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### **Exemplary Implantation Study on Material from the CoE's EDC-Pack:**

*Complete Study:* Introducing Quality Assurance of Education for Democratic Citizenship in Schools. A Comparative Study on Ten Countries. Council of Europe Publishing. 2009.

The study analyses relevant conditions and possible activities with regard to implementing the “Tool on Quality Assurance of Education for Democratic Citizenship (EDC) in Schools” (Birzea et al. 2005) in ten national educational systems. The main objective is to provide a basis for taking decisions on the promotion of pilot projects in and between different nations. For this purpose the study analyses the respective systems of school evaluation and further preconditions in each country. On that basis alternative ideas on how to enhance the usage of the Tool emerge.

Because different cultures vary with respect to how they understand quality and evaluation, they have also come up with various concepts to enhance the usage of the Tool. In the following, these approaches are not listed up country by country but categorised according to the degree of energy needed.

#### **1. Extending availability**

- Translating the Tool into the languages of all relevant groups
- Distribution of the translated Tool to relevant stakeholders (presupposes the identification of relevant stakeholders)
- Linking the tool and additional material to internet platforms
- Most country reports emphasise the need to adapt the tool to their specific context. Therefore, all translations should resemble work in progress, in that there is no use editing a book which would in any case quickly turn out to be incomplete or inadequate. In the meantime first experience from Romania (Leca 2009) and Ukraine (Poznyak 2009) show how the tool can be adapted for different national conditions.

#### **2. Raising awareness**

Country reports differ as to the best starting point within the system for awareness-raising activities. For example,

- starting at the school level and targeting school principals, teachers and
- starting with self-governing student bodies
- starting with an conference with the involvement of the Ministry
- starting with school inspection
- starting with teacher associations
- starting with universities

#### **3. Producing supporting material**

A wide range of such material is suggested which could assist schools, as follows:

- There is the expectation that checklists (cf. Tool, p. 59ff.) could be used to govern the whole evaluation process and to provide more detailed means of analysing certain features of schooling.
- A model copy book could be helpful, which would support teachers by providing them with master copies, work sheets and other hands-on material.
- Rather than be so prescriptive, support could consist of examples of how other schools have worked with the Tool and what kind of regulations they have developed.

- Tests on knowledge, skills and attitudes should lead to comparable data which could help determine more precisely the developmental needs of students and teachers.
- Supporting material should extend existing national audit material, so that there is no difference as far as formal aspects are concerned.
- Finally, it could be useful to have specific material for each of the target groups within the school system (i.e. teachers, students, parents and principals).

#### 4. Providing training

Country reports agree on the need for professional development in order to make any project on quality assurance run, they differ with respect to

- Most urgent priority groups
- Most useful bodies to organise professional development (NGO vs. Governmental)
- Most effective formats for training

#### 5. Ideas for Projects

- Units from a pilot project as a form of “lighthouse” can work as a basis for the development of new, more in-depth units.
- The work within one unit (e.g. schools) could be stabilised by setting up networks between units. Within such networks, individual units may be more concentrated on each other, or alternatively focused on a common centre for counselling and support.
- The whole evaluation could be done by student enterprises if they receive relevant mandates, training and advice.
- EDC quality certificates to schools could be developed and issued.
- Schools could work on certain aspects of the Tool in the realm of exchange programmes.
- Research projects could help to further develop the work within (or even between) countries.

#### References

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