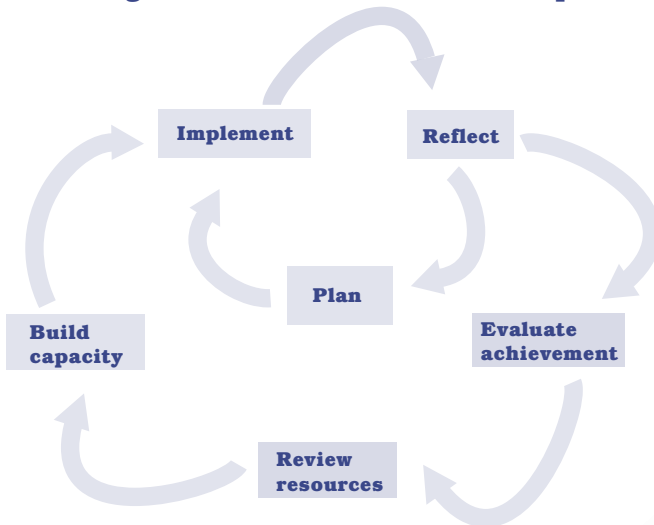
13. Based on John MacBeath presentation at EDC-QA seminar, Brdo/Kokra, 27–29 January 2005.

Framework to evaluate EDC

Beginning with this chapter, the *Tool* moves to examining specifically quality assurance of EDC in schools, based on the principles of quality assurance in education (*Chapter 3*) and school development planning (*Chapter 4*). It presents a framework to evaluate EDC. It first explains the main characteristics of indicators and then sets out the quality indicators of EDC, which have been newly developed for this Tool, based on the EDC principles presented in *Chapter 2*. The use of the instrument is described in *Chapter 6*.

1. Introduction

In line with the general principles and approaches of quality assurance and school development planning, this chapter presents a specific instrument to evaluate education for democratic citizenship in schools. As indicated in previous chapters, the school is the effective unit of quality assurance. One of the key aspects of quality assurance is the use of indicators for evaluation within a school development planning process. The purpose of the quality indicators set out below is to focus, structure and facilitate the evaluation of EDC in a

school: they do so by describing which elements of the school's work to evaluate in this area.

In general, indicators are the basic items submitted to evaluation. To cover what happens in a school, various national systems of indicators would structure them in four main areas: input, process, output and context.

However, as they focus on EDC, and in line with the EDC principles and whole-school approach set out in *Chapter 2*, these EDC indicators (a) are structured thematically in three main areas (curriculum, teaching and learning; school climate and ethos; and management and development); and (b) present EDC as a principle of school policy and school organization, and as a pedagogical process.

The entire school work related to EDC is expressed as six quality indicators with each indicator broken down into more detailed sub-themes and descriptors.

The indicators reflect decisions by the authors about the importance of the particular tasks that a school performs specifically in relation to education for democratic citizenship. The content and scope of each indicator are coherent. At the same time, the indicators are interrelated. EDC aspects may appear in only one or other indicator. Alternatively, they may appear in several indicators, and will be considered in the perspective of the respective area.

The indicators, and particularly the descriptors, present a desired quality of EDC. They provide criteria for judgement, they are a means for comparing 'what is' with 'what ought to be'. Thus, indicators do not describe different levels of quality of schools (from the weak to the excellent), which must be worked out in the actual evaluation. Deciding on and implementing measures to improve, step by step, towards such standards is the objective of school development planning. In addition, as a generic set of indicators that cannot be nationally specific, they refer, as far as possible, to usual practices. They are designed as a common set of guidelines that must be adapted for the actual use in a particular educational system.

The indicators are designed to be easy to use. Nevertheless, indicators are complex in so far as they are compounds of various school tasks. At the same time, they should not be considered as a completely exhaustive checklist. A school may choose one, several or all indicators to evaluate its work. In principle, they reflect the decision that all stakeholders might or should be included in the process of self-evaluation and improvement of the work of a school. In particular, the indicators can be used for schools' internal evaluation, as well as for external evaluation, for example by inspectors.

Chapter 6 describes in more detail how to use these indicators to evaluate the work of a school in EDC.

The evaluative framework is summarized in Table 1 below.

Table 1   The evaluative framework

Areas	Quality indicators	Subthemes
Curriculum, teaching and learning	*Indicator 1* *Is there evidence of an adequate place for EDC in the school's goals, policies and curriculum plans?*	● *School policies in EDC* ● *School development planning in EDC* ● *EDC and the school curriculum* ● *Coordinating EDC*
	Indicator 2 *Is there evidence of students and teachers acquiring understanding of EDC and applying EDC principles to their everyday practice in schools and classrooms?*	● *EDC learning outcomes* ● *Teaching and learning methods and processes* ● *Monitoring EDC*
	Indicator 3 *Are the design and practice of assessment within the school consonant with EDC?*	● *Transparency* ● *Fairness* ● *Improvement*
School ethos and climate	*Indicator 4* *Does the school ethos adequately reflect EDC principles?*	● *Application of EDC principles in everyday life* ● *Relationship and patterns of authority* ● *Opportunities for participation and self-expression* ● *Procedures for resolving conflicts and dealing with violence, bullying and discrimination*
Management and development	*Indicator 5* *Is there evidence of effective school leadership based on EDC principles?*	● *Leadership style* ● *Decision-making* ● *Shared responsibility, collaboration and teamwork* ● *Responsiveness*
	Indicator 6 *Does the school have a sound development plan reflecting EDC principles?*	● *Participation and inclusiveness* ● *Professional and organizational development* ● *Management of resources* ● *Self-evaluation, monitoring and accountability*

2. Quality indicators for EDC

Curriculum, teaching and learning

Indicator 1. *Is there evidence of an adequate place for EDC in the school's goals, policies and curriculum plans?*

• School policies on EDC

The school has a clear and well articulated statement of its policy for the development of education for democratic citizenship. This statement is an important strand of its educational goals for its staff, students and community. The policy clearly relates the broad goals of EDC to the immediate context and circumstances of the school, and to national priorities for action, and includes clear, practical and strategically important goals for development in this area – reflecting local needs. The policy also recognizes the range of matters to which attention must be paid – including curriculum, teaching styles and practices, and matters of whole school organization and leadership.

• School development planning in EDC

A plan exists to put this statement into practice. The plan sets out the practical steps to take to achieve these development goals. The plan is an important component of the overall school development plan (SDP). All staff are aware of this component of the plan, and apply it to their own professional role and responsibilities within the school and classroom.

• EDC and the school curriculum

The content of the school's curriculum covers all the areas of knowledge, skills and values set out in national EDC curriculum guidelines. The school's policy for integrating EDC into its curriculum is consistent with national curriculum policies – whether these emphasize cross-curricular strategies, whole curriculum permeation,

or special curriculum inserts or courses. There is also evidence that the school has taken all these possible courses of action into account in its planning. An examination of the whole curriculum reveals an appropriate emphasis on EDC in terms of time allocation and priority amongst targeted learning outcomes. In addition, these priorities are reflected in the school's extra-curricular activities in EDC and in positive and effective school community links.

- ### *Co-ordinating EDC*

The school has appointed a co-ordinator or a co-ordinating group for EDC activities and has taken steps to delegate the necessary powers and responsibilities to the relevant person or structure. All staff recognize the importance of this role and mechanism. Procedures exist for appropriate joint planning and regular reviews of EDC activities. The school has also committed an appropriate level of available resources to its plans in this area, and suitable learning materials are available and in use.

Indicator 2. *Is there evidence of students and teachers acquiring understanding of EDC, and applying EDC principles to their everyday practice in school and classrooms?*

- ### *EDC learning outcomes*

There is clear evidence at classroom level of teachers' and school administrators' commitment to achieving student learning outcomes relating to EDC. There is an appropriate balance of priority on EDC learning outcomes in the lesson plans and everyday practice of the teachers. Thus, in a cross-curricular perspective, subject teachers still teach their subjects effectively and well, but they do so in a way that also respects, highlights and contributes to EDC goals. There is also, within the overall balance of learning outcomes, adequate coverage of knowledge of democratic principles, institutions and processes, and satisfactory practice of participation skills and development of democratic values and behaviours.

- **Teaching, learning methods and processes**

Teachers assume their role as source of knowledge and authority for students, and at the same time, relationships between teachers and students are characterized by mutual respect and recognition of each other's rights, responsibilities and interests. Teachers transmit EDC-related knowledge using transmissive as well as participative and collaborative methods. Students are provided with opportunities to learn democracy and participation through relevant content, and in practice, for example, through project work. Such projects are related to classroom work in which case teachers act as facilitators, and they are also part of extra curricular activities. Democratic citizenship is learnt through students' opportunities for involvement – for example within the community and with NGOs.

- **Monitoring EDC**

Arrangements are in place for monitoring the progress of students in achieving EDC learning outcomes. A variety of methods are used and combined – such as tests, teachers' observation, peer reviews, students' portfolio, and students' self-evaluation. A system also exists for monitoring individual student's personal and social development and procedures are in place for responding appropriately and effectively to problems. Students' results are reported regularly to parents. There is evidence of detailed re-planning of teaching based on the results of this monitoring process. The school can also show evidence of progress in achieving its goals for EDC.

Indicator 3.   *Is the design and practice of assessment within the school consonant with education for democratic citizenship?*

- **Transparency**

Before the assessment of knowledge and skills in specific subjects, teachers explain what they expect from students, and their criteria for marking. They explain to them the results of assessment, why and how they have formed their own judgements, present them examples of ex-

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aminations/tests that have received marks at different levels, and also explain to them examples of correct answers. Students are encouraged to seek clarification of criteria and the marks they received. They are involved in the process of assessment whenever it is appropriate.

- *Fairness*

A school is applying equality as the fundamental principle in assessing knowledge and skills. This means that they are given equal marks for equal knowledge and skills. A teacher uses the same criteria for assessment for all students who, as a group, should be considered as equal according to their status, regardless of race, colour, gender, ethnicity, religion, language, style of life, socio-economic background, political or other opinion, interest for a subject or some other difference that is not connected directly to the educational process.

Teachers do not use assessment of knowledge and skills in specific subjects for enforcing discipline.

The school takes steps to ensure that pertinent groups of teachers are developing and applying the same standards for their judgements and criteria for assessment, and that the school's criteria refer to the national criteria if possible.

- *Improvement*

Teachers use assessment for immediate information to students. Students have a positive attitude towards assessment and use the results in developing their own learning. The results of the assessment (marks) are communicated to students and parents. They are also used for school self-development and improving the work of teachers.

The results of assessment are used in school development planning. Based on the findings of the evaluation process within SDP, including the evaluation of achievements of teachers and other educational staff, goals for improving school assessment are prepared.

School climate and ethos

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

- *Application of EDC principles in everyday school life*

EDC principles are mainstreamed in all aspects of school life. The school takes clear steps to ensure that EDC principles are known, appreciated and practised in everyday life. Students, teachers and other stakeholders perceive EDC principles as shared values of a democratic school. They behave in a way that reflects respect for personal dignity, equality, justice, sensitivity, diversity, inclusion and solidarity. There is a strong commitment of all to promoting the goals, values, symbols and practices of EDC in regular classes, extracurricular activities, school festivities and informal contacts.

