

# Democratic School Self-governing School

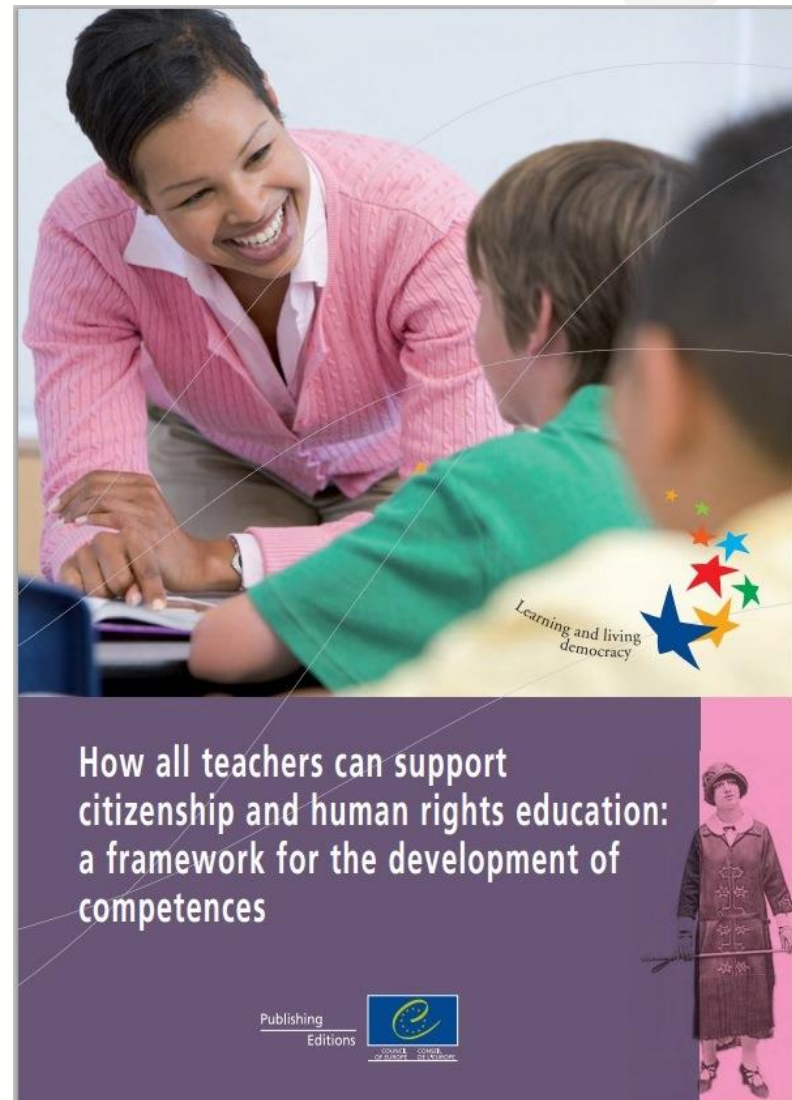
**Centre for Education Development, Poland**



