

# THREE COUNTRY AUDIT OF THE LOWER SECONDARY CITIZENSHIP AND HUMAN RIGHTS EDUCATION CURRICULUM



Reflection of the  
principles of the  
Charter on Education  
for Democratic  
Citizenship and Human  
Rights Education in  
the curricula of France,  
Finland and Ireland

Funded  
by the European Union  
and the Council of Europe



EUROPEAN UNION

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

Implemented  
by the Council of Europe

# Assessment tool

## Introduction

The Council of Europe Charter identifies the different fields of activities that need to be addressed in implementing the values and practices in education for democratic citizenship and human rights education. In this study eight of the articles in the Charter have been used to shape a self-evaluation and planning tool.

The self-evaluation and planning tool outlined below is designed to assist educational authorities, organisations and schools to enhance the culture of democratic citizenship and human rights education by

- Formally identifying and listing existing good practices
- Identifying new activities that could be implemented within a realistic timeframe
- Improving where necessary existing practices
- Reviewing procedures to maintain good practices
- Prioritising the policy components to be implemented within a defined period

The tool is designed to be flexible, easily localised and applicable to all levels from students, teachers through to educational authorities. The tool may also be integrated with or extended to incorporate other values and practices that an organisation wishes to promote. The tool is designed to link our shared values and aspirations for EDC/HRE as members of the Council of Europe while recognising and valuing the diverse approaches in different countries and regions through the use of enabling questions that are locally developed.

## Application

Because the purpose of the self-evaluation and planning tool is to assist a change in culture and practice, sufficient time should be allowed to effect such change. It may be worthwhile placing the use of the tool within a ten to fifteen year time period. Depending on circumstances it may be appropriate to initially engage with one or two achievable elements or questions linked to one article. As an individual, group or organisation becomes more familiar and confident in implementation and evaluating more articles may be taken into consideration. The sample enabling questions are just examples. Individual countries, authorities and schools should develop questions to meaningfully reflect and take into account their own education system and culture.

## 1 Tool

Self-evaluation and planning tool

Date

---

<b>Development Priority</b> articles (see 3 below)	<b>Current Status</b>	<b>Evidence</b>	<b>Targeted Action</b>	<b>Target Group</b>	<b>Time Scale</b>	<b>Lead Responsibility</b>	<b>Success Criteria</b>
<b>Formal Education</b>  (enabling Questions see 4 below)							
<b>Democratic Governance</b>  (enabling Questions see 4 below)							
<b>Training</b>  (enabling Questions see 4 below)							
<b>Role of NGOs</b>  (enabling Questions see 4 below)							
<b>Research</b>  (enabling Questions see 4 below)							
<b>Social cohesion</b>  (enabling Questions see 4 below)							

<b>Evaluation and review</b>  (enabling Questions see 4 below)							
<b>Follow-up activities</b>  (enabling Questions see 4 below)							

## 2 How to use the self-evaluation and planning tool

Column **1** refers to eight of the articles referenced in the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (EDC/HRE). These articles are detailed in section 3 below. Section 4 contains questions that may be associated with the different articles. In the initial use of the tool no more than one or two of these enabling questions should be used under each article.

Column **2** refers to the current level of development of the article and the activity referred in the associated enabling question. The current status may have one of the following statements; not implemented, in the planning phase, low level, medium level, high level or outstanding. In the case where outstanding is assigned it would mean that the article is so completely embedded within the system that little further development is required and only that maintenance and renewal are required.

Column **3** refers to evidence in the form of a brief statement of fact that backs up the statement on the current status in column 2.

Column **4** Targeted action refers to a specific activity that will be developed and implemented by a future date that will further embed the article within education community. In the initial use of the tool only a small number of targeted actions should be undertaken.

Column **5** refers to a target group e.g. science teachers, lower secondary students, NGOs etc.

Column **6** the time scale will include the proposed start date and the end date of the target action outlined in column 3.

Column **7** will include the name of the person/s who will take the lead responsibility for implementing the targeted action.

Column **8** success criteria refer to activities that demonstrate the effective implementation of the targeted action e.g. under the article Training with a targeted action of providing continuous professional development in Education for Democratic Citizenship and Human Rights Education (EDC/HRE) the success criteria could be “increased number of teachers introducing EDC/HRE practices in their classroom”.

### 3 Details on development priorities

**Article 6. Formal Education**

To what extent EDC/HRE is included in the curricula for formal education? What steps are taken to support, review and update EDC/HRE in curricula?

**Article 8. Democratic Governance**

How is the democratic governance in educational institutions supported? What steps have been taken to encourage and facilitate participation of:  
- learners and other educational staff - stakeholders, incl. Parents

**Article 9. Training**

To what extent are teachers, educational staff, youth leaders and trainers offered initial and ongoing training and development in EDC/HRE:  
-knowledge and understanding of EDCHRE objectives and principles - teaching and learning methods - other key skills

**Article 10. Role of NGOs, youth organisations, other stakeholders**

How is the role of NGOs and youth organisations fostered in EDC/HRE, especially in non-formal education? Are these organisations and their activities recognised as a valued part of the educational system? Are they provided with support? Is full use of their expertise taken?