- *Relationships and patterns of authority*

The school promotes open, friendly and caring relationships among all stakeholders. In-school communication and behaviours reflect patterns of authority that are based on rules and regulations, clear distribution of roles, and rights and responsibilities. All school stakeholders, particularly students, teachers and parents, have been involved in their preparation and adoption. The school operates as a team in which relationship and authority are established and exercised with a view to contributing to individual development and classroom and school cohesiveness.

- *Opportunities for participation and self-expression*

The school functions as an open forum of all stakeholders over the issues that improve the quality of learning, teaching and management. Students regularly participate in decision-making and express their opinions freely at all levels of school life, directly or indirectly, through students' councils, clubs or similar organizations and media. They are aware of the importance of participation and self-ex-

pression for their own well-being, as well as for the well-being of the school and society. While engaging in discussions, students and all educational staff demonstrate self-awareness and participation that stem from knowledge, communicative and deliberative skills, especially active listening, critical reasoning and reflective and argumentative thinking.

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

The school has effective policies, instruments and procedures for resolving conflicts and dealing with violence, bullying and discrimination in a peaceful and dignified manner. Conflicts are not ignored or resolved simply by force or authority. The differences in power emerging from the different statuses of stakeholders are recognized. The first step to resolve conflicts is that they are discussed, managed and transformed into a source for learning of mutual understanding, respect and responsibility by applying the principles of the protection of personal dignity, respect for diversity, fairness and impartiality. Teachers, students and other school personnel are prepared for, and committed to peaceful resolution of disputes, especially to mediation, including peer-mediation, and negotiation.

Management and development

Indicator 5. *Is there evidence of effective school leadership based on EDC principles?*

- ### *Leadership style*

The school leadership demonstrates a good understanding of EDC principles. The school has a pro-active, inclusive and collaborative leadership. The school governing bodies are empowered to take decisions concerning the school running and development and there is evidence that the elected members have an appropriate role in the school leadership. The head teacher values EDC in school develop-

ment and policy statements. The school leadership plays an active role in building a positive school climate, and establishes conditions for dialogue, participation, respect for persons and ideas. The school management ensures that all members of the institution have access to relevant information.

- ### *Decision-making*

The school leadership accepts that it is responsible for all school matters and acts according to this role. It encourages staff members' initiative, decision and action. A well-functioning school in this area involves students, parents, community members, as well as social partners and other agencies in society, in deciding upon future directions of the school. The head teacher gives credence to collaborative executive action, alternative options, consultative procedures and joint decision-making.

- ### *Shared responsibility, collaboration and teamwork*

The head teacher works to share responsibility within the school community. He/she creates opportunities for accountability to stakeholders so that the school will be able to show evidence of learning progress and goals achievement. There is a well-functioning citizenship development group including the head teacher, teachers and representatives of parents and school elected bodies (e.g. student councils and parent committees). New teachers are supported to develop their EDC teaching approach and their role within a mainstreamed EDC school policy. The head teacher treats all staff members as partners. He/she locates himself/herself as a leader who is an integral part of the school community rather than maintaining a hierarchical distance from it. The school leadership seeks dialogue, debate and negotiation in case of dilemmas, different viewpoints and conflicts. The staff recognizes and accepts its responsibility in decision-making and school development. Teachers work together on development tasks and cross-curricular themes.

- ***Responsiveness***

The school leadership is well informed about and committed to implement the legislation and policy frameworks related to EDC. The head teachers make use of his/her status as a professional leader to promote teaching and learning practices that support the EDC principles. He/she works with other staff members to deal effectively with undesirable incidents such as school violence, discrimination, sexism, marginalization, racism, xenophobia and prejudice against particular religious or cultural groups.

Indicator 6.   *Does the school have a sound development plan reflecting EDC principles?*

- ***Participation and inclusiveness***

The school development planning is an effective collaborative process. It involves a variety of participants (the governing body, the head teacher, the teaching staff, the citizenship development group, the parents, the students and the local community) in the whole planning cycle. The management team empowers all staff members in order to assure a clear commitment, a common responsibility and support for the plan. The school development plan contains adequate provisions and action that the educational needs of all students, including those having a disability or special learning needs, are identified and provided for. There are appropriate structures for collaboration and consultation to address specific issues of implementation (e.g. working groups, steering committees, experts and consultative teams, external representative bodies, etc.). The local community is involved in the planning and implementation processes. This implies local needs analysis, development of joint school-community projects, participation in monitoring and evaluation, lobbying, sponsorship and marketing. The local community endorses the school development priorities, including EDC-related issues.

● *Professional and organizational development*

The plan meets the professional and organizational development expectations of the whole school. It values the innovative potential of EDC practices and activities. It provides a rationale and programme for a range of links with the local community, paying particular attention to local priorities.

● *Management of resources*

Staff have a good professional background and provide quality services. The plan provides concrete responsibilities for every individual and introduces systematic review of the training, information and development needs of all participants. The school development plan values EDC-related skills, e.g. knowledge about democracy and its institutions, social and communication skills, participation and accountability (monitoring, evaluation, reporting) skills.

There is a wide range of resources available to all members of the institution. The school materials, facilities and ancillary services are matched to meet school needs effectively and economically. The management team has established the subsequent costing of the implementation of the plan through negotiations between professional and lay bodies (e.g. the governing bodies). The school is managed as a budget centre, which implies more concern for the efficient use of resources, capacity to attract sponsorships, use of performance indicators, accountability and public-relations activities. There is a realistic time-frame for the completion of the whole planning cycle, e.g. within a range of from three to five years.

● *Self-evaluation, monitoring and accountability processes*

There is an effective school self-evaluation scheme involving peer review, reflection sessions, and progress reports presented to governing body and various stakeholders. The school management provides a regular system of reporting on progress in the lights of achievement criteria and performance indicators. It has a systematic at-

tention to the efficient use of resources and gets feedback on the continuing appropriateness of targets, tasks, remits, working methods and time-scale. The school leadership ensures accountability to students, parents, educational staff, management team and the local community.

School development planning of EDC

This chapter is a toolbox. Its objective is to assist schools in preparing and carrying out development planning of EDC. It focuses primarily on a self-evaluation process as the basis of development planning of EDC, and provides initial indications on how to use the evaluative framework on EDC included in *Chapter 5* for this purpose. This chapter

▶▶▶▶ *follows the various steps of self-evaluation and development planning;*

▶▶▶▶ *gives basic information, guidelines and tools; and*

▶▶▶▶ *includes examples from schools and models from different countries.*

1. Introduction

This chapter is to be seen as a starting point, introduction and incentive to adopt development planning of EDC in school.

Yet it is not conceived as providing ready-made answers. It is neither a manual, nor is it exhaustive. Those who will design and implement a fully fledged self-evaluation of EDC are invited to look for

additional resources and guidance in their country, or on the EDC-QA website.[14] Preparatory work will be necessary to develop further and to adapt the proposed tools to the individual school's situation and its priorities concerning EDC. This preparatory work is part of the initial stage of the self-evaluation process. Users who are more experienced in evaluation may wish to go directly to *Section 3*, which indicates how to use the specific evaluative framework of EDC.

This chapter considers in depth, the steps and challenges of school development planning of EDC. *Table 2* summarizes its main points, which are presented in detail in the rest of the chapter.

14. www.see-educoop.net/portal/edcqa.htm

Table 2

School development planning of EDC in eight steps

Step 1: Develop an evaluation culture

Awareness-raising on usefulness and importance of evaluation; evaluation as learning and development rather than control; acquisition of evaluation skills

Step 2: Set up an evaluation team

Team building in school; ownership; discuss what is to be evaluated and how; facilitator

Step 3: Ask the right question

What information are we looking for and where will we find it ? transform EDC indicators into evaluation issues

Step 4: Decide on evaluation methods

Use a variety of methods to collect different type of information

Step 5: Collect and analyse data

Identify strengths and weaknesses using a four point scale; consider reasons for trends; refer to external data

Step 6: Draw conclusions

Reflect about and determine reasons for particular EDC achievements; critical points needing improvement

Step 7: Prepare, disseminate the evaluation report

Discussions within the school community; conclusion of the evaluation report

Step 8 : Prepare the development strategy

Decisions on what to do and how, what to change and what not to change; agree on priorities, who does what, timetable, training and support needs, monitoring of progress

Challenges of school development planning of EDC

Developing an evaluation culture

Begin small, be pragmatic; learning by doing

Evaluating EDC

Not just evaluation of cognitive dimensions, but also of change of attitudes and behaviour

Students participation in evaluation

Linked to EDC skills; right to expression; as part of participation of all school stakeholders (multiple eyes on the same school)

Step-by-step approach

Start with level identified at first evaluation cycle. SDP is setting realistic, reachable targets

The process

How to do evaluation, how to involve stakeholders, how to motivate for change, how to build a team and the sense of ownership; discussion, negotiation, decision-making processes

2. General guidelines for school self-evaluation

Objectives of school self-evaluation

As stressed in the previous chapters, school self-evaluation is the first step within a school development planning process, which itself is the heart of a quality assurance system in education.

The main objective of self-evaluation is that the school finds out how well it is fulfilling its educational mission as set out in national and local educational policy guidelines. Similarly, the main objective of self-evaluation of EDC is that the school finds out how good it is in EDC in relation to EDC principles set out in Chapter 2 alongside national and local policy guidelines in this field.

As part of the development cycle described in Chapter 4, establishing what the situation of EDC is in a particular school can take two forms: (a) assessing the situation prior to initiating the development planning process (initial self-evaluation); and (b) assessing the state of implementation of an EDC development plan (follow-up self-evaluation). The follow-up self-evaluation may be carried out in two ways: (a) comprehensive self-evaluation to provide a general overview of development in this field; and (b) focused self-evaluation to provide detailed information on development in a specific EDC area of interest to school (e.g. school management). Consequently, self-evaluation should not be seen as an end in itself but as an essential part of an improvement process. As an initial evaluation, it is the very beginning of a permanent process of change. As a follow-up evaluation, it launches each development planning cycle.

The self-evaluation process: how to begin?

Self-evaluation of EDC is complex and demanding, but it is also a very rewarding process. It takes between several months and one school year to be properly prepared. For schools with no experience

in self-evaluation it may be a challenging period, involving the following steps and activities:

◆ raising the awareness of all stakeholders about the need for and process of self-evaluation of EDC as a means for personal, professional and school improvement;

◆ making sure that all stakeholders are informed about the evaluative framework in EDC and its purpose;

◆ selecting the most appropriate approach for self-evaluation in consultation with a broad range of stakeholders and experts;

◆ designing valid and reliable evaluative tools with (if required) the assistance of experts from education research institutes or teacher-training faculties;

◆ preparing school staff and other stakeholders for evaluation, including their training in the use of evaluation tools; and

◆ creating a climate of truthfulness, honest reflection, trust, inclusion, accountability and responsibility for outcomes.

