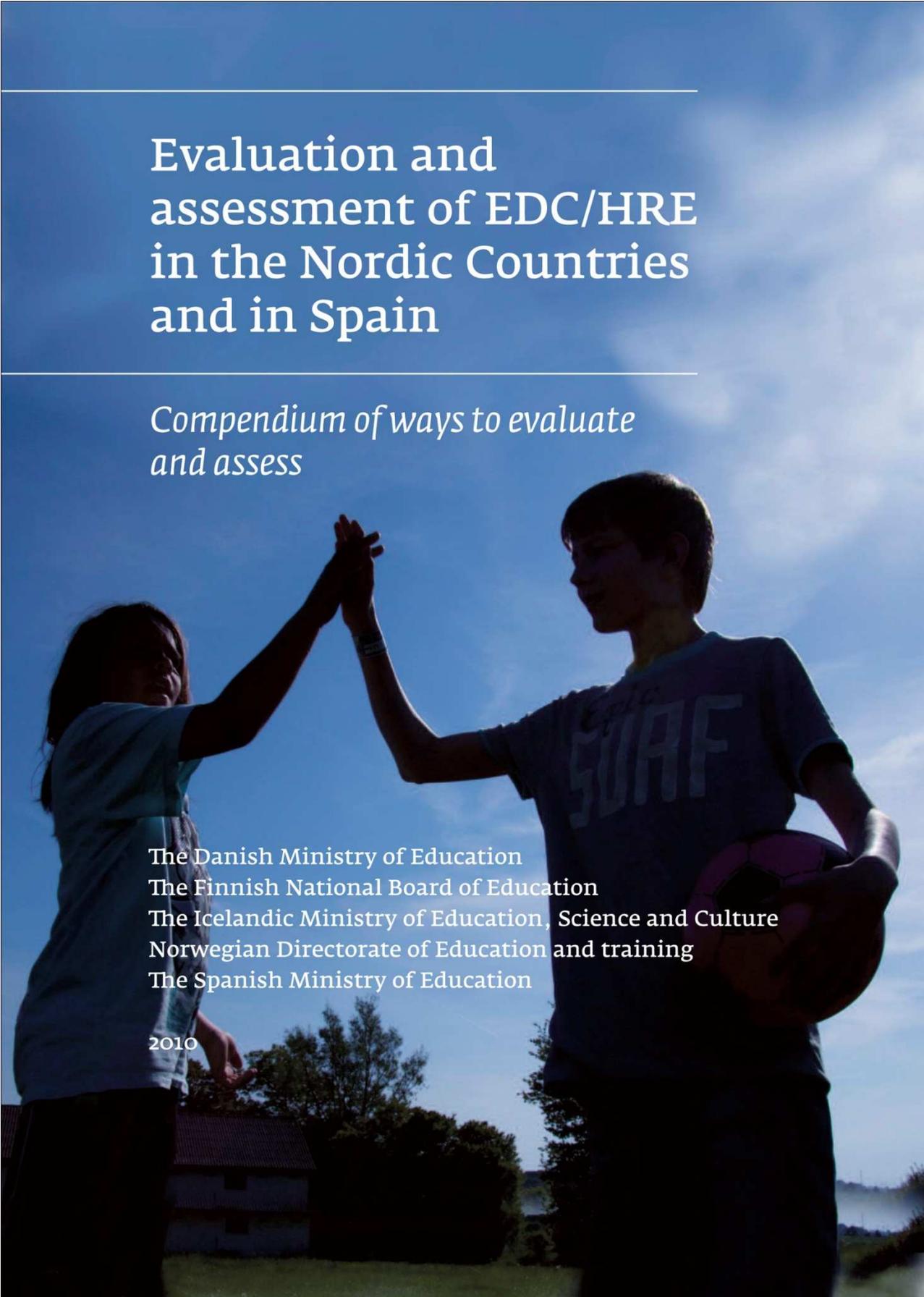

Evaluation and assessment of EDC/HRE in the Nordic Countries and in Spain

*Compendium of ways to evaluate
and assess*

The Danish Ministry of Education
The Finnish National Board of Education
The Icelandic Ministry of Education, Science and Culture
Norwegian Directorate of Education and training
The Spanish Ministry of Education

2010

A photograph of two children, a girl on the left and a boy on the right, high-fiving each other. They are silhouetted against a bright blue sky with light clouds. The boy is holding a soccer ball. In the background, there are trees and a building.

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The Nordic Network 2010 – a North-South perspective

Ane Kirstine Brandt, Teacher Education Blaagaard/KDAS, University College UCC

In the spring of 2010 the EDC/HRE coordinators from the Nordic Network began the process of gathering a compendium containing evaluation of EDC/HRE – initiated by Irene Hølse from The Danish Ministry of Education. The Nordic Network involves Iceland, Norway, Sweden, Finland and Denmark. The Nordic Network of EDC/HRE-coordinators agreed to make the compendium and invited Spain into the process of writing it, hoping that the experiences Spain had already gained in this field could be an eye opener to differences and similarities between our ways of evaluating EDC/HRE.

Through the compendium, The Nordic Network wanted to give a general view of the experiences of evaluation of EDC/HRE in the region and to give a North-South perspective on experiences of evaluation of EDC/HRE.

In the compendium the experiences on evaluation of citizenship education and human rights education in primary and lower secondary schools and in teacher education will be presented. Each country will have its own chapter; and as a result of this, it will be very visible that the traditions in the Nordic area are different. Furthermore, there will be a description of the different traditions regarding the use of evaluation.

Finally, a list of recommendations and of challenges identified while working with the compendium will be included.

This year many organizations work with citizenship education and evaluation of citizenship education.

In March 2010 SICI (The Standing International Conference of Inspectorates), collaborating with the Danish School Agency, held an international workshop entitled 'Citizenship'. The overall purpose of the workshop was to introduce different definitions and interpretations of citizenship and to explore issues involved in evaluation. For more information about SICI, see the Danish chapter and SICI' homepage:

http://www.sici-inspectorates.org/c/document_library/get_file?uuid=590d6fa3-5eb0-4d26-90a8-3e1efdaae94c&groupId=10321

The International Civic and Citizenship Education Study (ICCS) is a project created by the International Association for the Evaluation of Educational Achievement (IEA). In the summer of 2010 ICCS released a report on the Initial Findings from the IEA International Civic and Citizenship Education Study, and further studies are expected to be released in the coming months and years.

