



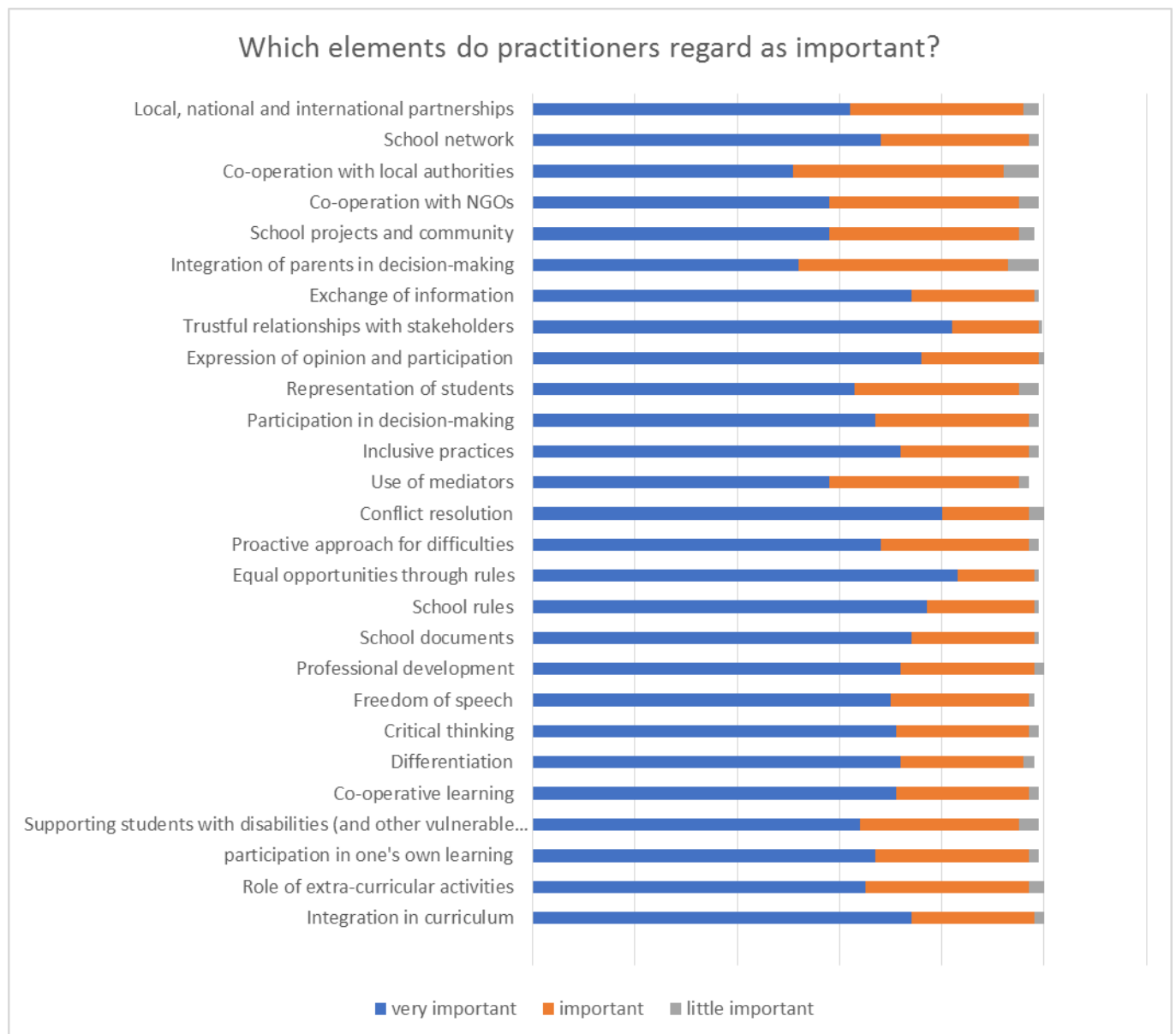
## FREE to SPEAK, SAFE to LEARN Democratic schools for all

### Council of Europe pre-launch campaign survey – Spring 2018 Info graphics

As part of the Council of Europe pre-launch campaign survey **Democratic schools for all** practitioners all over Europe have been asked to participate in sharing their opinions, experiences, wishes and good practices with their colleagues on democracy and human rights education.