Recognizing and diminishing the threatening connotations of evaluation, understanding the challenge of self-evaluation as a learning process, developing appropriate evaluation knowledge and skills, and strengthening the commitment of all to school improvement are the hallmarks of a process through which a culture of self-evaluation emerges.

A first step in meeting these challenges, before taking the whole school into consideration, could be to carry out smaller evaluation projects, such as a pilot-evaluation of classroom or school projects in EDC, or of other aspects of school life.

As an application of their marketing subject, 'Students in the 9th form made a marketing research on the topic "The opinions of the 9th form students about the high school where they learn". The students were co-ordinated by [their] professor. Between 5 and 15 May 2002, 168 students in the 9th grade, from a total of 176 students, both boys and girls, were questioned'.

'Mihail Sebastian' High School, Braila, Romania.[15]

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15. In I-Probe Net, Comenius 3 network on self-evaluation of projects and project-based learning at school: www.i-probenet.net

Based on the experience gained, the school could launch an overall self-evaluation process. The initial self-evaluation should cover all the important aspects of EDC along the lines of the evaluative framework presented in Chapter 5. The purpose of the initial evaluation is to produce a general overview of EDC. It should therefore be extended to include all EDC indicators and descriptors. While broad in scope, the information thus obtained remains shallow in the level of detail.

A deeper analysis will take place through a follow-up evaluation, tackling EDC aspects comprehensively and/or focusing on priority issues. Data collection and analysis would be carried out more in depth, so as to better understand identified strengths and weaknesses.

Over the years, the scope and issues of evaluation will become more focused and detailed. It should be pointed out, however, that a more detailed self-evaluation often requires more preparation and expertise in designing and implementing the evaluative tools, as well as in interpreting the data.

The development of evaluation skills is a gradual process that may be difficult to achieve in some countries. However, lack of preparedness and expertise should not discourage schools from starting the self-evaluation process. The golden rule for those schools new to the process is that their capacities should determine the complexity of evaluation.

The self-evaluation process: who is involved?

A self-evaluation team

The quality of self-evaluation of EDC depends on good organization. The whole process should rest either with the head teacher or with another person clearly appointed for this role and with a precisely defined mandate. The process requires co-ordination and the function of a facilitator rather than top-down leadership. In line with EDC principles, a participatory and collaborative approach should be adopted. Many of the tasks listed above may be entrusted to a

selected group of stakeholders' representatives who may function as the evaluation design and monitoring team throughout the self-evaluation process.

The team may include from seven to nine persons. The exact composition will vary from country to country, depending on the existence of the various functions. It could include the head teacher, one or two teacher representatives, one or two student representatives, the school-based adviser (in some countries it is a pedagogue or school psychologist), one parent, one local community representative (e.g. NGOs) and a representative of research institutes or teacher-training faculties. If the school has an EDC co-ordinator (or EDC co-ordinating group), he/she (or the representative of the EDC co-ordinating group) should also be included in the evaluation team. It is essential that all stakeholders are represented, and that the team includes the necessary knowledge and skills for undertaking a self-evaluation.

Providing the team has appropriate knowledge and skills in self-evaluation in general, and of EDC in particular, its mandate may include the following tasks:

◆ prepare evaluation tools;
◆ provide training of school staff in evaluation techniques and the use of evaluation instruments in EDC field;
◆ provide information and counselling for evaluators and stakeholders throughout the self-evaluation process;
◆ monitor the implementation of evaluation tools;
◆ analyse and interpret the findings in co-operation and consultation with a broad range of stakeholder groups and outside experts;
◆ prepare different forms of reports for different groups of stakeholders; and

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16. See, for example, I-Probe Net, Comenius 3 network on self-evaluation of projects and project based learning at school: www.i-probenet.net; The Treasure Within, Comenius 3 network on evaluation of quality in education: www.treasurewithin.com

◆ receive and analyse the stakeholders' comments and suggestions upon their review of the reports.

The number and nature of these tasks will also depend on whether there are national guidelines for self-evaluation in general, and of EDC in particular. In countries with no such guidelines, the school starts from a 'zero-level' and develops its own approach to self-evaluation by relying on its own capacities. In such circumstances, a helpful support strategy is to belong to domestic or international networks of self-developing schools.[16] These networks provide materials and resources as well as good opportunities for the exchange of experience, notably when problems appear, and for accumulating practical expertise in the field, which may lead to the formulation of national or local policy guidelines for self-evaluation of EDC.

Involving students and other stakeholders

Given EDC principles and, for the sake of coherence, evaluating EDC requires the involvement of stakeholders in the evaluation process. As a general principle, the opinions of the various stakeholders (such as students, parents and teachers) should be sought and compared. This can be achieved for example through parallel and similar questionnaires.

Collecting views of students is an important aspect of the school improvement process.

Can what students tell us make a difference? Our answer – and that of many teachers we have worked with – is emphatically 'yes'. Pupil commentaries on teaching and learning in school provide a practical agenda for change that can help fine-tune or, more fundamentally, identify and shape improvement strategies. The insights from their world can help us to 'see' things that we do not normally pay attention to but that matter to them.[17]

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17. Jean Rudduck and Julia Flutter, *How to Improve your School – Giving Pupils a Voice*, Continuum, 2004.

Pupils are now asked to evaluate teachers. As this is the first time such an evaluation is done, each teacher could select two classes to evaluate him/her. The idea is that teachers get an impression of the way pupils look upon his/her teaching methods, the weak and the strong points. For the school management this will help them in deciding what kind of training teachers may need. This year a teacher can decide whether or not to bring this report to the annual interview with one of the heads of department.

Stedelijk Dalton Lyceum, Dordrecht[18]

Collecting the views of students is also closely linked to acquiring EDC skills and competencies such as self-reflection, critical thinking, responsibility for improvement and change. It fulfils students' rights to expressing their views on matters that concern them and provides them with a role as active participant within the school community. Finally, it contributes to more equal relations between students and teachers. Thus, the United Kingdom Qualifications and Curriculum Authority (QCA) included a study of pupils' perceptions in its 2002/2003 annual report on citizenship education to 'find ways in which young people could be consulted and as part of the QCA's broader research into pupil perceptions of the curriculum'.[19]

A variety of methods can be used for gathering students' views. The QCA study examined the 'appropriateness of various means of eliciting the authentic views of students', such as interviews conducted by adults, interviews conducted by other students, the use of tape or mini-disc recorders, individual or group interviews and focus groups, the significance of the venue for interviews, the use of questionnaires, online questionnaires.[20]

For example, the questionnaire below is an excerpt of the materials prepared for school self-evaluation in Slovenia.[21] Another resource is an online survey questionnaire for 'taking the human

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18. In I-Probe Net, Comenius 3 network on self-evaluation of projects and project based learning at school: www.i-probenet.net

19. *Citizenship, 2002/3* (annual report on curriculum and assessment): www.qca.org

20. ibid., p. 18.

21. 'Handbook for "Quality Evaluation and Quality Assurance in Education"', Slovenia: http://kakovost.ric.si (free translation).

rights temperature of your school'[22]. Whatever the method, it is important to bear in mind the risk of students expressing opinions that they think desirable within the school and the teaching context, particularly if information is nominative and disclosed. The Belgian example of an apparently very open process nevertheless entails that risk because the teacher is very closely involved in the process.

Is this true for your class?	I strongly agree	I agree	I disagree	I strongly disagree
My class always feels like one group				
My class is made of groups of students which do not understand each other well				
My class is violent				
I like my class because I feel well in it				
I like my class because my students are fond of me				
I would prefer to be in another class in this school				

- In De Toverboom, the children of the CD-class, the sixth class, receive four times a year a report, written by their teacher.
- But why shouldn't the teacher get a report? So teacher Jan receives twice a year a report from his students. This way they can learn from each other how to deal with judging and being judged.
- In September, the teacher tells his students to think about their teacher's behaviour. In November the students write a first report about teacher Jan. He discusses with them some of the aspects that are not quite clear and takes their remarks and proposals into account.
- Before Easter, there is another report for the students and the teacher. At this time of the year, the teacher can still take the comments of his students into account to improve his better points even more and to correct his lesser points.
- The students use pictures, marks, graphs, text . . . to judge their teacher.
- The report offers the possibility of feedback on attitudes and behaviour. It reassures the students and makes the relationship between teacher and students more equal and mutual, which is the basis of good teamwork.

De Toverboom School - The Magic Tree School, Belgium[23]

22. See: www.hrusa.org/hrmaterials/temperature/echrem.shtm
23. In I-Probe Net, Comenius 3 network on self-evaluation of projects and project-based learning at school: www.i-probenet.net

Ethics of evaluation

Evaluation is governed by a number of general ethical principles, including the following:

◆ contextuality, comprehensiveness, sensibility and reflexivity in all stages of the evaluative process;

◆ respect for the integrity and dignity of every person involved;

◆ non-discrimination and respect for privacy, especially when evaluation relates to the more personal aspects of school life;

◆ confidentiality and commitment to change for the benefit of all; and

◆ understanding of the data in terms of personal judgement and interpretation that need careful checking to avoid over-generalization and biased conclusions.

These principles are particularly relevant for school self-evaluation of EDC, which targets not only knowledge, but also values, skills and attitudes.

3. Using the quality indicators of EDC

The evaluative framework set out in Chapter 5 is designed as a starting point for evaluating EDC. The EDC quality indicators and descriptors are not meant to be used straightforwardly in school self-evaluation. They need to be adapted to priorities and policy guidelines for EDC that exist at local, national, European and international levels, as well as to specific conditions of a particular school. The detailed evaluation plan should balance overall priorities with the school learning objectives established based on discussion and consultation among teachers, students, parents and other school-based stakeholders.

General principles for evaluating EDC

EDC is a dynamic, all-inclusive and forward-oriented concept. It promotes the idea of school as a community of learning and teaching for life in a democracy, which goes far beyond any particular school subject, classroom teaching or traditional teacher-student relationship. Although it refers to new approaches to knowledge acquisition and skill development, it is primarily concerned with changes of values, attitudes and behaviour.

These characteristics of EDC should be taken into consideration throughout the self-evaluation process. Value learning and attitude nurturing differ from the acquisition of factual knowledge and development of cognitive skills. While the latter target understanding and memory, the former elicit commitment and action. Consequently, school self-evaluation of its performance in value and attitude change across all EDC areas, as identified in *Chapter 5*, should primarily focus on learning processes, as well as on experiences, subjective interpretations and patterns of behaviour of stakeholders. It should target explicit as well as implicit understanding of school events, expressed as well as presumed, or hidden values and attitudes, overt as well as covert behaviour, of both individuals and groups. The simplest way to measure value change in EDC is to let people talk, comment and discuss each particular EDC issue.

Consequently, like any good evaluation, evaluating EDC will include both quantitative and qualitative data and methods. However, it is likely that the qualitative dimension will be predominant.

Asking the right questions

To be used for evaluation, the EDC indicators and descriptors in *Chapter 5* need to be turned into questions for data collection. The starting point of an evaluation is clarifying what information is needed.