**Strasbourg, 15.10.2015**

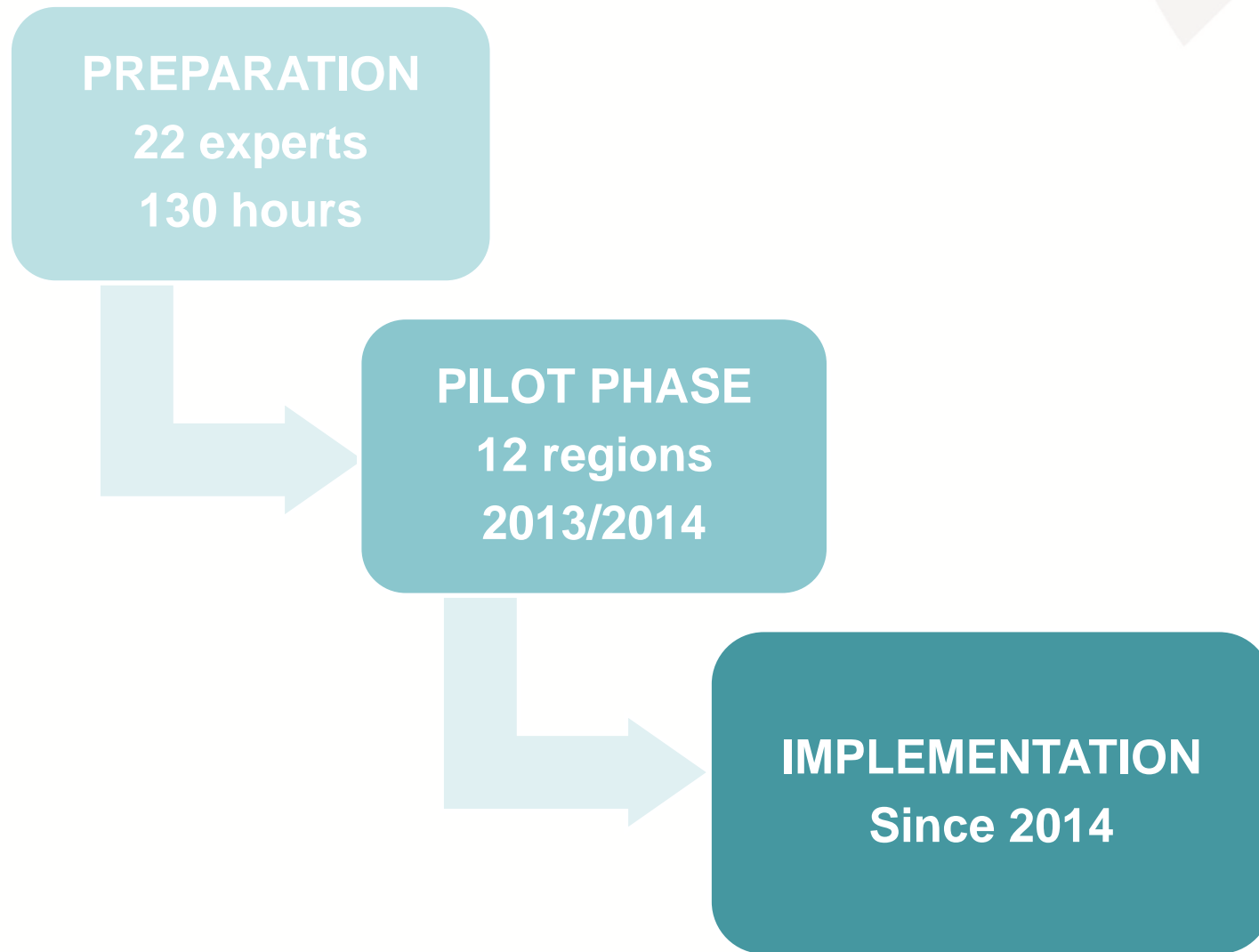
# PROJECT OBJECTIVE:

To help the bodies of teachers **to develop 15 competences improving EDC/HRE** described in The CoE publication.