The initial findings include areas such as: the contexts for civic and citizenship education, students' civic knowledge, student' attitudes and civic involvement, the roles of schools and communities, and the influences of family background.

For more information about the initial findings see:

http://www.iea.nl/fileadmin/user_upload/ICCS/ICCS_2010_Initial_Findings.pdf

The lack of a Swedish chapter on evaluation of EDC/HRE in this compendium is due to a high degree of work pressure, which forced Gunilla Larsson and Fredrik Lind from the Swedish Skolverket to decline writing the Swedish chapter late in the process. A Swedish chapter would have focused on: The Swedish School Inspection, inspecting formal pupil councils, school management and safety (i.e. discrimination), a national test in the subject civic/social science in 2011, national reports every third or fourth year on 'Attitudes in schools', and a qualitative study of six different schools in relation to aspects related to EDC/HRE.

A patchwork of methods

In all European countries citizenship education and active citizenship loom large in school systems, and among administrators and politicians. Therefore it makes sense to investigate how the schools work with citizenship education in the Nordic countries; i.e. both in various academic subjects and in the everyday life of the schools – the school culture. Having established the role and nature of citizenship education, the interesting question is how this work with citizenship, both formal and non-formal, is evaluated. 'Formal work' would be described in the curriculum and would include e.g. separate subjects, cross-curricular themes and integrated programs. 'Non-formal work' would include for example school decision-making, school ethos and extra-curricular activities.

Both with regard to formal and non-formal work, it is interesting to see how evaluation is carried out with reference to progress in relation to teaching and in relation to school culture.

The interest of the compendium is neither primarily curriculum design or teaching methods nor the different ways democratic school culture is strengthened, although it seems obvious that these factors have to be described to a certain degree to make it understandable how evaluation is done in relation to curriculum and methods (formal curriculum); the pupils' benefit from this (knowledge, skills, attitude); the relation to school culture (non-formal curriculum), and the pupils' benefit from this (knowledge, skills, attitude).

The central interest of the compendium is the question about which evaluation methods are able to promote progress in subjects and school culture in the best way. Which evaluation methods do we have experiences with – good as well as bad? And which evaluation methods do we wish to use – or avoid using - in the future?

The interest of the compendium is therefore not to look at the pupils' scores in some of the evaluation work made recently – ICCS have released a lot of information in this field, and this information is available through ICCS. Rather, the interest of the compendium is evaluation methods and the special challenges that EDC/HRE related learning processes contain.

The question that the compendium tries to answer is how EDC/HRE is evaluated – in the school systems.

The need for assessment

After the Regional Nordic Network Meeting on Education for Democratic Citizenship and Human Rights Education in Helsinki, Finland (1-2 October 2009), the rapporteur, Aidan Clifford, Council of Europe EDC/HRE coordinator from Ireland, collected a list of conclusions and recommendations.

Among these recommendations were: 'Evaluation of EDC/HRE remains important. Evaluation of EDC/HRE in conjunction with a partner from another Nordic country would initiate consistency and quality and could instigate a common framework across all five countries. The Council of Europe EDC/HRE tools would provide the foundation to such a common framework.'

'Conclusions: In contrast to many other European countries, the curriculum in the Nordic countries is significantly decentralised. The state, municipalities and schools contribute to the overall shape of the curriculum. On the one hand, this process produces significant variations in the implementation of the curriculum. On the other hand, the culture of democracy, citizenship and human rights is very strong throughout the Nordic countries. The democratisation of the curriculum combined with the deeply rooted democratic values ensures that EDC/HRE is expressed both implicitly and explicitly in the curriculum and students have a say in matters that affect them.'

The Danish Chapter

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The Preamble of the Act of the Folkeskole - what is citizenship?

According to scholars A. von Oettingen and L. Komischke-Konnerup, citizenship is not a new goal for education in Denmark. In an article entitled *For life - or for school?*, the authors present citizenship education as “the problems, issues, duties and challenges which human beings as citizens are confronted with in the public sphere... as citizens one must consider these areas and therefore citizenship education is a vital task for the Folkeskole¹.”²

Citizenship is included in the Preamble of the Act of the Folkeskole 1975, which stated: (§ 2 Subsection 3) “The Folkeskole prepare its pupils for sympathy with and participation in a democratic society and for coresponsibility for solving common tasks. The teaching and everyday life of the school must therefore be characterised by intellectual liberty and democracy.”

Today, the Preamble § 1, subsection 3 reads: “The Folkeskole shall prepare its pupils for participation, joint responsibility, rights and duties in a society based on freedom and representative government. The work of the school must therefore be characterised by intellectual liberty, equality and democracy.”

The last change of the Preamble was made in 2006, in accordance with The Education Act of March 1st, 2006. Of the comments for the current Act, the following are emphasized:

“...it is a core task to give pupils knowledge and skills that prepare them for further education, make them familiar with Danish culture and history, give them an understanding of other countries and cultures... Ultimately it will be the Folkeskole’s responsibility to prepare pupils for participation, joint responsibility, rights and obligations in a society with freedom and representative government. The school’s work must therefore be characterised by intellectual liberty, equality and democracy.”

¹ ‘Folkeskole’ denotes all municipal, publically funded primary and lower secondary education – ages 6-15

² ‘For livet eller for skolen?’ by Alexander von Oettingen og Leo Komischke-Konnerup, in ‘Kristendomskundskab, Livsoplysning, Medborgerskab i læreruddannelsen’ red. Gorm Bagger Andersen og Lis Pøhler. Kroghs Forlag 2007

Medborgerskab som didaktisk udfordring. ‘Forstår man derfor under medborgerskab de problemstillinger, emner, opgaver og udfordringer mennesket som borger i et ”offentligt rum” bliver konfronteret med, og som det må lære at tage stilling til, så er medborgerskab en grundlæggende opgave for folkeskolen og ikke mindst for skolens undervisning.’ Page 149

“...citizenship education must aim at analyzing, discussing and critically assessing various values and their implications.”³ Therefore the question arises how to evaluate and assess this fundamental element in teaching and in the everyday life of the school. Since this element is apparently nothing new, one might expect to find methods for evaluation well described. The responsibility for a democratic teaching and all-round education of the children are addressed by the municipalities because of the decentralized education system in Denmark. The democratic values have been central in the Folkeskole for a long time; however, evaluation of work with citizenship and democracy appear strangely underrated.