When designing the evaluation process and deciding on its

different components – such as the evaluation contents, the type of data, the sources of information and the evaluation methods – the framework can be used as a reference to answer the following questions:

◆ What information and evidence is to be looked for (e.g. organization of the school, dominant values in the classroom, understanding of key concepts, relationships of authority, etc.)?

◆ Which EDC learning setting does the relevant indicator/subtheme/descriptor refer to, and where is evidence to be looked for?

◆ Which documents will provide the necessary information (e.g. school policy document, school curricula, the school statute, students' charter, teachers' code of ethics, etc.)?

◆ Which persons/groups of stakeholders will provide the necessary information (e.g. students, teachers, parents, local administration, NGOs, etc.)?

◆ How are data to be collected (e.g. questionnaire, focus-group discussion, individual interviews, observation, etc.)?

Then indicators and descriptors should be turned into appropriate questions for investigation. *Table 3* provides a few examples of such questions[24] based on the EDC indicators:

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24. The questions are taken from a resource paper prepared in Northern Ireland for inspecting citizenship education in post-primary schools.

Table 3

Indicator	Subtheme	Example questions
Indicator 1 *Is there evidence of an adequate place for EDC in the school's goals, policies, curriculum plans?*	*School policies on EDC*	*Does a specific school policy document exist for EDC ?* *Is it accompanied by implementation measures?*
	EDC and the school curriculum	*How much time is allocated to EDC?* *Is it sufficient ?*
Indicator 2 *Is there evidence of students and teachers acquiring understanding of EDC and applying EDC principles to their everyday practice in schools and classrooms?*	*Learning outcomes*	*Are students:* ● *developing confidence in their own personal qualities, reflecting on their own experiences and acquiring a growing sense of self-esteem?* ● *learning to be patient and tolerant in their relationships with one another?* ● *respectful of, and learning to celebrate, differences among their peers, and within the wider community?* ● *having worthwhile experiences that support informed decision-making and practical action?*
	Teaching and learning methods and processes	*Do teachers take advantage of:* ● *local incidents, events and initiatives?* ● *points of interest for the students, e.g. events which touch the lives of individuals and the community?* ● *news and current affairs?*
Indicator 4 *Does the school ethos adequately reflect EDC principles?*	*Application of EDC principles in everyday school life*	*What is the tone and style of notices?*
Indicator 5 *Is there evidence of adequate school leadership based on EDC principles?*	*Shared responsibility, collaboration and teamwork*	*Who is involved in drafting school policies in general, and for EDC specifically?*

The questions in *Table 4* may be useful when talking with students.[25]

Table 4

Indicator	Sub-theme	Example questions
Indicator 2 Is there evidence of students and teachers acquiring understanding of EDC and applying EDC principles to their everyday practice in schools and classrooms?	EDC learning outcomes	What have you learned about citizenship that you find particularly interesting and relevant for your everyday life? Does anything seem dull or irrelevant to you?
	Teaching and learning methods and processes	How do teachers make it clear to you when you are studying something about citizenship, even when the lesson is also about other subjects or topics? Does the work that you do in citizenship and different subjects make sense to you? Are there connections in subject content? Can you use skills from one lesson in another? What opportunities are provided for discussion, and to take part in citizenship activities? Have you been given any responsibilities when undertaking citizenship activities? What have you gained from them? Have you had the opportunity to work together with others? What opportunities have you had to discuss controversial issues, such as aspects of politics, and topical issues and events? Do you learn about the different cultures represented in the school/local community/country? Do you have the opportunity to discuss and challenge stereotypes, for example, about gender and ethnicity? What sources of information are used in citizenship lessons? What activities have you been involved in related to the community? What were the activities about and what did you achieve?
	Monitoring EDC	How do you know what progress you are making in citizenship? How is your work assessed?
Indicator 4 Does the school ethos adequately reflect EDC principles?	Opportunities for participation and self expression	Have you had any opportunity to participate in making decisions? How do you know your views are listened to? Is there a school council to which you can contribute? How does it operate?

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25. The questions are taken from Inspecting Citizenship, with Guidance on Self-Evaluation, United Kingdom, OFSTED, 2002.

Designing a set of questions for investigation of EDC does not mean preparing and applying a questionnaire. The questions are pointers of what is to be looked for. They need to be prepared carefully, and they need to be clear. It may be useful to have others check the questions to see if they can understand them.

Once they are formulated, the questions serve as the basis for making decisions on self-evaluation tools.

Deciding on methods

A variety of methods can be used to collect data. The main ones are questionnaires, interviews, focus groups, observation and document analysis. Other more informal and creative methods are portfolios, diaries, photo evaluation, story-telling. A brief description of methods is provided in *Appendix 2*.[26]

Within the framework for evaluating EDC in schools, set out in Chapter 5, the descriptors differ in scope and complexity. Some are more factual (e.g. the existence of school EDC policy; the integration of EDC into school curriculum, etc.), others are more value-based and refer to attitudes (e.g. the commitment to EDC principles; free expression of students' opinions, etc.) and others are yet more procedural and process-oriented (e.g. the treatment of all students equally and with dignity; the involvement of students in assessment; peaceful resolution of conflicts, etc.).

To understand its position concerning each of these three dimensions, the school needs to diversify and combine the data and the ways in which data is collected. Evaluation of these dimensions requires the use of multiple evaluation tools. The choice of tools will depend foremost on the type of information that is looked for. However, the target group of the investigation will also have to be considered when choosing the most appropriate method.

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26. See also 'A Practical Guide to Self-evaluation', prepared by John MacBeath, Denis Meuret, Michael Schratz: http://europa.eu.int/comm/education/archive/poledu/pracgui/ practi_en.html

For example, the assessment of school policy in EDC (Indicator 1) covers several interrelated (factual and attitudinal) issues:

◆ The existence of the statement of school policy in EDC may be established through document analysis – either there is or there is not such statement.

◆ The assessment of the quality of its articulation asks for a different type of investigation. It relies on some criteria that are defined prior to evaluation. In EDC, a well-articulated school policy means that EDC principles make an integral and explicit part of all areas of school life (curriculum, teaching, learning, school climate and ethos, management and development). If this criterion is accepted, an easy way to assess the quality of statement is by combining document analysis with a checklist on EDC principles.

◆ The assessment of understanding of the statement of school policy in EDC by different stakeholder groups is yet another issue. It may be carried out by use of more or less standardized knowledge assessment tools (e.g. tests), by more narrative evaluation tools, such as interviews or by self-assessment scales.

Table 5 provides initial examples for three indicators of possible methods to be used, according to the type of question addressed.

Table 6 contains a general overview on what methods or tools to use for the quality indicator presented in *Chapter 5*.

Finally, the process of data collection should follow the famous KISS principle: 'Keep It Simple Stupid'. The selection of methods and tools should be made in accordance with the existing capacity in evaluation skills, opportunities for professional development, expert support, available resources and time.

Table 5

Indicator	Type of question	Possible method used
Indicator 1: *adequate place of EDC in school's goals, policies, curriculum plans*	*Do school policies in EDC exist?*	*Checklist of documents Document analysis*
	What is the quality of the EDC school policy?	*Document analysis, comparison with check list of EDC principles*
Subtheme: *school policies in EDC*	*Do stakeholders know about and understand the EDC school policy?*	*Questionnaire with self-assessment scales Interviews*
Indicator 2: *understanding of EDC principles, learning and applying EDC principles to everyday practice in schools and classrooms*	*What is the teaching process on EDC? What are the lesson plans and classroom activities?*	*Checklist of documents Document analysis Teachers portfolio Photo evaluation*
Subtheme: *teaching and learning methods and processes*	*Is the teaching based on EDC principles?*	*Observation, peer-observation Questionnaires Interviews with teachers and students Story telling by students and teachers Focus groups with students*
Indicator 5: *effective school leadership based on EDC principles*	*How are decisions made in the school ? Who is involved in decision-making?*	*Document analysis Questionnaire*
Subtheme: *decision-making*	*Is decision-making based on EDC principles?*	*Observation Questionnaire Interviews*

Table 6

Areas	Quality indicators	Descriptors	Evaluation tools
Curriculum, teaching and learning	**Indicator 1** *Is there evidence of an adequate place for EDC in the school's goals, policies, curriculum plans?*	● *School policies in EDC* ● *School development planning in EDC* ● *EDC and the school curriculum* ● *Co-ordinating EDC*	*Document analysis Observation Focus-group interview*
	Indicator 2 *Is there evidence of students and teachers acquiring understanding of EDC and applying EDC principles to their everyday practice in schools and classrooms?*	● *EDC learning outcomes* ● *Teaching and learning methods and processes* ● *Monitoring EDC*	*Peer-observation Document analysis Interviews Portfolios Diaries Focus groups*

Areas	Quality indicators	Descriptors	Evaluation tools
Curriculum, teaching and learning	*Indicator 3* Is the design and practice of assessment within the school consonant with EDC principles?	• *Transparency* • *Fairness* • *Improvement*	*Peer-observation Focus-group interview Focused questionnaire Document analysis*
School climate and ethos	*Indicator 4* Does the school ethos adequately reflect EDC principles?	• *Application of EDC principles in everyday life* • *Opportunities for participation and self-expression* • *Procedures for resolving conflicts and dealing with violence, bullying and discrimination* • *Relationship and patterns of authority*	*Observation and peer-observation Force field Focused questionnaire Focus-group discussion Interviews Story telling Document analysis Photo evaluation*
Management and development	*Indicator 5* Is there evidence of adequate school leadership based on EDC principles?	• *Leadership style* • *Decision-making* • *Shared responsibility, collaboration and teamwork* • *Responsiveness*	*Observation and peer-observation Focused questionnaire Rating or likert scale Focus group discussion*
	Indicator 6 Does the school have a sound development plan reflecting EDC principles?	• *Participation and inclusiveness* • *Professional and organizational development* • *Management of resources* • *Self-evaluation, monitoring and accountability*	*Document analysis Focused questionnaire Observation Rating or likert scale Interview*

4. Analysis, drawing conclusions and reporting

After its collection, the data needs to be processed. The analysis and interpretation of the collected data depends on the objective and the scope of self-evaluation of EDC. The deeper the evaluation, the more detailed data will be necessary, and the more complex the data processing and analysis will become. Given this, schools may find it beneficial to invite experts from research institutes or training faculties to assist in developing the scope of, and carrying out EDC self-evaluation.

The data collected, for example through questionnaires, observation, interviews, etc., should be organized and categorized in line with the main evaluation objectives and questions. The analysis will seek to identify patterns, associations, causal relationships; the interpretation will seek to put the information into perspective.

Identifying strengths and weaknesses

The most important aspect of the analysis and interpretation of data, with a view to development planning, is the identification of the school's strengths and weaknesses in EDC. This identification provides the basis for establishing the priorities of an improvement strategy.