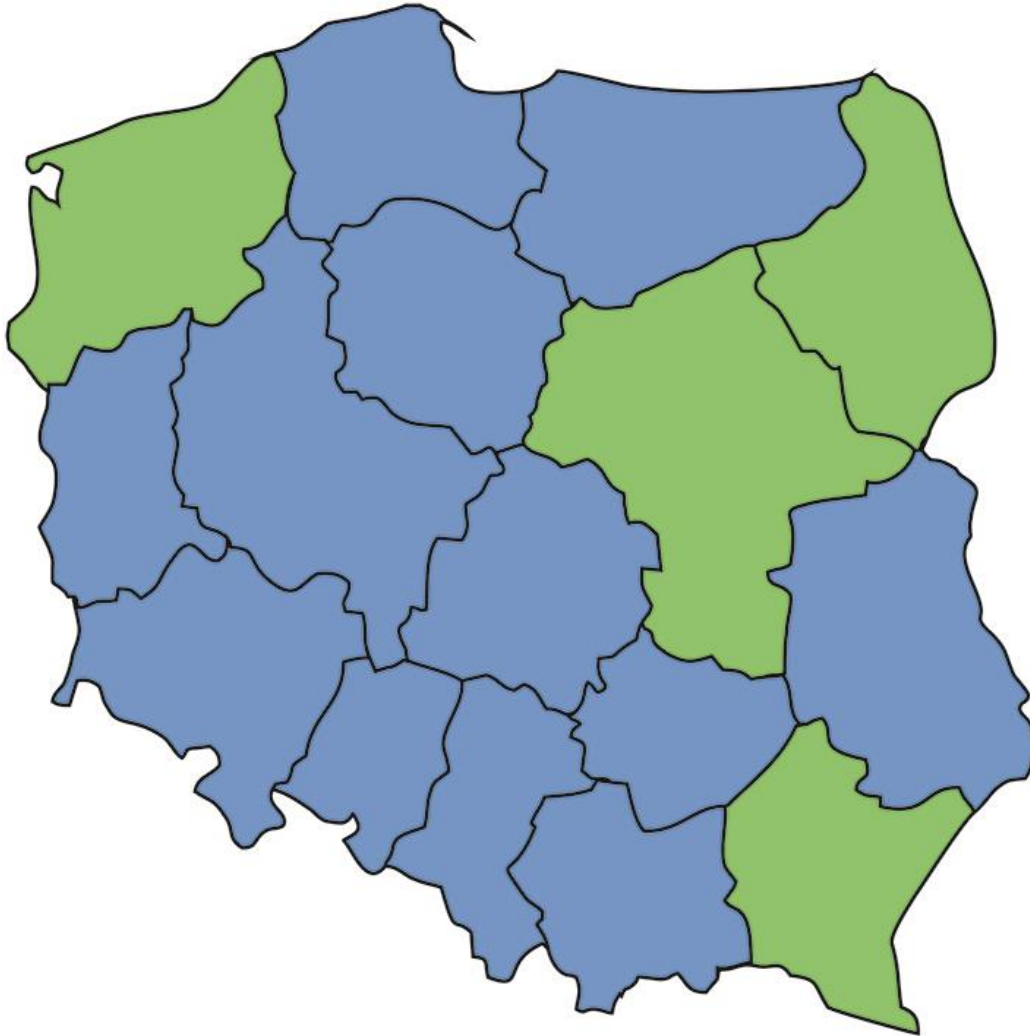
# PROJECT STAGES:

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# THE PILOT PHASE:

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**12** Voivodships

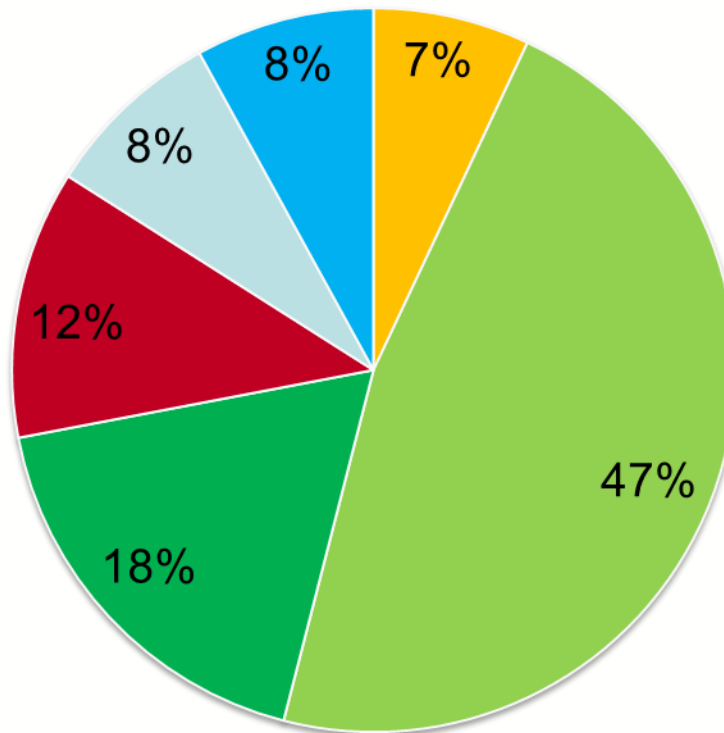
**19** Experts

**87** Schools

**1 577** Teachers

# THE PILOT PHASE:

## Schools participating in the pilot phase



■ Kindergartens - 6

■ Primary Schools - 41

■ Lower Secondary Schools - 16

■ Complex Schools (Primary and lower Secondary) - 12

■ Secondary Schools - 7

■ Others - 5

# FOOTAGE

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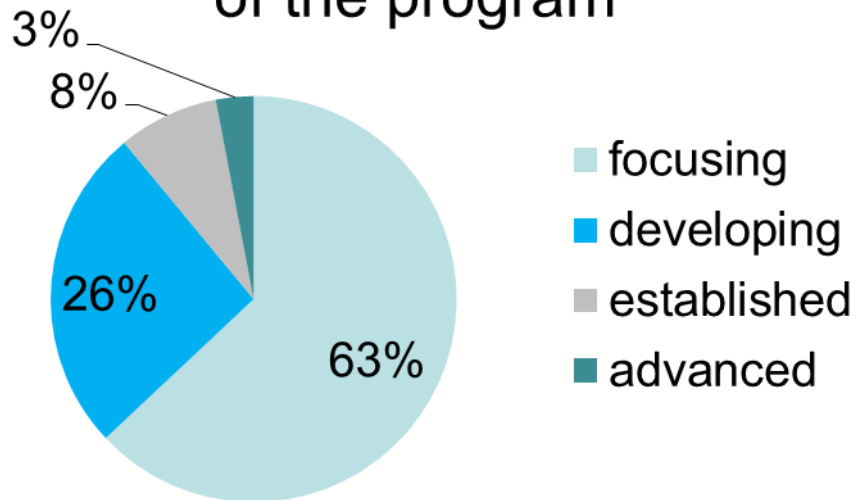
# EVALUATION AFTER THE PILOT PHASE:

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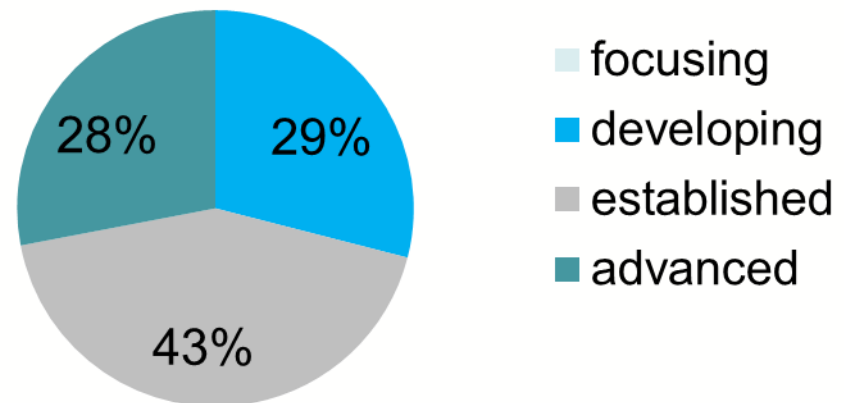
- Evaluation of results in each group of competences
- The most effective activities in teachers perspective
- The most effective activities in students perspective
- Changes in school working culture
- Conclusions

# EDC/HRE KNOWLEDGE AND UNDERSTANDING (A)

Level of competences  
**at the beginning**  
of the program



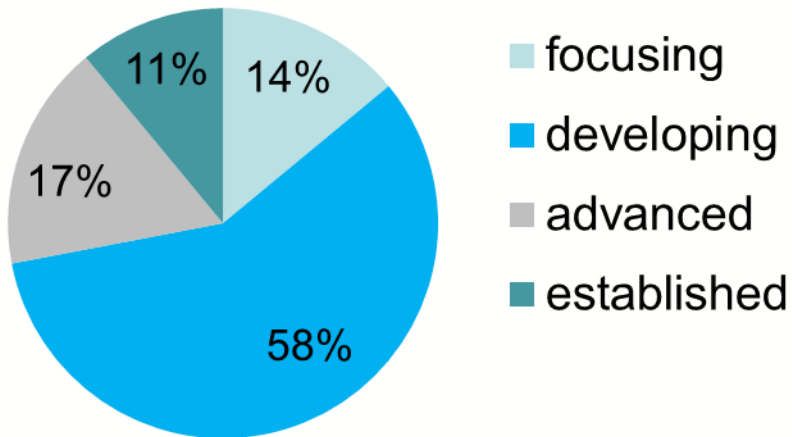
Level of competences  
**at the end**  
of the program