One way of understanding citizenship education is to see it as part of the fundamental values expressed in the Preamble § 1 subsection 1 in which ‘all-round education’ is mentioned. Consequently, one way to look for evaluation of citizenship is to look at how all-round development is evaluated. This will be described in the next chapter.

‘Citizenship’ and ‘citizenship education’ have hardly been used in the Danish language until 2007, when they became a part of a subject in teacher education. Even today, the word is only used in parts of the educational and political system.

The job is therefore to find elements in the educational system of which citizenship is a part, even though the word itself might not be mentioned. The following gives examples of where citizenship education is found in the Danish educational system and finally how it is evaluated.

To know about the Folkeskole go to homepage:

<http://eng.uvm.dk/Aktuelt/News/Eng/2010/April/100422%20Welcome%20to%20the%20Danish%20Public%20School.aspx>

³ ‘For livet eller for skolen?’ by Alexander von Oettingen og Leo Komischke-Konnerup, in ‘Kristendomskundskab, Livsoplysning, Medborgerskab i læreruddannelsen’ red. Gorm Bagger Andersen og Lis Pøhler. Kroghs Forlag 2007

”Målet for medborgerskabsundervisningen er langt mere kompliceret: dens sigte er snarere at lære elever at analysere, kritisere, diskutere og problematisere forskellige værdier og deres handlingsimplikationer. Og ikke nok med det: Undervisningens intention må også være at lære elever at kunne tage stilling til problemer og udfordringer, som endnu ikke er aktuelle, og som muligvis først viser sig i en fjern fremtid.”
Page 149.

All-round development

In December 2009, The Danish Evaluation Institute (EVA) released a report on 'all-round development' in the Folkeskole.

Alsidig udvikling i folkeskolen. Undersøgelse af seks skolers arbejde med at fremme elevernes alsidige udvikling. Danmarks Evalueringsinstitut. 2009

<http://www.eva.dk/projekter/2008/undersogelse-af-elevens-alsidige-udvikling/rapport/alsidig-udvikling>

The report is primarily built upon case studies from six municipalities, in which EVA interviewed headmasters, teachers and local education authorities.

Background: In recent years, the government has focused on quality control and the creation of evaluation cultures in primary and lower secondary education. As an example, the municipalities are required to work out quality reports on the schools' efforts within a range of central themes, and have done so in relation to the Education Act § 40 since 2005.

§ 40 a. Each year the Municipal Council must prepare a quality report. The quality report must describe the school system of the municipalities, the academic level of the schools, the measures which the Municipal Council has taken to evaluate the academic level and the follow-up conducted by the Municipal Council on the previous quality report.

<https://www.retsinformation.dk/Forms/R0710.aspx?id=133039#K6>

The aims of the quality reports are both to ensure material for the municipal councils to be able to take responsibility for the local schools and to promote dialogue and systematize the ongoing collaboration on evaluation and quality between the different players in municipality school governance. Besides municipal councils that would include municipal administration, headmasters, teachers and parents in school councils. The quality reports will contribute to an open discussion on quality in the local school and in the school system as such. It is important to realize that information in itself does not promote quality or better conditions for the schools

working with these questions. When schools investigate and analyze their own practice, it can be a tool for focusing on all-round education.⁴

These quality reports have to be discussed by the teachers and head masters regularly to maintain their actuality and usability. "Instead of quantitative evaluations, the teacher can evaluate the all-round development of the pupils by qualitative methods, for example observations, self-evaluation, log-books and dialogue." (p. 69). The authors of the report give very good examples of relevant questions for further discussions between teachers on page 72 of the report.

The responsibility is decentralized and it is therefore the responsibility of the municipalities to ensure that all-round development is taken care of in the curriculum or in other appropriate ways.

All-round development is generally seen as a core task of The Folkeskole.

§ 1 in the Preamble of the Act of the Folkeskole states:

"The Folkeskole shall – in cooperation with parents – provide pupils with knowledge and skills that: prepare them for future education and inspire them to learn more, familiarise them with Danish culture and history, teach them to understand other countries and cultures, contribute to their understanding of the interaction of humanity with nature and promote the all-round development of the individual pupil."

The all-round development is assumed to be met by the teachers' choice of teaching methods, working methods and teaching resources, and as an integrated part of the everyday life of school.

What is all-round development? In spring 2010 The Danish Ministry of Education published an advisory document, *Faghæfte 47*, on All-round development. The common objectives of all-round development is described in this document.

Faghæfte 47

<http://uvm.dk/~media/Publikationer/2010/Folkeskolen/Elevernes%20alsidige%20udvikling/Elevernes%20alsidige%20udvikling.ashx>

⁴ From the report on 'Alsidig udvikling i folkeskolen. Undersøgelse af seks skolars arbejde med at fremme elevernes alsidige udvikling.' 2009 Danmarks Evalueringsinstitut, side 56: 'Når skoler og kommuner indhenter systematisk information, fx via kvalitetsrapporterne, er det imidlertid vigtigt, som EVA's rapport *Kommunernes arbejde med kvalitetsrapporter* viser, at man er opmærksom på at det at indhente information ikke i sig selv skaber bedre kvalitet eller bedre vilkår for skolernes arbejde med området. Hvis man derimod systematisk undersøger sin egen praksis og forholder sig analyserende og vurderende til den, kan det ses som et redskab til at sætte fokus på alsidig udvikling.'

The advisory document Faghæfte 47 on All-round development presents an understanding of all-round development with the intent of starting a progress of discussions around the topic. In 2006 the law of the Folkekole was changing from 'all-round *personal* development' to 'all-round development'. Despite this change the advisory document says: "The law still emphasizes the importance of developing all aspects of their personality in the Danish school system; i.e. emotionally, intellectually, physically, socially, ethically and aesthetically. This development is supposed to happen through the subject-related teaching. The subject-related teaching must be organized to support **democratic citizenship**, joy of work, absorption, creativity, engagement and a good relationship between teachers and pupils. At the same time the school must help the pupils to develop cooperation skills, accountability, enterprise, creativity, initiative, engagement, special talents and respect for diversity as a part of all-round development."