**Article 12. Research**

What research on EDC/HRE has been initiated and promoted to take stock of the current situation and to provide comparative information to help measure and increase the effectiveness and efficiency and improve their practices? Possible research areas include: research on curricula, innovative practices, teaching methods, development of evaluation systems. Share the results with member states and stakeholders.

**Article 13. Skills for promoting social cohesion, valuing diversity and handling differences and conflict**

To what extent educational approaches and methods promote: - learning to live together in a democratic and multicultural society. -acquisition of the knowledge and skills to promote social cohesion, value diversity and equality, appreciate differences (faith and ethnic groups) and settle disagreements and conflicts in a non-violent manner. What are the ways to combat discrimination and violence, especially bullying and harassment?

**Article 14. Evaluation and review**

Evaluate the strategies and policies with respect to the Charter and adapt these strategies and policies. (Cooperation with other member states and assistance from the CoE).

**Article 15. Co-operation in follow-up activities**

Member states should, where appropriate, co-operate with each other and through the Council of Europe in pursuing the aims and principles of the present Charter by:

- a. pursuing the topics of common interest and priorities identified;
- b. fostering multilateral and cross border activities, including the existing network of co-ordinators on education for democratic citizenship and human rights education;
- c. exchanging, developing, codifying and assuring the dissemination of good practices;
- d. informing all stakeholders, including the public, about the aims and implementation of the Charter;
- e. supporting European networks of non-governmental organisations, youth organisations and education professionals and co-operation among them.

**4 Sample Enabling Question Bank (additional questions should be entered here to meaningfully reflect the education system and culture of the country)**

**Article 6. Formal Education**

1. To what degree do the concepts underpinning the EDC/HRE Charter (i.e. active participation, equality and inclusion and global interdependence) visible in the overarching aims of the various education sectors, for example the ministry in charge of lower secondary education, curriculum developers, teacher training providers etc.?
2. To what extent are the schools guided to increase opportunities for active participation? Give some examples.
3. To what extent is funding made available to the various actors in the education system (e.g. networks of schools/individual schools, teacher education providers, curriculum developers etc.) to enable them to integrate the concepts of active participation, equality and inclusion and/or global citizenship into their work? Give examples.
4. To what degree is there a relationship between the school's ethos/culture and the concepts underpinning the EDC/HRE Charter (i.e. active participation, equality and inclusion and global citizenship)? To what extent are democratic values promoted?
5. To what extent does the school mission statement / School Plan reflect the issues of active participation, equality and inclusion and/or global citizenship?
6. To what extent does the allocation of school budget support activities addressing issues of democratic citizenship and human rights, active participation, equality and inclusion and/or global development?
7. To what extent do the concepts of active participation, equality and inclusion and/or global citizenship feature in the subjects offered to lower secondary learners? In what way?
8. To what extent are lower secondary learners encouraged to participate in classroom discussions (including pedagogical discussions as a learning method and discussions to foster democratic participation)? Give concrete examples of measures.
9. To what extent are lower secondary learners encouraged to participate in projects that address issues around active participation,

equality and inclusion and/or global citizenship?

10. To what extent do I (the teacher) address the concepts underpinning the EDC/HRE Charter (i.e. active participation, equality and inclusion and global citizenship in my subject area?
11. To what extent do the textbooks and/or materials I (the teacher) currently use support me to teach about participation, equality and inclusion and/or global citizenship?
12. To what extent can students influence on what to learn and the way things are studied?
13. To what extent do I (the teacher) use active teaching and learning methodologies? For example problem-based learning, experiential learning, and learner entered learning, participatory....).To what extent does my pedagogy promote student participation? Give examples.
14. To what extent can I (the student) influence teaching content or methods? Give examples?

#### **Article 8. Democratic Governance**

1. Is the process of developing national, regional, local or school curriculum transparent and inclusive of key stakeholders? (Example: students, parents, teachers, employers, employees); to what extent is the process democratic/collegial?
2. To what extent is student participation encouraged in the school? What mechanisms are available for students' participation (students' councils or other schools structures.)? Do students' views or initiatives have a genuine impact on the school?
3. To what extent are the members of the school board/"conseil de l'ecole"/school leadership encouraged to see the value of subjects and school activities focusing on issues of active participation, equality and inclusion and/or global citizenship? What measures/actions are being taken?
4. To what extent are student representatives involved in planning the school year?
5. To what extent does my school community encourage students to speak up on local and/or international issues? How?
6. To what extent are students heard when employing teachers?