In this *Tool*, it is proposed that a school's performance in EDC should be measured using a four point scale. An overall judgement on each indicator should be made based on the relevant collection of data according to the following four performance levels:

◆ **level 1** – significant weaknesses in most or all areas;
◆ **level 2** – more weaknesses than strengths;
◆ **level 3** – more strengths than weaknesses;
◆ **level 4** – strengths in most or all areas and no significant weaknesses.

Table 7 gives descriptions of the four levels of performance for Indicator 1 and provides an example for developing the four-point scale for EDC.

Table 7

Indicator 1: evidence of an adequate place for EDC in the school's goals, policies, and curriculum plans

Level 1 *The school has no policy statement for the development of EDC. EDC is in no way related to any of the areas of school life. School personnel and students are largely unaware of EDC.*

Level 2 *The school has a policy statement for the development of EDC. However, it is not well articulated and no EDC priorities are clearly set up. Besides, the policy is not accompanied by a plan of action which nullifies its impact on practice.*

Level 3 *The school has a well-articulated policy statement for the development of EDC that corresponds to its overall priorities, as well as to local and national priorities. The policy clearly sets the principle of integrating EDC into all aspects of school life (curriculum, teaching and learning; school climate and ethos; school management and development). However, it is not accompanied by a clear plan of action that causes gaps in its implementation.*

Level 4 *The school has a well-articulated policy statement for the development of EDC that corresponds to its overall priorities, as well as to local and national priorities. The policy clearly sets the principle of integrating EDC into all aspects of school life (curriculum, teaching and learning; school climate and ethos; school management and development). The policy is accompanied by a straightforward plan of action clearly defining specific measures and responsibilities.*

However, it should be stressed that the descriptions of the four levels is somewhat arbitrary for the purpose of the exercise. They are provided as examples and may not necessarily mirror the school's reality where different aspects would combine or appear differently in one level or another.

The school's overall performance can be visualized in different ways as is illustrated by the example in Figures 5 and 6.

Fig. 5. A school's results ....

	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	Indicator 6
Level 1 *Significant weaknesses in most or all areas*	X					X
Level 2 *More weaknesses than strengths*			X		X	
Level 3 *More strengths than weaknesses*		X		X		
Level 4 *Strengths in most or all areas and no significant weaknesses*						
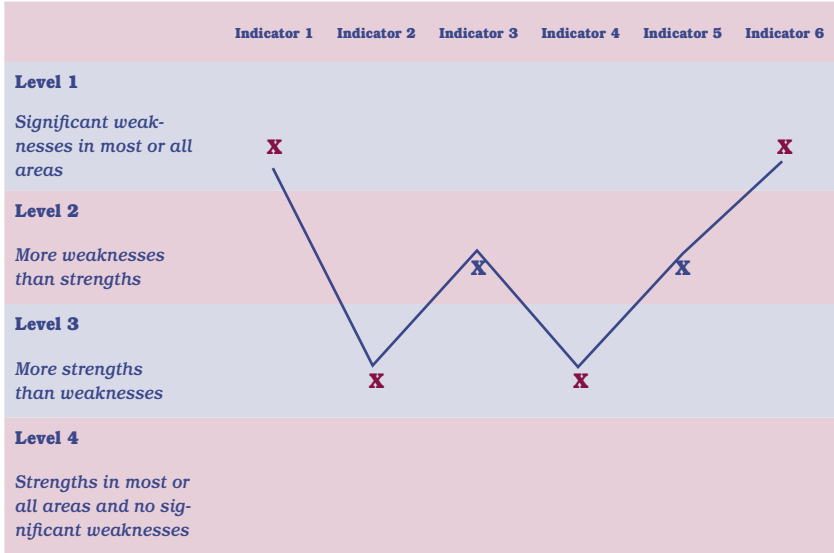
Fig. 6 .... presented in a profile chart

School performance
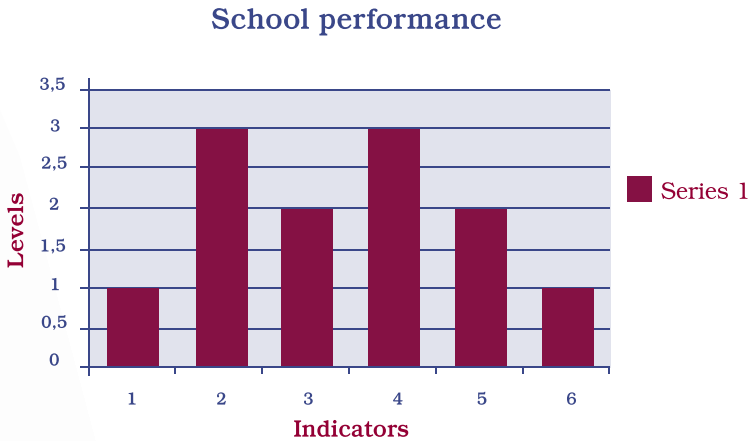
Conclusions from the evaluation

Overall conclusions should cover four basic areas:

◆ the school's achievement in EDC in general;

◆ the school's position on each quality indicator;

◆ the most successful and the weakest aspects of EDC in the school; and

◆ the most critical points that may threaten further development of EDC in school.

In case of a follow-up evaluation, conclusions should also provide a comparison with previous overall and/or particular evaluations to establish the level of progress, stagnation or regression in general and/or in specific fields. Possible explanations and causes for both should be given. The analysis will need to take into account the context of the school (e.g. available resources, its multicultural mix, etc.).

The final analysis and conclusions should also integrate, if available, appropriate and relevant EDC data from external sources such as national examinations results, results of inspection on the school in general, or of EDC specifically, etc.

Reporting

The final step of the evaluation process is reporting. Reporting is an important aspect of an overall system of quality assurance and provides the bridge between evaluation and development planning.

A school's reporting may differ in extent and style depending on the audience being addressed. In EDC, schools should prepare different reports for different groups of stakeholders, such as:

◆ comprehensive reports to the school staff, school board, the ministry and inspectorate;

◆ simplified reports to parents and other stakeholders belonging to local community;

◆ brief reports to the wider public, including the media (leaflets, brochures, etc.); and

◆ reports prepared for a school website.

All reports on EDC must be kept simple and clear. They should include relevant tables and graphs, especially for parents and out-of-school stakeholders. The practice of permanent reporting to all stakeholders against the key objectives set out by school EDC development plans is important for awareness-raising in EDC and for strengthening local interest in promoting EDC in the school and local community, as well as for the development of the government's overall strategy in this field.

5. Development planning of EDC

A step-by step-approach

The basic assumption of this *Tool*, stemming also from research[27], is that schools will very rarely (and exceptionally) have achieved EDC at performance Level 4. The context has a strong influence on the possibility of achieving level 4, including the degree of awareness and mainstreaming of EDC in education policies, the preparedness of schools and teachers, the availability of materials, the overall social, economic, cultural context at school, local, national, European and international levels, etc.

The main challenge is therefore to establish a step-by-step improvement process that is based on the starting level that the school will identify in the self-evaluation process. The EDC development plan will fix one level after another as a development target, and not aim at Level 4 immediately.

27. cf *All–European Study on Education for Democratic Citizenship Policies, ISBN: 92–871–5608–5*, Council of Europe Publishing, 2004.

Figure 7 illustrates the four levels of possible fictitious stages and scenarios. It was adapted from a model for schools' self-evaluation in Sweden, which is included in *Appendix 3*[28]. The examples are indicative and chosen arbitrarily, and they do not cover the content of all indicators set out in *Chapter 5*. However, this model could be adapted to concrete situations using the EDC indicators of *Chapter 5* and based on existing EDC guidelines at national and school levels.

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28. cf. 'Qualis Project', where twelve municipalities in Sweden carried out an overall quality assessment of local schools. See: http://www.qualis.nu/nacka/assess.htm

Fig. 7. A step-by-step approasch

4

Level 4: strengths in most or all areas and no significant weaknesses
EDC concerns the whole school. All school actors involved in preparing and adopting the school's EDC policy and prepare EDC events together with the community. Coordination of EDC is structured and based on teamwork. School self-evaluation in EDC in place.
Scenario 4:
After 6 months of deliberations in classes, in the student council, and in working groups involving all stakeholders, the school general assembly adopted the school's EDC policy. The EDC coordinator leads the school self-evaluation in EDC and coordinates it in the monthly meeting of the EDC working group. The school is preparing its first EDC day, involving all staff, students, parents and the local community.

3

Level 3: more strengths than weaknesses
An EDC school policy exists and is disseminated. Top down decision making, no consultation by the head teacher. Co-ordination of EDC in place but little or no role of teachers with long-standing EDC experience. EDC included in school inspection. Training in EDC-QA. The student council is functioning. Some pupils are beginning to engage with the community as part of EDC teaching and learning.
Scenario 3:
An EDC school policy was prepared by the head teacher. EDC principles are available on posters and leaflets. A newly arrived teacher was appointed as EDC coordinator. The quality of EDC teaching in the school varies as shown by an inspection report. One class, taught about human rights and types of discrimination, carried out a survey on discriminations in the school and the community. The survey is on the agenda of the student council.

2

Level 2: more weaknesses than strengths
EDC in national curriculum but not in school curriculum. Training and coordination among teachers in EDC exists. No active involvement of head teacher. Students'participation in school life at early stages.
Scenario 2:
EDC is part of the national curriculum. Several teachers are trained in EDC; they meet regularly and coordinate their teaching. The head teacher is informed about their EDC work. First discussions are taking place among students, teachers and the school leadership to set up a students'council.

1

Level 1: significant weaknesses in most or all areas
No formal place of EDC in school policy and curriculum. EDC emerging in a few teaching initiatives.
Scenario 1:
A few teachers have participated in a training course on EDC. They have started to introduce EDC in their class and they exchange experiences. There is no EDC school policy and the teachers feel unsupported and isolated.

Preparing the EDC development plan

As indicated in Chapter 3, the school development planning of EDC will need to include the following dimensions based on the previously identified patterns of strengths and weaknesses:

◆ Elaboration of a development strategy including decisions on priorities for development during the following year, definition of development objectives, setting of targets within the capacity of the school to deliver, identification of steps to be taken to reach objectives and targets, as well as responsibilities. (Sometimes local education authorities or even national inspectorates are involved in this latter process.)

◆ Identification of particular, or sometimes even individual, training needs resulting from these priorities (principal and staff of the school), and the development of a training plan as part of the overall development plan.

◆ Identification of needs for other support (consultancy/new learning resources/etc.) and the sourcing of appropriate means to meet these.

◆ Identification of ways in which the organization or management of the school needs to change in order to meet these new priorities and targets, and the allocation of resources to this planned development.

◆ Setting up simple ongoing means of monitoring progress towards these priorities and targets, and arranging for appropriate responsive action if required.

The School Development Planning Initiative in Ireland[29] provides the following guidelines for prioritizing:

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29. see: www.sdpi.ie

The school's resources of personnel, expertise, energy, time and money are limited. Accordingly, the needs and possibilities must then be prioritized in terms of
- *Their importance to the development of the school, in the light of all the context factors.*
- *The current capacity of the school to address them.*
- *The current commitment of the school to dealing with them.*

In selecting priorities, it is important to be mindful of the need to achieve an appropriate balance between maintenance and development. Continuity with past and present practices must be maintained to provide the stability that is the foundation of new developments. Reforms do not necessarily change everything. Consideration must be given to the amount of development work that the school has the capacity to sustain. Development planning must accommodate the consolidation of past change, the introduction of current change and preparation for future change.