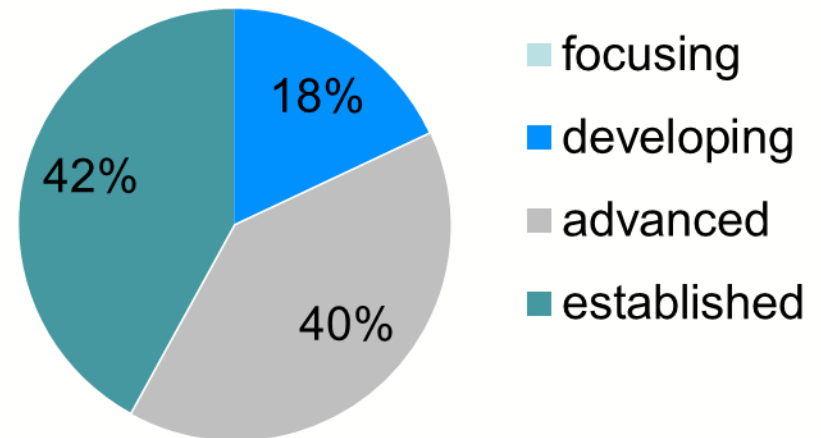


# TEACHING AND LEARNING ACTIVITIES IN EDC/HRE (B)

Level of competences  
**at the beginning**  
of the program



Level of competences  
**at the end**  
of the program



# THE MOST EFFECTIVE ACTIVITIES IN EDC/HRE IN TEACHERS PERSPECTIVE:

- **Deeper cooperation** among teachers
- **Sharing ideas** about the ways of implementation EDC/HRE in curriculum
- Discussions about **schools' documents**
- The use of **active methods** which enable students to free expression
- The use of **formative assessment**
- **Joint** evaluation of outcomes



# THE MOST EFFECTIVE ACTIVITIES IN EDC/HRE IN STUDENTS PERSPECTIVE

- The use of **active methods** (educational projects)
- Organization of **exhibitions and information boards devoted to:** self-governing, human and students' rights
- Organization of **students' debates**
- Cooperation with **local environment** (administration, other schools, NGO's, animal shelters etc).









Muszkowo 8.5.14r.

Dragi Panie Wójcie!

Jestem mieszkańką Muszkowa. Jest to piękna i mała wieś. Mamy podniesiony kościół, plac zabaw i pola uprawne, ale nie mamy chodnika. Bardzo mieszkańcy Muszkowa go potrzebują, by czuć się bardziej bezpiecznie. Zwracam się do Państwa, gospodarza Gminy z prośbą o zrobienie chodników w naszej wsi.

Alicja Jurek



# PARTNERZY SZKOŁY

## School Partners

### Library

1 - Biblioteka

2 - Bank GBS

### Bank

3 - Nadleśnictwo Lubniewice

### Forest Inspectorate

4 - Poczta

### Post office

5 - Urząd Gminy Krzeszyce

### Commune Office

6 - Gminny Ośrodek Kultury

### Commune Center of Culture

7 - Park Narodowy „Ujście  
Warty”

### National Park

8 - Straż Pożarna

### Fire brigade



### Local Entrepreneur

9 - „Fantasto”

10 - Stacja Sanitarno-  
Epidemiologiczna

### Epidemiologic & sanitary station

13 - Komisja ds. Rozwiązywania  
Probleatów Alkoholowych

### Alcohol Problem Solving Commission

11 - Policja 12 - Caritas

### Police, NGO: Caritas

14 - Zakład Usług  
Komunalnych

### Municipal Services Centre

# WHAT KIND OF CHANGES THE PROGRAM BROUGHT TO THE SCHOOL CULTURE

- Implementation of **DC/HR in relations** with others – 100,0%
- Ability to **cooperate** among teachers in the school – 86,7%
- Organization of education based on **students' activity** – 73,3%
- Cooperation with **local environment** – 66,7%
- Involving **students in decision making process** – 60,0%
- Involving **parents/legal guardian** in decision making process – 33,3%



# CONCLUSIONS

- Principals' and teachers' **satisfaction**
- Key role of **principals** in the process
- Key role of **school intention** while joining the project
- Key role of teachers' **individual motivation**
- **Positive assessment** of the program by experts
- Need to **prolong cooperation** between expert and school





# CONCLUSIONS

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- Necessity to **deepen moduls**:
  - aims and purposes of EDC/HRE
  - key international frameworks and principles that relate to EDC/HRE
  - methods and learning opportunities in EDC/HRE
- **Experts educational needs** in gaining skills in:
  - coaching, motivating, wielding influence, communication, assertivness, work with teachers' resistance
- More attention to activation of **students self-governments**



# ***Thank you for your attention***



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