#### Elements of importance for practitioners

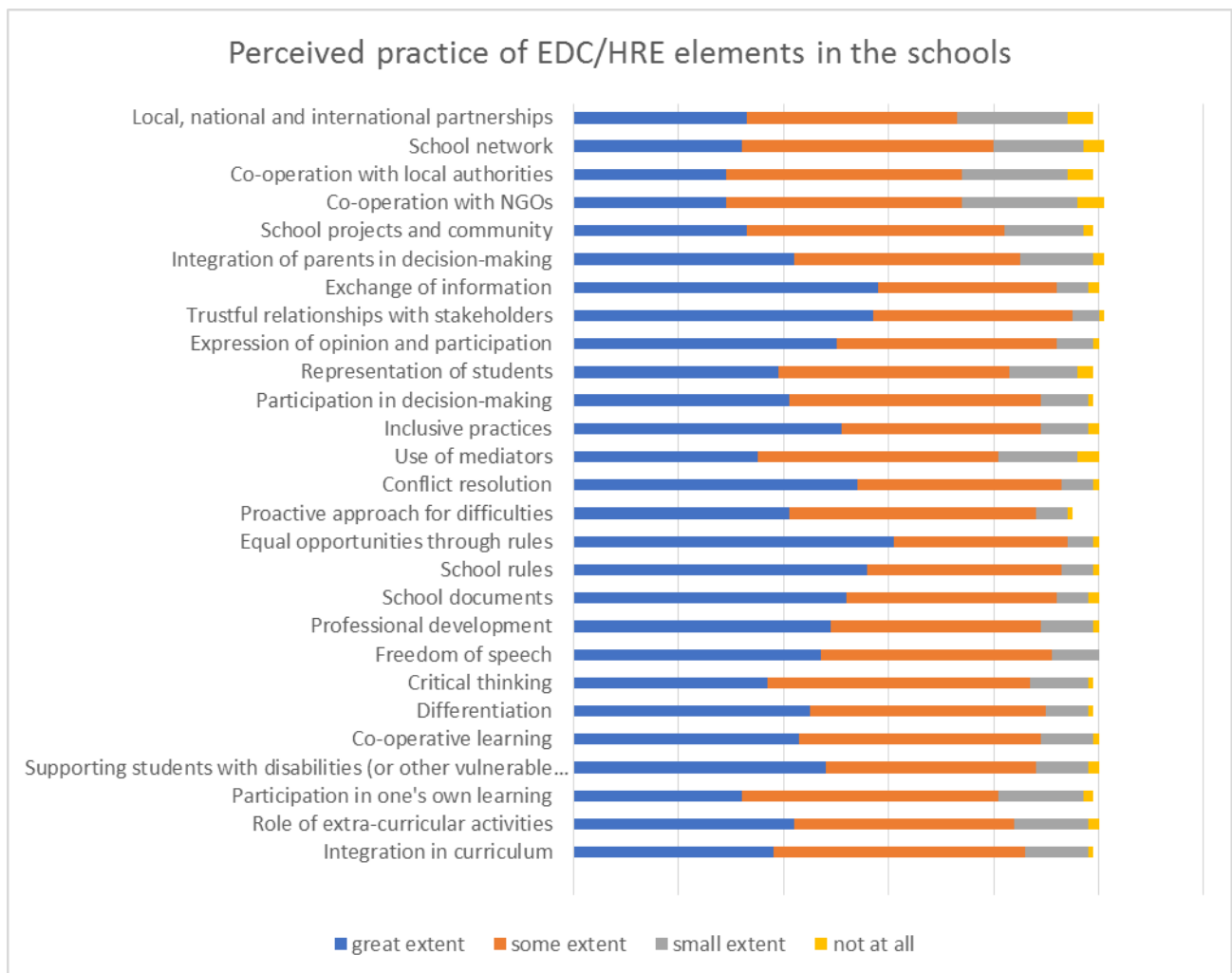
All elements of EDC and HRE have been rated as very important or important by the schools.





### Perceived practice in the schools

EDC and HRE is practised in the majority schools and can especially be seen in the perceived teaching practice in classrooms. This includes using methods of co-operative learning, differentiation as well as participating in one's own learning or inclusive practices. EDC/HRE has successfully been adopted in the classroom practices in European schools. EDC and HRE are reflected in curricula, school rules, school documents and equal opportunities through rules (e.g. equal access for all) or the exchange of information to a great extent and are perceived as important elements by most practitioners.