In line with EDC principles, not only is the final outcome important, i.e. the development plan of EDC, but also the preparation process, which should be participative and involve all stakeholders. Responsibilities, roles and tasks for preparing the development plan should be clearly defined. The self-evaluation report should be presented to all stakeholders and a consultation and discussion process with stakeholders should take place based on the evaluation findings. This consultation process should possibly include focus group discussions, school debates, students' debates (in the students' council, in class, in students' media), individual and group interviews or questionnaires (e.g. addressed to parents).

Table 8 can be used to summarize the school development plan.[30] The last column helps to monitor progress of implementation and provides a useful starting point for the next development planning cycle.

Table 8

School area	Actions	Who	When by	Support	Evidence of implementation
(based on the quality indicators for EDC)					

A development planning process in a school in Ireland was described in the following way:[31]

In creating our whole school plan at St. Patrick's, we started an enjoyable and worthwhile process of self-evaluation together. A member of The School Development Planning Support initiative guided us initially. He introduced the S.C.O.T. process of school review (strengths, concerns, opportunities, threats). We wrote down a list of our strengths in all areas – from the physical environment to the school ethos. We then took a step back and identified some areas we felt could be better. Privately, each teacher assigned three points to the area which felt needed dealing with urgently, two points and one point to the next most urgent. Our principal tallied the results and we identified the five most important issues to deal with in that school year. We talked about how we would go about addressing these issues, and then highlighted things that might interfere with our plans. Our principal gave us a list of the ideas and the dates that we should have implemented by. Some time later we met and reflected upon what had gone well and what needed further attention. We have started the process again this year with five new areas to be addressed. The process was positive from the beginning as we enjoyed making a very long list of our strengths. We were confident in ourselves immediately. All teachers were involved from the start. The ideas came 'bottom-up' as opposed to 'top down' so there was immediate ownership of the ideas. We set ourselves five achievable targets – trying to address all of our concerns in one school year would have been unachievable and demotivating. We experienced success last year, and so we wanted to do it again.

St. Patrick Primary School, Slane, Co. Meath, Ireland.

Implementing the EDC development plan

The possibility to implement the EDC development plan will depend on measures within the QA system for EDC as described in *Chapter 7*.

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31. In I-Probe Net, Comenius 3 network on self-evaluation of projects and project based learning at school: www.i-probenet.net

Towards a quality assurance system of EDC

This last chapter of the *Tool* complements the previous considerations of quality assurance of EDC at the school level. It provides an overview of the role of education policies in developing the system of quality assurance of EDC. It examines the needs and implications of EDC-QA at the level of the education system, in two parallel ways:

▶▶▶▶ *it reviews the system of quality assurance, and its components, from an EDC perspective; and*

▶▶▶▶ *it examines the requirements for a specific QA system of EDC.*

▶▶▶▶ *Finally, it provides a checklist of policy measures that are necessary for setting up a quality assurance system of EDC.*

1. Introduction

Chapters 5 and 6 considered self-evaluation and development planning of EDC in schools as the core of quality assurance in this specific area. This chapter now moves on to the system level and consid-

ers those elements of the QA system that surround the school (see *Figure 2*) and provide the motor and the support to school development planning. It revisits the elements of a QA system presented in *Chapter 3* and relates them to EDC principles and practices.

The points below should be considered as a starting point for discussion as they cover new ground. While QA systems in education may exist in different forms and stages of development in most countries in Europe, QA for EDC exists essentially in parts or not at all.[32]

2. QA elements from an EDC perspective

A consequence of considering EDC as an educational aim is to examine the main characteristics of a QA system based on EDC principles. This means applying EDC principles to the quality assurance system and its constitutive elements. As a result, the key factors of democratic educational governance are identified.

Defining quality

An EDC perspective will require that the definition of quality, or the setting of educational expectations and goals, happen through a participative and interactive process that involves all stakeholders.

Concerning the national curriculum, such a definition should fit with the nature, direction and time-frame of reform processes already under way. In schools, such definition should happen on a regular basis.

While acknowledging the importance of such a participative approach, it is essential at the same time to take into account that professional knowledge is necessary to define quality in education.

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32. cf. 'Stock-taking Research on Policies of EDC and Management of Diversity in SEE: an All-European Study on EDC Policies', Council of Europe, 2003.

Similarly, different stakeholders have different formal positions and play different roles within decision-making processes.

Accountability

Inherent in accountability are different roles and responsibilities, particularly in terms of decision-making. As justification, accountability implies different power positions and power relations such as 'Who justifies to whom', 'What are consequences for actions/non-actions and decisions?'.

An EDC-based accountability implies strengthening the position of the less powerful. This will not affect formal roles, but the strive for equality can be achieved by increasing the relevant stakeholders' knowledge, as far as possible, about the quality of the educational processes and enabling them to make judgements.

In other words, sharing information and transparency reduces the randomness and arbitrariness of decisions and developments.

External data

From the same perspective of equality, accountability measures related to market-competition approaches (e.g. league tables, vouchers, etc.) are not favoured as they produce or even increase inequalities: the best-rated schools tend to attract students and resources while the schools performing least well will be under-resourced and with little or no choice over the students they teach.

Inspection

An EDC-based inspection requires changing the culture of inspection by applying principles and adopting attitudes such as respect, dignity and collaboration.

Because of school self-evaluation, inspection changes from a unique to a complementary source of information – the 'external

eye' – on school performance. Consequently, the power of making judgements is shared and the possibility for random and arbitrary judgements is reduced.

In a QA perspective, the purpose of inspection reports and judgements is to encourage improvement and not to control compliance. As a second, external judgement, it can lead to inspection taking a more supportive role for teachers and the school.

3. Quality assurance of EDC

To improve the effectiveness of EDC, specific elements of the QA system should also focus on EDC as a complement to and in support of the school development planning of EDC described in *Chapter 6*.

EDC policies

Specific EDC policies are necessary for defining educational goals in this area first at national level, secondly in schools. The 'Council of Europe All-European Study on EDC policies'[33] has provided evidence that policy declarations (setting out overall objectives and intentions), as well as curriculum documents (setting out educational objectives and approaches), both exist, and are well developed across Europe.

On the other hand, key problems have been identified concerning the implementation of these policies, particularly the lack of structured policy implementation plans, and of coherent teacher-training policies including pre-service and in-service teacher training.

External data

Different steps can be taken to make available EDC-relevant external data, which will complement a school self-evaluation on EDC.

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33. cf *All–European Study on Education for Democratic Citizenship Policies, ISBN: 92–871– 5608–5*, Council of Europe Publishing 2004.

◆ The school's overall results and performance are to be taken into account as they influence EDC indirectly. They also show the school's aspirations and potential for change.

◆ Results of existing national examinations in EDC-related subjects such as history, social studies, can provide useful information for EDC.

◆ Attention should be paid to assessing and reporting on students' outcomes of EDC, as well as on measuring medium- and long-term impact of EDC, particularly that of attitudinal change. Further research and development work, nationally and internationally, is necessary in this field.[34]

◆ Monitoring of EDC policies and practices can be undertaken at national and European levels by collecting examples of good practice, comparative studies, longitudinal research.[35]

Inspection

Training is necessary so that inspectors have a thorough understanding of EDC principles, methods and learning settings, and that they can look into the quality and effectiveness of EDC beyond curriculum requirements. Adequate guidelines and materials for inspection of EDC should be provided.

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34. So far, the IEA study is the only international source of data in this field (see: http://www2.hu-berlin.de/empir_bf/iea_e.html). The European Union has put the definition of indicators for lifelong learning for democratic citizenship on the agenda of its Work Programme 'Education and training 2010'.

35. For example, in England, the Department for Education and Skills has funded a nine-year Citizenship Education Longitudinal Study. The study is being carried out by the National Foundation for Educational Research (NFER) and seeks to measure the short- and long-term effects of the new citizenship curriculum. See: www.nfer.ac.uk/research/citizenship.asp

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4. Taking measures for quality assurance of EDC

Establishing a QA system of EDC requires that educational authorities, particularly the Ministry of Education, show the will to do so, and take a number of policy decisions and measures to that end.

The 'All-European Study'[36] has provided evidence of the lack of such policies for quality assurance of EDC across Europe.

Reviewing the situation

As indicated in *Chapter 1*, the use of this *Tool* should be based on a review of the current situation of QA in education and of EDC in a given country. The research instrument prepared for the stock-taking of EDC-QA in South-East Europe could serve as an example (see *Appendix 2*). The objective of the review is to determine assets and obstacles of the country's quality assurance system. It should identify which elements of the QA system, set out in *Chapter 3*, exist and which ones are missing, how they function and interact.

Setting up a QA system of EDC

Measures for setting up a QA system of EDC should cover, on the one hand, QA in education in general, with a view to ensuring democratic educational governance and, on the other hand, EDC-QA specifically with a view to ensuring the effectiveness of EDC in schools. *Table 9* summarizes possible measures in relation to the components of a QA system from both perspectives.

Given the diversity of situations in Europe, the recommended areas for action are by nature very general. They will need to be

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36. op. cit.

adapted for each national and local situation. They should form the basis for the preparation of a national plan for QA of EDC.

Possible measures should include:

◆ adoption of policy frameworks and legislation on QA and QA of EDC;

◆ setting up new structures, reforming existing ones;

◆ training policies and programmes;

◆ co-operation and networking of decision-makers and practitioners;

◆ collection and dissemination of examples of good practices on QA and QA of EDC;

◆ European exchanges and co-operation.

Table 9

	Recommended areas for action	
	Quality assurance	*EDC-QA*
Foundations of QA of EDC	Empowerment of schools as the key unit for performance measurement	EDC as an aim of education policies and system
	Decentralisation of education and school autonomy	Specific policy, curriculum and implementation plan for EDC
School development planning	Status of and mandate for school self-evaluation	Demand for self-evaluation of EDC
	National evaluative instrument	Specific evaluative instrument for EDC
		Inclusion of EDC into national evaluative instrument
	Availability of results of national examinations	Monitoring of EDC policies and practices
Teachers and head teachers	Pre- and in-service training in teamwork, (self)evaluation, SDP, democratic leadership	Pre- and in-service training in EDC principles, teaching and learning practices
Inspection	Reform of inspection systems in a QA perspective, ensuring independence and trustworthiness	Training of inspectors in EDC
	Training of inspectors in QA	
		Guidelines and materials for inspecting EDC
Accountability	Demand of and measures for accountability of school performance	Demand of and measures for accountability of performance in EDC
Support	Role of local authorities in SDP	Training of local educational officials in EDC
	Expert advice	
	Research and evaluation in and for QA in education	Research and evaluation into measuring students' outcomes and medium/long term impact of EDC

Appendixes

Appendix 1: List of the *Tool*'s authors and contributors

EDC-QA Tool *drafting group*

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Appendix 2: Data collection methods

There are a great number of methods and corresponding tools that a school may use for self-evaluation of EDC. Selection should be made according to the purpose of self-evaluation (e.g. a general overview, a comprehensive analysis or an in-depth focused inquiry), the nature of the issues to be assessed, the availability of human and material resources and time.