As the quotation shows, democratic citizenship (in Danish: 'demokratisk dannelse') is seen as a part of all-round development, building upon the idea that the all-round developed pupil is at the same time an individual and a democratic citizen.

The report from The Danish Evaluation Institute finds the understandings of 'all-round development' diffuse at the schools involved in the study. Among teachers there are many different interpretations of 'all-round development', and therefore the report states that the headmasters must put greater emphasis on the necessity for each teacher to argue for their didactic and methodological thinking concerning 'all-round development'.

To quote the report, page 71:

This report calls attention to the dilemma the schools are facing. Teachers have difficulties expressing themselves in clear terms about all-round education... Teachers talk about all-round development in a somewhat diffuse language, and the consequence is that the language in itself sets a limit to their opportunities for developing a debate on these issues. The vague terms are open to many interpretations and make it impossible to know whether the teachers agree on the use of the word, e.g. 'the whole human being'. In that way working with all-round education might be a 'black box' depending on the personality of each teacher.

The analysis in this report points out that the schools need an increased awareness about the term all-round development, and the schools need to be more aware of how all-round development is put into practice.

The report finds that many teachers see a discrepancy between two different understandings of all-round development. One of the ways of seeing 'all-round development' is as a development through a close relation and a thorough knowledge of the pupil as an individual. In this understanding the teacher's own personality as a teacher is crucial. The other understanding of

'all-round development' which is found among Danish teachers is based on the thought that all-round development is supposed to happen in cross-curricular projects and also through the different teaching methods and teaching materials.

It goes without saying that different ways of understanding all-round development makes it difficult to achieve a common focus on evaluation of the pupils' all-round development. But as mentioned above, the responsibility of the municipalities with regard to all-round development in the Folkeskole has been stipulated in law since 2006, and the quality report is one way of emphasizing the importance and documenting the development of the schools.

Social science and History

Social science

"The instruction shall lead to the result that the pupils have acquired knowledge and skills which will enable them to explain different interpretations of democracy as a political idea and a form of government.

The instruction shall lead to the result that the pupils acquire knowledge and skills which will enable them to reflect on the importance of their own and others' rights and duties in a democratic society.

The purpose of social studies is to make the pupils reach a certain level of knowledge, understanding or perspective, as well as a certain level of competence and value, which are all considered prerequisites for the pupils' democratic education."

History

"The instruction shall lead to the result that the pupils have acquired knowledge and skills which will put them in a position to know different forms of democracy and make them consider which rights and duties they offer to each individual person."

In the preamble for the subject of history, it is stated that; *"the objective of the teaching in history is to strengthen the pupils' awareness of history and identity and to increase their inclination to and motivation for an active participation in a democratic society. This is done by promoting their insights in human beings as created by history as well as creators of history"*. Furthermore, it is an objective in history that the pupils must be capable of; *"explaining cultures and cultural encounters in a developmental perspective... knowing of the everyday in other cultures... giving examples of emigration, immigration and mobility and the importance that this has had on families"*, and finally; *"describing the relationship between Denmark and other areas of the world from the perspective of cultural influence and cultural transformation."*

The preamble of the subject of social science states that; *“The teaching must contribute to the pupils’ development of an awareness of history and society, of a critical approach and of the ability to observe, analyse and evaluate national and international social conditions and conflicts”*.

Furthermore, in social science, it is an objective that the pupils must be capable of; *“knowing different cultures, their values and norms... ‘giving examples of various cultural encounters and using the values, which are the foundations of religions and norms, as a point of departure”, and “describing different ways of living”*.

Both subjects have an oral examination as the final assessment of the pupils.

Since the most recent change of the Education Act in 2006, history and social science became subjects with a final examination as the assessment of the pupils. Each year it is decided by lots which of these subjects are actually the examination subject for each class.

‘Christianity Studies/Life Enlightenment/Citizenship’ (CLC) in the Danish Teacher Education

In 2007 a new law on Danish Teacher Education introduced a new non-confessional subject named ‘Christian Studies/Life Enlightenment/Citizenship’ (CLC).

The subject is compulsory and does not correspond to a school subject. The subject is closely related to the central aim of the Folkeskole expressed in the Preamble to the Primary and Lower Secondary Education Act, which says: (§ 1, subsection 3) *“The Folkeskole shall prepare its pupils for participation, joint responsibility, rights and duties in a society based on freedom and representative government. The work of the school must therefore be characterised by intellectual liberty, equality and democracy.”* In this subject questions of education and values are seen from the three angles; religion, history of ideas and citizenship.

The aim of CLC is to provide the students with knowledge in order to navigate in a society marked by cultural and religious diversity. Citizenship education helps the students to take part in political – in its broadest sense of the word - discussions providing them with historical knowledge of the importance of the Age of Enlightenment, knowledge of the birth of human rights and a reflecting and critical attitude towards democracy and religion.

In 2008 Pia Rose Bøwadt og Ane Kirstine Brandt made a pilot study analysing examination papers from the subject CLC. One of the challenges of the study was to define the subject matter - how does citizenship make itself visible in texts?

What is citizenship?

In the description of the aim of the subject one finds ideas and concepts such as citizen, equality, intellectual liberty, and democracy. In the central knowledge and proficiency areas (a description

of the content of the subject) concepts such as rights and duties of citizenship, identity of citizenship and political history including dilemmas of democracy are mentioned. The aim of the subject also includes the students' future ability to teach their pupils with "respect for different values and norms" and "a critical approach" – although it raises the question of how students in their first year of teacher education are able to show these abilities and fulfil this obligation at least three years ahead of final graduation.

A lot of topics of the CLC-subject are related to 'citizenship' in a manner that makes it very difficult to tell what citizenship is, and what citizenship is not; and this conclusion draws the attention to the related challenge how to evaluate clusters of vague concepts and even future actions.