### Potential for improvement

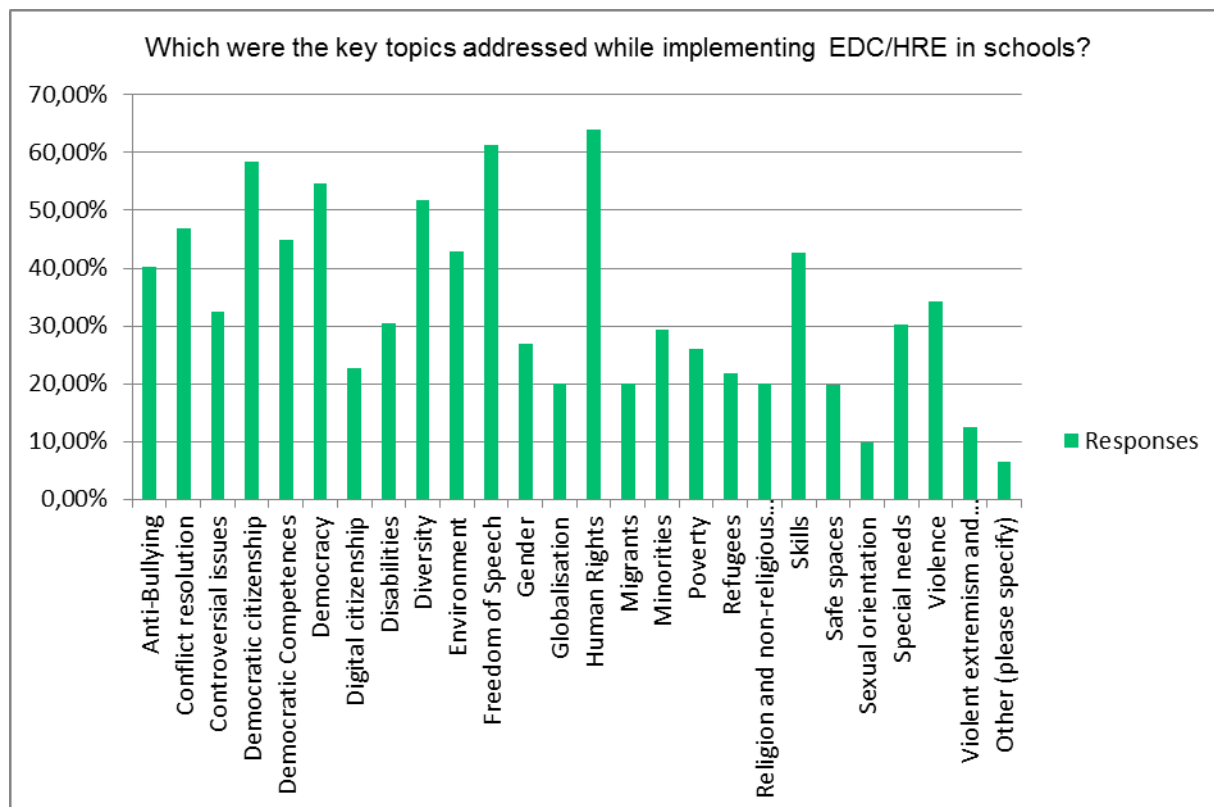
Integration, participation and representation of students (e.g. student councils) and of parents were seen as areas for further development. This is strongly connected to issues of freedom of speech, integration in decision-making processes as well as critical thinking. Intensifying networks such as co-operation with local authorities or local, national and international partnerships and



carrying out projects in the school community are also areas for further development. Schools seem to need support and/or good practice examples for opening the schools internally (to all stakeholders) and externally. However, most schools seem to have very good relationships with external stakeholders. A significant number of teachers saw the inclusion of students with disabilities or students belonging to other vulnerable groups (e.g. refugees, migrants, religious minorities etc.) practiced in their schools to some extent. The same is true for introducing and using additional personnel such as mediators or introducing peer-to-peer learning.

### Topics addressed in the schools

In their concrete activities, schools mainly addressed key topics such as freedom of speech, democratic citizenship, democracy in general, diversity, human rights and conflict resolution.



### Usage of CoE materials

The following CoE materials used in the schools were ranked amongst the top: All different – all equal, Competences for democratic culture, Democratic governance of schools, Human Rights and Democracy Start with us – Charter for all and Living Democracy Manuals for Teachers. For those who wanted to know more about CoE materials on EDC and HRE, the Living Democracy Manuals for Teachers ranked top, followed by Competences for Democratic Culture and Democratic Governance of Schools, All different – all equal as well as multimedia materials.



Which CoE materials for EDC/HRE were used in the schools?

