



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

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

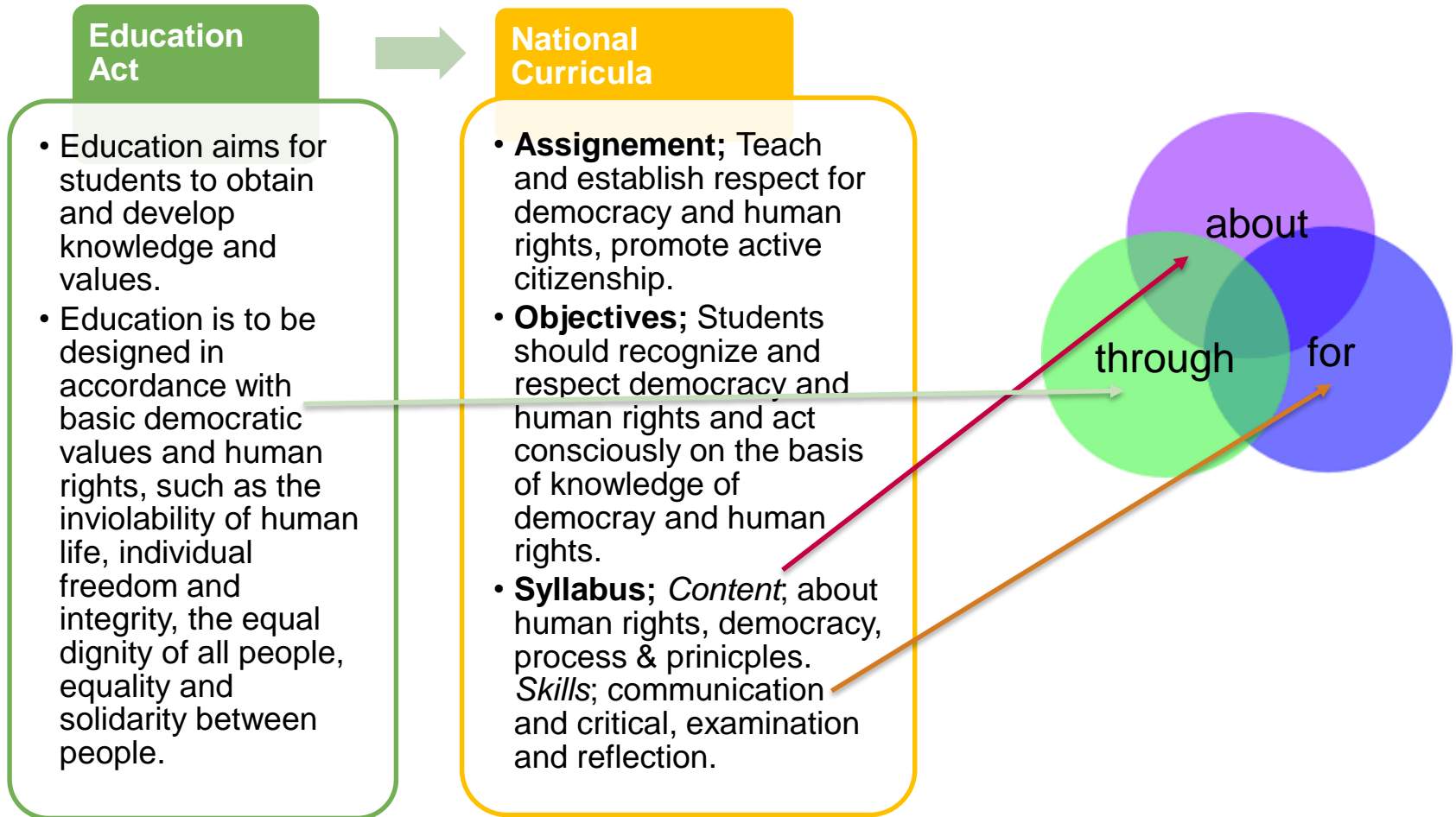
**Learning to Live Together: a Shared Commitment to Democracy**  
Conference on the Future of Citizenship and Human Rights Education  
in Europe, Council of Europe, Strasbourg, 20-22 June 2017



Hugo Wester, Swedish National Agency for Education  
[hugo.wester@skolverket.se](mailto:hugo.wester@skolverket.se)

*Skolverket*

# EDC/HRE in Swedish Education Policy



# Swedish Schools Inspectorate

- Systematic investigation of the quality in relation to national goals and guidelines.
- Regular periodic inspection and quality assessments 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.

# 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 responsibility in performing a democratic assignment.