One way to answer this question is to point at problem-centred citizenship related questions which are the starting point of the examination papers. The following authentic examples from examination papers should give an idea of what could be called citizenship:

'Do Christian values and ideas provide the background of Danish democracy?', 'How can we continue to have freedom of speech in Denmark, if at the same time we want to show consideration for all religions and cultures?', 'In what way do the demands of a religion and the demands of a democracy differ?', 'Why are tolerance and intellectual freedom important concepts for acquiring citizenship competences and education of democracy?'

The examination in the subject CLC is planned locally. Normally, there is both a written and an oral part of the examination. This is intended to secure the students' possibility to show different parts of their abilities. In the written part they have the possibility to work independently with the problems and in a written form show the academic skills, especially source criticism in relation to the internet. With the law on Teacher Education from 2007 there is no more a possibility for the students to have the oral part of the examinations in groups, but the oral individual examination is maintained, because the oral communication and the dialogue at the examination are emphasized as important elements in the teaching profession.

Every external examiner must submit a report, and on the basis of these reports a general report is made by the head of the external examiners, pointing to areas of development for the subject. This is done once a year.

The Danish School Agency/Skolestyrelsen

The Agency is responsible for the Evaluation and Quality Development of Primary and Lower Secondary Education. The agency was established in 2006 under the Ministry of Education and consists of the following units:

- The Office for Final Examination, Testing and Evaluation
- The Office for Quality Control and Quality Development
- The Secretariat for The Council for Evaluation and Quality Development

The Unit for Pedagogical Supervision of the Private Independent Schools

The agency is responsible for a number of tasks concerning evaluation and quality development in the primary and lower secondary education.

In 2010 the Danish School Agency undertook a new task, supervising the private, independent schools in Denmark in relation to the question about freedom and democracy.⁵

According to the law (Law on Independent Schools – ‘Frie skoler’ - from 2002), the private, independent schools are independent, fee-paying schools with the obligation to prepare the pupils to live in a society such as Denmark with freedom and democracy. The private, independent schools must develop and strengthen the pupils’ knowledge about and respect for fundamental rights of freedom and human rights, including equal rights for men and women.

For that purpose the Agency developed a list of indicators. The list of indicators is meant to inspire the inspectors from the Danish School Agency, rather than being a ‘correction key’. The list is therefore not to be seen as a final list of necessary findings, but as a catalogue of important points, which may be investigated during the Agency’s inspection.

In the model made by the Danish School Agency, five main fields of interest are identified, covering both the teaching in classes and all the activities in the school.

1. The position on values
2. The aim of the teaching
3. The teaching – both the curriculum and the learning process
4. The teaching outcome
5. The culture of the school

These main fields of interest are being investigated when the Agency is visiting a school to find out if the school is preparing the pupils to live in a society with freedom and democracy. When points from the list of positive indicators are found it is supposed to indicate that the concepts freedom and democracy are fundamental parts of the school’s life.

Ways of assessing this list of positive indicators are:

⁵ The Danish School Agency has no similar task in relation to the Folkeskole. In relation to the Folkeskole it is the municipal council’s responsibility to secure citizenship education through quality reports.

1. Analyzing written material from the school, i.e. from a homepage, a brochure or other materials from the school
2. Attending class room teaching
3. Observation of curriculum and teaching process
4. Tests in some subjects and analyzing the schools own evaluations and plans for action
5. Interviews with pupils, parents and staff

<http://skolestyrelsen.dk/frie%20skoler/frihed%20og%20folkestyre.aspx>

SICI

In March 2010, the Danish School Agency hosted an international workshop titled 'Citizenship' in cooperation with SICI, The Standing International Conference of Inspectorates. The workshop took place in Copenhagen and lasted three days, from March 22 to March 24.

The overall purpose of the workshop was to introduce different definitions and interpretations of citizenship and citizenship education and explore issues involved in evaluating provision.

In different ideological, historical, and pedagogical traditions, citizenship and citizenship education have been understood and practiced differently. A number of views and traditions were presented to the workshop participants in a series of presentations made by Danish and international experts.

Furthermore, the aim of the workshop was to offer the international participants an opportunity to carry out 'pilot inspections' of citizenship in different Danish schools. This gave participants a common platform of inspection on which to discuss the challenges and different approaches to the inspection of citizenship.

The school visits also gave participants an impression of Danish teaching practice.

A panel discussion ended the workshop. Here it became evident that it is essential to take into account respect for the diversity in educational tradition and inspection culture in different European countries when sharing and exchanging knowledge on citizenship and citizenship education.

To see the whole report on the workshop:

http://www.sici-inspectorates.org/c/document_library/get_file?uuid=590d6fa3-5eb0-4d26-90a8-3e1efdaae94c&groupId=10321

Youth Town

Youth Town is a private association offering seminars for teachers and pupils on different areas, e.g. citizenship.

Since 2008 Youth Town have centered its activities in *House of Citizens (Medborgerhuset <http://medborgerskabet.dk>)* with a 'Path of Democracy' and 'Room for Citizenship' illustrating ideas about what citizens need to know, ought to be able to and have possibilities to do. *House of Citizens* offers courses such as; *Young people in front, Clean Climate or Crazy Consumption, Close to Terror, Do you decide anything?* and *Citizenship – everyone included*. These courses are developed in cooperation with the Municipality of Copenhagen and the Ministry of Refugee, Immigration and Integration Affairs.

An example: The course ***Citizenship – everyone included*** is developed in cooperation between Youth Town and the Danish Institute for Human Rights financed by the Ministry of Refugee, Immigration and Integration Affairs and the evaluation methods of this course are shown below.

The project is intended for classes in the Folkeskole who stay at the Youth Town for one day. The teacher of the class has a one-day seminar at the Youth Town in advance and is introduced to the material in subjects such as Danish, Christianity Studies, History and Social Science, besides concepts and definitions in general. The Catalogue of Ideas is visible at:

<http://medborgerskabet.dk/content/blogcategory/36/63/>

This course aims at motivating the pupils to contribute to an inclusive and comprehensive society, which is in accordance with the idea of citizenship.

The evaluation program includes the children's self-evaluation and evaluation from the teachers and interviews with the teachers.