Rating scales

Statements or questions are submitted to a scaled opinion. Possible rating scales are the following:

Example 1 (Lickert scale)
> 1: Strongly agree
>
> 2: Agree
>
> 3: Undecided
>
> 4: Disagree
>
> 5: Strongly disagree

Example 2
> Level 1: significant weaknesses in most or all areas
>
> Level 2: more weaknesses than strengths
>
> Level 3: more strengths than weaknesses
>
> Level 4: strengths in most or all areas and no significant weak-
> nesses

Questionnaire

A questionnaire is a set of written questions that refer to different aspects of the issue considered. It allows the collection of a large number of relevant data (both factual and on opinions) and is easy to administer. However, its design and application are time-consuming and there may be the problem of insufficient confidentiality. When applied to different groups, the wording and style of questioning should be differentiated, especially with younger students and parents (e.g. the use of simplified or orally applied versions). A focused

questionnaire is designed for investigating some specific problems or areas.

Checklist

A checklist is a very simple questionnaire with YES/NO replies. It is a quick and easy way for considering a long list of issues, and to identify the ones that require discussion or investigation.

Interview

An interview helps to pursue in-depth information and explanations from the interviewee, particularly opinions, feelings, knowledge. It can be used to complement the result of a questionnaire. It may consist of a fixed list of questions to which the respondents reply (structured interview) or be designed in a way that questions only serve as a framework to which the respondents react openly (informal and partially structured interviews). However, categorization, processing and interpretation of data are time-consuming. Besides, an interviewer also has to be properly trained and prepared for a face-to-face inquiry. It requires a high level of listening and communication skills, and ability to minimize over-generalization, biases and manipulation with the respondent. To avoid them, the designers should develop clear criteria, prepare guidance for interviewing and make sure that all interviewers have solid knowledge and skills in this field.

Interviews may be conducted with individuals and groups in a variety of combinations.

Peer-interview

An interview conducted between two persons of similar status (e.g. between two teachers, two students, two head teachers, etc.).

Focus-group interview

An interview with a selected group of ten to fifteen representatives belonging to one or more stakeholder groups. A mixed focus group may include the representatives of teachers, students, parents, school

professionals, NGOs, community leaders, student leaders, national advisers, educational researchers, teacher-trainers, etc. Such interviews provide a variety of data but may be difficult to conduct and, thus, require proper preparation of the facilitator or an expert assistance.

Observation

Observation refers to a systemic screening of an event, a group or an individual. Peer-observation is when one person observes the behaviour of another person having similar status (teacher–teacher; student–student; head teacher–head teacher, etc.). Apart from a data collection tool, peer-observation can contribute to the quality of teaching and learning. Teacher peer-observation fosters teachers' accountability, while student peer-observation enhances their self-awareness and responsibility for learning outcomes. However, it presupposes a well-designed observation protocol and proper training of observers, as well as the climate of trust between the observer and the observed, which is based on an agreement about the focus and methods of observation and the feedback.

SWOT (strengths, weaknesses, opportunities, threats) analysis

The SWOT analysis (strengths, weaknesses, opportunities, threats) is a tool for strategic analysis, which helps identify a situation and reflect on scenarios of development. It examines and links key aspects of the issue under consideration (the internal factors) as well its environment (the external factors). Internal factors are usually, at least partly, under the direct control of the main actors. External factors are usually not under the direct control of the main actors.

	Strengths	Weaknesses
Internal factors	Positive aspects, advantages	Negative aspects, disadvantages
External factors	**Opportunities** Possibilities for improvement or change	**Threats** Obstacles to improvement or change

Force field

Force field analysis is used to look at all the forces for and against a decision or a situation. It helps identify and weigh pros and cons, advantages and disadvantages, accelerators or breaks, by listing all forces for the decision or change in one column, all forces against the decision or change in another column. Each item is given a score. Ranking them will illustrate priority areas for decision and main obstacles.
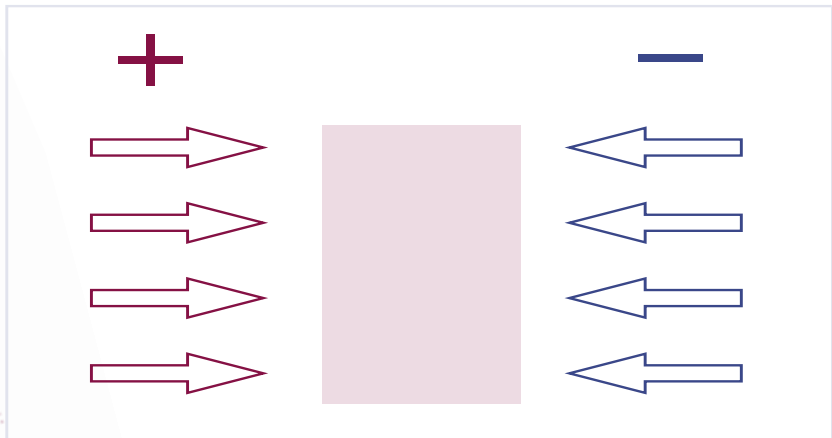
The force field diagram

Portfolio

A portfolio is a collection of recorded achievements, personal work and experience. It is also a tool for self-assessment if the evidence is collected according to performance criteria such as competence, strengths, average and/or problem areas.

Photo evaluation

Photo evaluation is a creative way to find out about perceptions and impressions. Photos taken on a given issue are presented as posters, for example positive and negative impressions, presented to the classroom and discussed.

Diary

A diary is a regular private record. The personal account has a strong self-reflection dimension. As part of an evaluation process, it can be focused on commonly agreed issues and used as an individual's reference for discussions.

Appendix 3: Step-by-step development[37]

1

- The everyday work of the school functions adequately
- The tradition of the school sets its stamp on work methods and the willingness of the pupils to take responsibility
- The organization has set goals
- There is no clear leadership
- No systematic work on improvement

2

- There is a workgroup organization
- Quality in the organization varies
- There is peace and quiet to work
- Work methods are primarily steered by the teachers
- There is clear leadership
- No system for evaluation
- Some systematic work on improvement
- Pupils and parents have a degree of influence
- A balanced budget

3

- There are clear goals that pupils and parents are aware of
- A living homepage
- All pupils have an individual development plan
- The school collates and follows up results at various levels
- A well-functioning grading system
- A degree of quality thinking
- Individual and joint plans for in-service training

4

- Clear and strategic leadership
- Goals and assessment function at classroom level
- A well-functioning organization in workgroups and the steering group
- Pupils set their own goals and document their learning
- Co-operation with parents at different levels
- There is an atmosphere of trust and mutual respect
- Work methods are characterized by great variation and flexibility
- An efficient use of resources in all areas
- IT is used systematically, internally and externally

5

- Individually-based learning
- Teachers document and reflect regularly on their work concerning pupils' learning
- There are established methods for conflict management
- There is quality development in classroom work
- The school has clear attainment goals for pupils' learning
- Parents share responsibility for the pupil's learning

6

- There is a shared fundamental value system that is evident in the daily work
- Pupils reflect on their learning and develop their own styles of learning
- Pupils and parents have a share of responsibility for all activities that affect them
- Working methods are assessed regularly
- Workgroups take full responsibility for pupils' learning
- The school has open communications with the local community and others
- All co-workers focus on good resource management

7

- A clear connection between goals for a fundamental system of values and working methods
- All learning has the individual as a starting point
- Systematic work on the development of working methods is carried out
- The school achieves better results year after year
- Plans for in-service training are regularly checked and updated
- There is systematic work on improvement at all levels
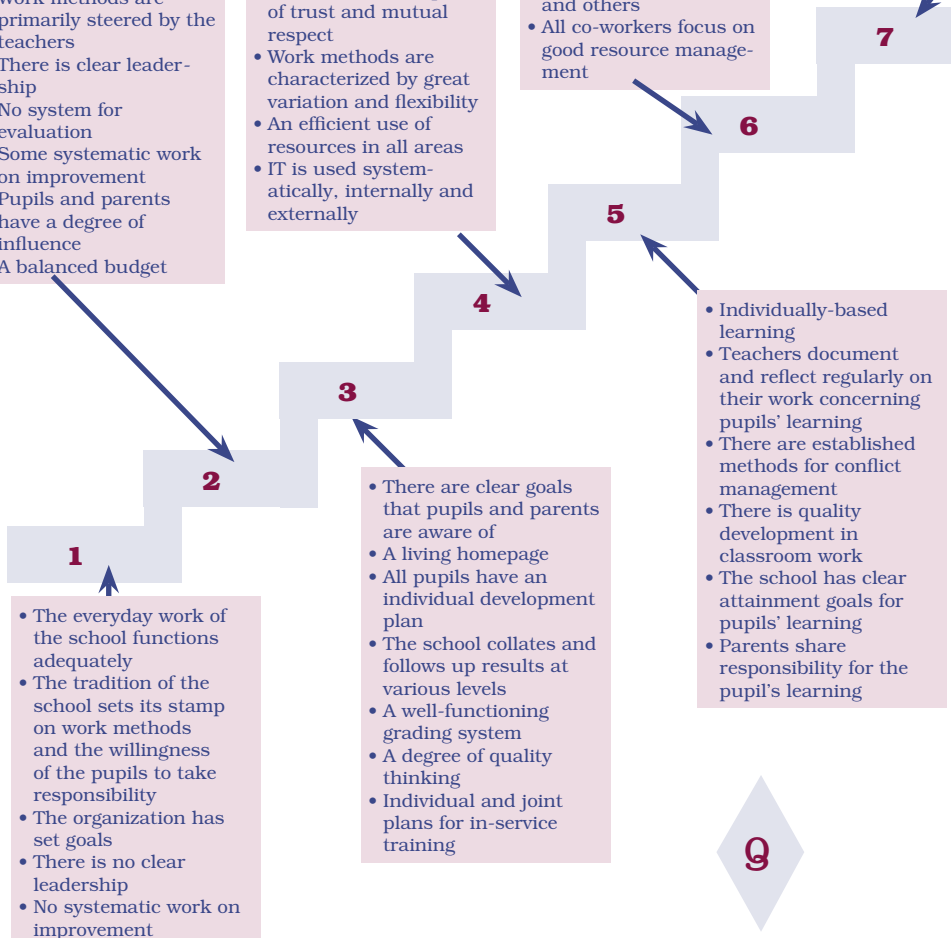
Q

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37. cf. 'Qualis Project', where twelve municipalities in Sweden carried out an overall quality assessment of local schools. See: http://www.qualis.nu/nacka/assess.htm

Appendix 4:   Guidelines for action planning[38]

Step 1: What do we want to achieve?   **Define the Objective**

Objectives should be SMART: Specific, Measurable/Monitorable, Achievable, Realistic, Timed.
Specific (that is, they should be precise enough to indicate the results required).
Measurable/monitorable (They should be measurable or monitorable so that progress can be gauged).
Achievable (They should be achievable within the limitations of the school's circumstances).
Realistic (They should be based on realistic assumptions about human behaviour, the nature of organisations, and eventualities)
Timed (they should indicate the time-frame within which they are to be achieved).