7. To what extent do I (the teacher) encourage student participation and action in my classroom? For example do students take part in planning courses or lessons? Give some examples? Do students suggest themes for course/lessons? Do I discuss course assessment together with students and if yes in what way?
8. To what extent do I (the teacher) encourage learners to become active members of their school community? Give examples.
9. To what extent are students taking part in i) the planning of the school year, ii) staff meetings, iii) working groups that work for the development of the School? Give examples
10. To what extent can I (the student) contribute to the planning courses/classes? Give examples.
11. In the school/city/municipality, to what extent can children and young people participate and have their say in decision-making? Give examples?

#### **Article 9. Training**

1. To what degree are teacher education providers encouraged to integrate the concepts of active participation, equality and inclusion and/or global citizenship into their programmes of initial teacher education and continuing professional development? For example are teachers offered in-service training on how to develop student council activity? What form this support take: financial or something else? How is this organised?
2. To what extent are the teachers supported by the school leadership (school principal, school management team etc.) to address the concepts of active participation, equality and inclusion and/or global citizenship at lower secondary level?
3. To what extent are teachers encouraged to take part in continuing professional development activities addressing issues around active participation, equality and inclusion and global citizenship?
4. To what extent is my school developing a work culture that encourages participation in our school? What are the measures?
5. Are there regular information and discussion meetings for the entire school community?
6. To what extent do I (the teacher) take advantage of continuing professional development opportunities in relation to issues of

participation, equality and inclusion and/or global citizenship? What are the constraints or encouraging factor?

7. To what extent do I (the teacher) take advantage of the curriculum development opportunities in relation to issues of active participation, equality and inclusion and/or global citizenship?
8. To what extent do I (the teacher) talk to my colleagues and school management about the value of my subject areas in encouraging learners' interest in issues relating to active participation, equality and inclusion and/or global citizenship?

**Article 10. Role of NGOs, youth organisations, other stakeholders**

1. Is the municipality/department/ministry aware of school initiatives dealing with the concepts of active participation, equality and inclusion and/or global citizenship coming from the non-governmental sector or from other department/ministries etc.? How is this information collected? (e.g. a platform/website, database for good practice for EDC/HRE on the public domain)
2. To what extent is the school open to outside agencies/local community initiatives focusing on issues of active participation, equality and inclusion and/or global citizenship?
3. To what extent are parents encouraged to see the value of subjects and school activities focusing on issues of active participation, equality and inclusion and/or global citizenship? In what way?
4. Does my school have student tutors?
5. To what extent do I (the teacher) encourage learners to become active members of their local community? Give examples.
6. To what extent do I (the teacher) talk to parents about the value of my subject area in encouraging learners' interest in issues relating to active participation, equality and inclusion and/or global citizenship?

**Article 12. Research**

1. To what degree does the school planning take into consideration active participation, equality and inclusion and/or global citizenship? How are these things taken into consideration when you are planning for the new school year?
2. Is there a systematic approach to researching the effectiveness of actions linked to Democratic Citizenship and Human Rights Education

(EDC/HRE)?

3. Is there a robust mechanism for collecting quality evidence that can be subjected to analysis?

**Article 13. Skills for promoting social cohesion, valuing diversity and handling differences and conflict**

1. To what extent when reforming national level curriculum is attention given to the integration of the concepts of active participation, equality and inclusion and global citizenship?
2. What type of guidelines are available to schools to encourage inclusion of the concepts of active participation, equality and inclusion and/or global citizenship (e.g. subject specific guidelines, whole school planning documents, self-evaluation documents or materials supporting student councils etc.)? (Guidelines on bullying, discrimination)? Is there an integration of these guidelines? Give examples.
3. To what extent does the school take advantage of curriculum development to integrate issues of active participation, equality and inclusion and/or global interdependence into the curricula? To what degree is school participating in campaigns supporting these ideas or developing its own campaigns?
4. To what extent am I (the teacher) involved in increasing a sense of community/good atmosphere at school? Give examples
5. Does the school organize events that bring together students and staff? What kind?

**Article 14. Evaluation and review**

1. To what extent are students requested to give feedback about the school activities for example as part of the self-assessment process of the school?
2. To what extent is it possible to give quality continuous feedback e.g. through feedback boxes, discussions etc.? Give examples
3. Do teachers discuss evaluation with students? Give examples

**Article 15. Co-operation in follow-up activities**

1. Is the school linked to any local or regional networks that promote the values of Democratic Citizenship and Human Rights Education

(EDC/HRE)?

2. Is the school linked to any national networks that promote the values of Democratic Citizenship and Human Rights Education (EDC/HRE)?
3. Is the school linked to any European wide networks that promote the values of Democratic Citizenship and Human Rights Education (EDC/HRE)?
4. Is the school linked to an international network/s that promoting Democratic Citizenship and Human Rights Education (EDC/HRE)?
5. Is the school linked to any national or international networks promoting related issues to democracy and human rights?

[www.coe.int](http://www.coe.int)

The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, 28 of which are members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law.

The European Court of Human Rights oversees the implementation of the Convention in the member states.