The project has eight criteria of success, of which three are quantitative and five qualitative.

Quantitative criteria (on the basis of questionnaires and interviews)

- 1) *All registered teachers have used the Catalogue of Ideas in class before coming to the pupil's part of the course.*
- 2) *That almost every participating pupil will agree to having worked with diversity, inclusion and equal treatment in one or more subjects.*
- 3) *That the Catalogue of Ideas on the internet page is visited at least 5000 times while the project runs.*

Qualitative criteria (on the basis of questionnaires and interviews)

- 4) *At least 2/3 of the teachers agree that the Catalogue of Ideas have given them tools to develop at*

more comprehensive and inclusive practice in the subjects.

- 5) *At least 2/3 of the teachers agree that they use the Catalogue of Ideas and/or the tools and approaches in future courses.*
- 6) *At least 2/3 of the pupils demonstrate knowledge of principles of non-discrimination.*
- 7) *At least 2/3 of the pupils agree that they have an enhanced understanding of how discrimination develops and how it is being experienced after the course.*
- 8) *At least ½ of the pupils will agree that their attention have been drawn to mechanisms of inclusion and exclusion in their own classes or their schools' everyday life.*

The Finnish Chapter

Kristina Kaihari-Salminen, Counsellor of Education
General Education Division

Democracy, civics and human rights education in Finland

Formulation of the curriculum

The National core curriculum is the national framework on the basis of which the local curriculum is formulated. The education provider takes responsibility for the preparation and development of the local curriculum. In the local curriculum, decisions are made regarding the educational and teaching task of basic education, and the objectives and contents specified in the national core curriculum, as well as other factors bearing on provision of the education, are specified. In formulating a curriculum for basic education, attention is given to the pre-primary educational curriculum, the coherence of basic education, and other decisions made by the local authority in respect of children, young people and schooling.

The underlying values of Finnish basic education are human rights, equality, democracy, natural diversity, preservation of environmental viability, and endorsement of multiculturalism. Key documents defining human rights are the Universal Declaration of Human Rights and Convention on the Rights of the Child of the United Nations and the European Convention on Human Rights. Basic education promotes responsibility, sense of community, respect for the rights and freedoms of individual.

Elements promoting pupils' activity in Finnish Schools

The national core curriculum has been formulated on the basis of a conception of learning as an individual and communal process of building knowledge and skills. Through this process, cultural involvement is created. Learning results from the pupils' active and purposeful activity, in which they process and interpret the material to be learned on the basis of their existing structure of knowledge. Learning environment and versatile pedagogical methods must support student's activity in his or her learning and participating. One of the ideal methods is learning by doing and participating.

Operational culture of the school is crucial in creating positive atmosphere, spirit of community, dialogue between everybody and real opportunities for pupils to be heard and influence. Every school is encouraged to establish a student council, and every municipality is required to create local and regional participation structures. School councils are compulsory in general upper

secondary schools. Cooperation with the NGO's has got as well a very important role. Municipal Youth Forums are encouraged by laws in Finland.

Civics issues are strongly included in underlying values, basis and implementation of instruction. Basic education must provide an opportunity for diversified growth, learning, and the development of a healthy sense of self-esteem, so that the pupils can obtain the knowledge and skills they need in life, become capable of further study, and, as involved citizens, develop a democratic society.

In order to ensure social continuity and built the future, basic education assumes the tasks of transferring cultural tradition from one generation to the next, augmenting knowledge and skills, and increasing awareness of the values and ways of acting that form the foundation of society. It is also the mission of basic education to create new culture, revitalize ways of thinking and acting, and develop the pupil's ability to evaluate critically.

Civics elements are included in all school activities and subjects in Finland, but they are most closely tied to history, social studies, geographics, religion and ethics, home economics and health education.

Cross-curricular themes in general education

Instruction may be separated into subjects or integrated. The objective of integrating instruction is to guide pupils in examining phenomena from the perspectives of different fields of knowledge, thereby elaborating themes and emphasizing general educational goals.

Cross-curricular themes represent central emphases of the educational and teaching work. Their objectives and contents are incorporated into numerous subjects; they integrate the education and instruction. Through them, the educational challenges of the time are also met. Cross-curricular themes are implemented in the various subjects, from the perspectives characteristic of those subjects, and in a manner required by the pupil's developmental phase. In formulating the curriculum, cross-curricular themes are to be included in the core and optional subjects and in joint events such as assemblies, and are to be manifest in the school's operational culture.

The cross-curricular themes will be taken into account in the teaching of all subjects as appropriate for each particular subject, in the school's operational culture. The main points of the cross-curricular themes are included in the subject-specific sections of the National Core Curriculum. The cross-curricular themes are complemented, updated and established within the local curriculum.

In basic education there are seven cross-curricular themes:

1. Growth as a person

2. Cultural identity and internationalism
3. Participatory citizenship and entrepreneurship
4. Media skills and communication
5. Responsibility for environment, well being and a sustainable future
6. Safety and traffic
7. Technology and the individual

The following cross-curricular themes include civics and human rights elements.

The "Growth as a Person" cross-curricular theme encompasses all instruction. The goal of the theme is to support the pupil's comprehensive growth and the development of his or her life management skills. The objective is to create a growth environment that supports individuality and healthy self-esteem on the one hand, and, on the other, development of a sense of community based on equality and tolerance.

Objectives

The pupils will

- come to understand their physical, psychological and social growth, and their uniqueness as individuals
- learn to evaluate the ethics of their actions and to recognize right and wrong
- learn to recognize the importance of aesthetic experiences to the quality of life
- learn to recognize their individual learning styles and develop themselves as learners
- learn to function as members of a group and community.

Core contents

- factors influencing physical, psychological, and social growth; recognition and handling of feelings; factors influencing mental vigour and creativity
- justice and equality
- ethical observation and interpretation of ethical phenomena
- study skills and long-term, purposeful self-development
- consideration for other people; rights, obligations and responsibilities within a group; various ways of cooperation

The goal of the cross-curricular theme "Cultural Identity and Internationalism" is to help the pupil to understand the essence of the Finnish and European cultural identities, discover his or her own cultural identity, and develop capabilities for cross-cultural interaction and internationalism.