Step 2: What could we do to achieve it?   **Identify possible courses of action**

It is important to explore the available options in order to identify the one that will best achieve the objectives.

Step 3: How will we achieve it?   **Choose and specify a course of action**

At this stage, the focus is on identifying exactly what is to be done. A course of action is chosen. Tasks within it are clearly defined and the order in which they are to be addressed is specified.

Step 4: What resources will we need?   **Identify resource requirements**

The resource implications of the chosen course of action are identified with a view to specifying precisely the human, organizational and physical resources required to implement the plan.

Step 5: Is our action plan workable?   **Review the plan/Revise if necessary**

It can be helpful at this interim point to consider whether the chosen course of action is capable of being implemented in the school, especially in the light of the resource requirements, and whether it is likely to bring about the attainment of the objectives.

Step 6: Who will implement it?   **Assign remits and responsibilities**

Each task within the specified course of action is assigned to an individual or group within the school so that it is clear who is responsible for what.

Step 7: When will it be implemented?   **Establish a time-scale**

Schedules and deadlines are established to give momentum to the work of implementation, thus facilitating progress.

Step 8: How will we know if it has worked?   **Identify criteria for success**
                                            Specify monitoring and evaluation
                                            process

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38. In the School Development Planning Initiative Ireland: www.sdpi.ie

Appendix 5: Research instrument for reviewing EDC-QA

This research instrument was used to prepare national reports on quality assurance in education and of EDC in the countries of South-East Europe.[39]

Based on the quality assurance approach described in *Chapter 3*, this research instrument is designed to address three main sets of questions:

◆ **Policy and current understandings of reform.** What is the current awareness of and interest in QA systems in key sectors of the education system in the countries of the region – particularly within ministries of education? What measure of sensitivity to the difference between a QA and a QC approach exists within the system – and particularly within the policy-making community?

◆ **Current assets and obstacles.** To what extent do elements of the infrastructure that would be required to support a QA system at present exist? What problems are presented by the current existence of structures, organizational cultures, and procedures that are a legacy from a former failed QC approach? What tasks would have to be undertaken and what obstacles would have to be overcome before an effective QA system could be built in the school system of a country in our study?

◆ **Next steps.** If the field of EDC were to be used as a trial for such a broad development, what would be the starting points for planning such a pilot programme?

Current interest in 'quality in education in country'

◆ Is there evidence of public or professional interest in 'quality in education' in your country – particularly within government?

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39. As part of the project on 'EDC: From Policy to Effective Practice through Quality Assurance'.

What form does that interest take? Is there awareness of the current international interest in this field?

◆ Is the issue of the particular definition of 'quality' well developed in the discourse? Does it include issues of EDC?

◆ Is there interest in building this approach into the actual processes of educational reform? Are there any actual steps being taken to that end?

Current interest in QA systems in education in country

◆ Is there any evidence of government interest in QA systems concerning schools in your country? What form did it take? Is it systemic in approach? What stage is it at? Does it appear in any policy papers?

◆ Do the interest/statements contained in policy papers represent a developed understanding of the power and utility of a QA approach? Is it sensitive to the difficulties involved? Does it reveal an understanding of the QC/QA dichotomy? Does it reflect an awareness of the problems involved in developing such an approach?

◆ Apart from issues of interest in a complete QA systemic approach, is there any evidence of government interest in any of the particular elements listed in the introduction? (For example, the development of a national assessment agency, or the reform of a national inspectorate, or the commissioning of researchers to work in this field?) What form does this interest take? Is it explicitly linked to QA? Could it be so linked? Are any actual developments taking place?

◆ Is there any significant evidence of expressed interest amongst schools/school principals/teachers associations? What form does it take? Does it appear in any publications? Is there any 'network' operating? Is government aware of such interest? Are they supporting/encouraging it? How?

◆ Are there any academics in your country publishing in this field? What is their area of interest? What are they saying?

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◆ Are there any NGOs working in the field to develop interest in/ skills in QA? Do any NGOs at present interested in EDC fall into that category?

Empowerment and devolved responsibility

◆ Are there any national statements of policy, setting out intentions to devolve responsibility/decision-making to schools?

◆ Have there actually been developments in this field? How are schools reacting? Have the results been evaluated?

◆ How far do these developments extend? To hiring staff, changing timetables, choosing books, buying in in-service training (IST) or consultancy support? Managing budgets? Flexibility in curriculum provision? Local involvement in selection of principals?

◆ Are there arrangements for local governance? Involvement of local people outside school? What decision-making powers are devolved to this local body? Is there student/parent involvement? School development planning?

◆ Are there local sources for fund generation for school development? Who is responsible? Who manages funds so raised? What accountability for their use exists?

◆ Are your respondents able to describe a pattern to local practices in school management, and how they are developing? What accounts do they give of how such developments are perceived and how they are progressing? Is there evidence of the emergence of participative styles within a school?

◆ Is there evidence of staff accepting 'corporate' responsibility for school performance/planning? Are there whole-staff meetings in schools? What kind of matters do they deal with?

◆ Would current practices in schools (related to the role of the teacher as a member of a larger body – the school staff) present obstacles to such developments? Would teachers' contracts and current work practices allow staff to develop corporate work practices?

◆ How far are schools free to develop good practice or take initiatives in matters of management/curriculum/teaching and learning/assessment?

'Self-improving schools'

◆ Are your respondents able to give you accounts of any evidence of schools adopting a 'self-improving/self-evaluation' school approach? What form does it take? How widespread is it? Is government interested/involved?

◆ Is there a consciousness/awareness in government or amongst schools of the importance of issues of school 'ethos' or 'school culture'? What form does this take?

Training and consultancy support for schools

◆ What are the arrangements for in-service teacher training in your country? What kinds of institutions are involved? How effective are they in determining and responding to the needs of schools?

◆ To what extent can schools make specific requests for help to institutions or the system? What are the different perceptions of how well these are met? Are there accounts of institutional or procedural difficulties?

◆ Are there other, non-institutional providers? (NGOs, independent consultants?)

◆ Are there arrangements for the provision of training and support to school principals that could be used to support a QA approach?

◆ Is there experience in QA amongst current providers of teacher training (TT)?

◆ Is there also expertise in EDC in TT providers?

◆ How are formal TT providers at present funded?

School development planning

◆ Is there any evidence of a formal system of school development planning in the school system? If so, who is responsible for the generation of school plans? How are they to be produced? Who approves them? How are they resourced? How is the process supported? Is there any understanding of potential links to QA?

◆ If there is no evidence of a formal system, are you able to detect signs of less formal, less developed, general interest in such an approach?

◆ Is there any evidence of the availability of a national or locally developed school performance evaluative instrument that could support such an approach?

◆ What support is (could) be available to schools in the task of acquiring the skills to develop such an approach?

◆ Is there any evidence of individual schools, or networks of schools, using such an approach? How is it approached? How widespread is it?

National/international benchmarks and assessment processes

◆ Are there arrangements for a national assessment and certification process in your country? Are there arrangements for any form of national testing?

◆ What areas of the curriculum do these cover? Do they include EDC or any related area? What stages of schooling are involved?

◆ Are the results of this testing available to schools in a form that could assist their evaluation of quality performance and their development planning?

◆ Is there a danger that the assessment of only a sub-set of curriculum goals could distort the balance of curriculum goals in practice?

National inspectorate

◆ Is there a national inspectorate? What is its current role? What do respondents describe as its strengths and its weaknesses?

◆ Do they have international links to SICI?

◆ Is there a perception of professional/public confidence in the skills/approach/independence of the inspectorate?

◆ Are they independent? Do they publish a 'State of the Nation' report (annually/biannually/etc.)?

◆ Is the inspectorate at present aware of/involved in issues of QA nationally?

◆ Is there a formal public statement of quality indicators used by inspectors? Are these related to national educational goals, standards and definitions of quality? What is their status? (Incorporated within a law on education, set out in an official government paper, or offered as guidance for schools and teachers?)

◆ How public are inspection processes?

◆ Do inspection processes include EDC?

Curriculum and definitions of 'quality'

◆ Is there a national body with responsibility for the national curriculum? In what form is this curriculum stated? How do teachers use it?

◆ Are there standards, or quality indicators of any sort incorporated in the national curriculum statements?

◆ Does the government have targets based on such standards for school performance? Are they national/school based?

◆ Do such standards also exist for EDC?

Accountability

◆ Are there any arrangements for accountability of schools in the present system? How formal is it? Is it public?

- On what matters are schools held accountable? Is quality of performance a factor?
- To whom do the lines of accountability extend?
- What are the incentives/sanctions in the system? And how effective are they?
- What is the effect (likely effect) of the presence/absence of such accountability on the functioning of the system?
- Can other major actors (local education authorities/ministry officials/politicians) also be held accountable? What are the mechanisms?

The way forward

The analysis will have identified the current assets which the country examined could bring to the development of a QA system in EDC. It will also have identified a number of gaps in the current provision of necessary elements. The next section is designed to identify the major tasks that would have to be undertaken/organizational changes that would have to occur before a QA approach could be piloted in EDC in the given country.

The questions that follow in this last section are designed to support this process of enquiry. However, this section of the research instrument is less concerned with the collection and analysis of data than with informed speculation about next steps. Researchers should therefore feel free to develop their analysis to emphasize particular aspects of this task, which they feel to be specially important or challenging.

- What institutions or processes external to schools would have to be created?
- What are the main lines along which reforms would have to be undertaken in existing institutions other than schools? (You may wish to refer to the elements described in the introduction as a broad checklist.)

◆ Would any new curriculum documents (with standards and targets) have to be produced? What sort, at what stages?

◆ What would be the most important new sets of institutions or procedures that would have to be created to make a QA system work in your country's school system?

◆ What would be the most critical skill shortages in key players, or groups of players, which would have to be overcome if a ministry is to develop and implement such an approach?

◆ Who might be able to undertake to meet these shortages?

◆ What would have to be done in order to create the capacity (if it does not already exist) to meet these shortages?

◆ What would have to be done before all schools could develop their own school development plan? Could this procedure be usefully piloted in the field of EDC?

◆ What kinds of support will be needed? How could that be provided?

Conclusions and next steps

The analysis should conclude with an overview that attempts to place all components in an overall evaluation of the main challenges to be faced, and which outlines the essential components of a strategy to carry forward the suggested next steps.

The tool focuses on education for democratic citizenship (EDC) and applies the principles and processes of quality assurance to EDC. It promotes school development planning and school self-evaluation. It provides an evaluative framework for schools which includes 6 quality indicators newly developed for this tool based on EDC principles. It also considers the requirements for quality assurance of EDC at the level of the education system.