







Workshop 2: Putting learners at the centre of education: good practices and lessons learned

Criteria for evaluation / Evaluation and review (Articles 11 and 14)

Learning to Live Together: a Shared Commitment to Democracy Conference on the Future of Citizenship and Human Rights Education in Europe, Council of Europe, Strasbourg, 20-22 June 2017



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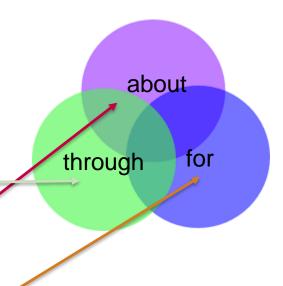
EDC/HRE in Swedish Education Policy

Education Act

- Education aims for students to obtain and develop knowledge and values.
- Education is to be designed in accordance with basic democratic values and human rights, such as the inviolability of human life, individual freedom and integrity, the equal dignity of all people, equality and solidarity between people.

National Curricula

- Assignement; Teach and establish respect for democracy and human rights, promote active citizenship.
- Objectives; Students should recognize and respect democracy and human rights and act consciously on the basis of knowledge of democray and human rights.
- Syllabus; Content; about human rights, democracy, process & prinicples. Skills; communication and critical, examination and reflection.



Swedish Schools Inspectorate

- Systematic investigation of the quality in relation to national goals and guidelines.
- Regular periodic inspection and quality assessements reports on specific areas.
- Supervision as a starting point for development
- Results are public and available for parents and stakeholders
- Schools can get remarks and obligations

Evaluation on EDC/HRE

- Swedish Schools Inspectorate, Quality Assessment Report;
 Schools' work with democracy and fundamental values (2012).
- Head teachers, teachers and school staff on contributions to Schools' work with democracy and fundamental values.
- 17 schools in 10 municipalities inspected.
- Link to report in English:
 https://www.skolinspektionen.se/globalassets/0-si/01 inspektion/kvalitetsgranskning/demokrati/quality-assessment-report-democracy-and-fundamental-values.pdf

Method/ design

- Observation of lessons
- Interviews with pupils and teachers
- Surveys pupils and teachers
- Review of policy documents such as curricula, school ethos.

Focus points/ Central concept

- Active Citizenship
- Deliberative learning
- Pupils voice
- Intercultural learning/ intercultural teaching
- Critical Thought (including norm critical approach)

Civic (democratic) competence relates to the combined practical skills made of certain knowledge, values and abilities that are needed by citizens in a democratic society.

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Results/ recommendations

Mandated missions tend to be implemented in parts

The collected missions of the education system need clarification.

Lack of pupil influence and participation

Ensure inclusion for all pupils and the opportunity to participate in the teaching, by being able to voice their thoughts and opinions and practice explaining them in front of others.

Discussion, critical reflection and analysis are given too little time

Strong demands on the competence of teachers, not at least in the form of critical and norm-critical attitude.

Results/ recommendations

Variations in the views of EDC/HRE, result in it being implemented in different ways in the teaching.

Reach consistency through peer learning and whole-school-approach.

EDC/HRE is apparent in all subjects, but not sufficiently permeated in the lessons.

Fortify identity and sense of responsibity in performing a democratic assignement.