Objectives

The pupils will

- come to know and appreciate their respective cultural inheritances, spiritual and material, and to see the Finnish cultural identity as an element of indigenous, Nordic, and European cultures
- come to understand the roots and diversity of their own cultures and to see their own generation as a continuer and developer of previous generations' ways of life
- get an introduction to other cultures and philosophies of life, and acquire capabilities for functioning in a multicultural community, and in international cooperation
- come to understand the component factors of cultural identity and their meaning for the individual and community.

Core contents

- one's own culture, the culture of one's home region, and the nature of being Finnish, Nordic and European
- other cultures and multiculturalism
- human rights and prerequisites for trust, mutual respect, and successful cooperation among human groups
- internationalism in different spheres of life, and skills for functioning in international interaction
- the importance of the culture of manners

The goals of the cross-curricular theme "Media Skills and Communication" are to improve skills in expression and interaction, to advance understanding of the media's position and importance, and to improve skills in using the media. With respect to communication skills, emphasis is given to participatory, interactive, and community communication. The pupils are to practise media skills as both producers and recipients of messages.

Objectives

The pupils will learn to

- express themselves in a versatile, responsible way, and to interpret communication by others
- develop their information management skills, and to compare, choose, and utilize acquired information
- take a critical stance towards contents conveyed by the media, and to ponder the related values of ethics and aesthetics in communication
- produce and transmit messages, and use the media appropriately
- use media and communication tools in information acquisition and transmission, and in various interactive situations.

Core contents

- expression of one's own thoughts and feelings, various languages of expression, and their use in different situations

- analysis and interpretation of the content and purpose of messages, change in the communication environment, and multimedia communication
- the media's role and influence in society, and the relationship between reality and the world depicted by the media
- working with the media
- data security, freedom of speech, and critiquing sources
- tools of communications technology, their diversified use, and internet ethics

The goals of the "Participatory citizenship and Entrepreneurship" cross-curricular theme are to help the pupil perceive society from the viewpoints of different players, to develop the capabilities needed for civic involvement, and to create a foundation for entrepreneurial methods. The school's methods and culture of learning must support the pupils' development as independent, initiative-taking, goal-conscious, cooperative, engaged citizens, and help the pupils form a realistic picture of their own possibilities for influence.

Objectives

The pupils will

- come to understand the importance, workings, and needs of the school community, the public sector, the business world and organizations, from the perspective of the functionality of society
- learn to form their own critical opinions, making use of various types of expertise
- learn to participate appropriately and to take responsibility for the care of shared concerns in their local and school communities
- learn to confront and deal with changes, uncertainty, and conflicts, and to act with a sense of enterprise and initiative
- learn to act innovatively and perseveringly in achieving a goal, and to assess their own personal actions and their impacts
- come to know working life and entrepreneurial activity, and come to understand their importance to the individual and society.

Core contents

- basic information about the activity of, and division of labour between, the school community, the public sector, the business world, and organizations
- the importance of democracy in the community and society
- various means of participation and influence in civic society
- networking to promote one's own and general welfare
- participating and exerting an influence in one's school and living environment, and evaluating the impact of one's actions
- entrepreneurship and its importance to society, basic information on entrepreneurship as a vocation, and getting an introduction to working life

History (Grades 7 – 9)

The task of history instruction in the seventh through ninth grades is to deepen the pupils' sense of the nature of historical knowledge. The task of history instruction is to strengthen the pupils' own identities and to familiarize them with other cultures and their influences.

OBJECTIVES

The pupils will learn to

- obtain and use historical information
- use a variety of sources, compare them, and form their own justified opinions based on those sources
- understand that historical information can be interpreted in different ways
- explain the purposes and effects of human activity
- assess future alternatives, using information on historical change as an aid.
- explain the purposes and effects of human activity and understand their rights and responsibilities as citizens
- know human rights and important human rights conventions
- assess future alternatives, using information on historical change as an aid
- Human rights issues and co-operation of peoples
- human rights, human rights violations such as genocide, the Holocaust and persecution of people in different countries
- activities of the UN, the Universal Declaration of Human Rights
- the Convention on the Rights of the Child, the European Convention on Human Rights and other important human rights conventions

Social studies (grades 7 – 9)

The task of instruction in social studies is to guide the pupil in becoming an active and responsible player in society. Instruction in social studies in the seventh through ninth grades of basic education must provide basic knowledge and skills concerning the structure and operation of society, and the citizen's opportunities for influence. The purpose of the instruction is to support the pupils' growth as tolerant, democratic citizens, and to give them experience with social action and the democratic exercise of influence.

Objectives

The pupils will

- get an idea of the nature of social information
- learn to obtain and use information on society and economic life critically, and to exert influence actively
- get to know public services
- learn to appreciate the value of work

- learn the fundamentals of entrepreneurship and understand its importance as a source of a society's well-being
- come to understand the effects of social decisions on the lives of citizens
- take an interest in social participation and exerting an influence
- learn to examine and develop their abilities as responsible consumers and players in society
- know the legal consequences of their actions.

Final-assessment criteria for A grade of 8

Acquisition and use of social information

The pupils will

- be able to interpret the media's information, statistics and graphic presentations critically
- be able to justify their ideas about social issues
- know how to compare different alternatives for social decision-making and economic solutions, and the consequences of those alternatives.

Understanding social information

The pupils will

- understand that social decision-making and economic solutions involve numerous alternatives
- understand ethical questions related to social and economic activity.

National projects on fostering youth participation and democratic citizenship

- National Youth Participation Project 2003 – 2007 (Finnish National Board of Education)
- Learning and Living Democracy/ European Year of Citizenship through Education (CoE) 2005 (FNBE)
- Participating pupil – co-active school 2005 – 2007 (MoE)
- National Youth Parliament in the Finnish Parliament every 2 years (Parliament of Finland, MoE and the Centre for School Clubs)
- The National Pupil and Student Forum (2007 –
- Finnish Children's Parliament (2007 –

The Objectives of the National Pupil and Student Forum are to create a real channel for dialogue and participation for children and the youth and to get their opinions and views in local and national decision-making.

The target is as well to foster the implementation of the values of education and objectives of the curriculum in schools and to develop the local and regional participation structures. UN convention on the Rights of the Child has been used as a tool.

Features of evaluation and assessment in Finland

There is a good interaction between national and municipal authorities and schools. Evaluation and student assessment is development-oriented. There are no inspections, no ranking lists of schools. In basic education there is only sample-based national evaluation of learning outcomes. The only national test is the matriculation examination at the end of general upper secondary education. Supportive student assessment promotes learning and learning-to-learn abilities

There is flexibility and school/teacher autonomy in curriculum implementation: allocating goals, contents, time and resources, selecting methods and materials and forming study groups. Importance of goals which can be reached by means of different contents, methods and materials. The goals and criteria for good performance are expressed mainly as competencies, not as detailed knowledge. Teachers are encouraged to take into account the various needs of their students and to emphasize good basic competencies

Self-assessment material "Student participation and student council activity in upper secondary school" was created and distributed to all the Finnish upper secondary schools in 2010. The Finnish Headmasters' Association, the Union of Finnish Upper Secondary School Students and the Finnish National Board of Education have compiled the material for upper secondary schools.

The task of the material is to conduct the different stakeholders to analyse their own situation concerning student participation activities in their point of views. Through the instructional questions municipalities/teachers/students/headmasters are able to identify good practices, successful activities and ways of doing things. The material also inspires them to find new ways of developing student participation, co-operation and new possibilities in fostering dialogue between all the stakeholders in order to strengthen students' opportunities to participate in and have an effect on the decision-making processes concerning studying in general and everyday school life as well as developing the local and regional participating structures. It is crucial as well in every municipality to have a real channel for a dialogue and participation for children and the youth in order to get their opinions and views in the municipal decision making.

Student Participation and student council activity in upper secondary school. Self-assessment material

It is important to carry out an annual assessment of students' opportunities to participate in and have an effect on the decision-making processes concerning studying in general and everyday school life. The Finnish Headmasters' Association, The Union of Finnish Upper Secondary School Students and the Finnish National Board of Education have compiled self-assessment material for upper secondary schools. The material includes a number of questions aimed at helping, first,

headmasters in assessing the level of student participation in their school communities, secondly, teachers in assessing in assessing their own pedagogy and teaching arrangements and, thirdly, students and local education providers in assessing opportunities for student participation. The best results are achieved when, after an assessment process within one's own reference group, the result of the processes are discussed at school level – rejoicing over successful achievements and sentiments or defining common developmental goals for the near future.

Questions for the municipality/education providers

1. Is student council activity included in the curriculum of your municipality?
2. In your municipality, are there ways for children and young people to participate and have their say in decision-making across the entire field of administration? Are student councils recognized as representatives of young people with opportunities to affect municipal decision-making? In your estimation, how functional and effective are the opportunities for youth participation?
3. Has your municipality budgeted for student council activity as part of its general budget?
4. Do the student councils/student council boards meet regularly in your municipality?
5. Do the members of staff responsible for the student councils meet or network with each other?
6. Are schools purposefully guided to increase the sense of community and opportunities for participation in their operational cultures? Give some examples.
7. In the last three years, has your municipality organized training in developing student council activity? If so, who has it been organized for?
8. Are teachers offered in-service training in developing student council activity and work culture in their schools?
9. Do student councils co-operate with each other within your municipality/in different regions?
10. Are student councils heard when electing headmasters?

Questions for the teacher

11. Does my pedagogy promote student participation? Give examples of measures/methods that promote participation.
12. Do students take part in planning courses/lessons?
13. Do students suggest themes for course/lesson planning and realization?
14. Is course assessment discussed together with students?
15. In what way can students influence the way things are studied?
16. Am I actively involved in increasing the sense of community in the operational culture of my school? Please specify how.
17. Are students allowed to take part in student council activities during my lessons?
18. Do students take part in
 - a) the work of school developmentworking groups
 - b) staff meetings
 - c) planning of the school year?

19. Do I co-operate with the teacher responsible for the student council?

Questions for the student

20. Does your school have a student council? How active and effective is it in your school community?

21. Does your school have a student council board or an equivalent body?

22. Do you and other students in your school have an opportunity to participate in student council activity? In what way?

23. Is the student council board (or equivalent body) elected in an election?

24. Does the student council organize an annual general meeting in your school?

25. Do you know how often the student council board (or equivalent body) of your school meets?

26. Do students themselves organize activities for all students?

27. Are there other groups in your school that work towards developing your school community, such as student tutors? Please specify.

28. Is student council activity a tradition in your school?

29. Are you involved in planning courses/lessons?

30. Is course assessment discussed together with students?

31. Can you influence teaching content or methods?

32. In your municipality, are there real ways for children and young people to participate and have their say in decision-making?

33. Does your school organize common events for students and staff? What kind?

Questions for the student council board

34. How do you ensure the continuity of student council activity?

35. Are students truly heard in issues concerning them?

36. Do you co-operate with the headmaster?

Questions for the headmaster

37. Are we developing an operational culture that encourages participation in our school? How?

38. Does the student council activity show in everyday school life?

39. Does our school have a teacher responsible for the student council?

40. Does the student council have its own space in our school?

41. How does the student council finance its activity?

a) With funding from the local education providers

b) With funding of its own

c) Both

d) The student council has no funding

42. Are representatives of the student council involved in planning the school year?

43. Has student council activity been included in the curriculum of our school?

44. Are there regular information and discussion meetings for the entire school community?

45. Has the student council been entrusted with the organization of entire events or suchlike?

46. Does our school have student tutors?

47. Is the student council activity assessed regularly?

48. Are students asked to give feedback about the school activities as part of the self-assessment process of our school?

49. Does our school community encourage the student council to speak up on local and/or international issues? How?

50. Is the student council heard when electing teachers?

51. Is it possible to give continuous feedback in our school e.g. through feedback boxes, discussions etc.?

52. Does our school have sufficiently standardized ways of participating in student council activity?

53. In the last year, have we acknowledged fulfilled an initiative of the student council?

The Icelandic Chapter

Sesselja Snævarr, Adviser

Department of Education

The Icelandic Ministry of Education, Science and Culture

Introduction

In recent years legislation on education in Iceland has been altered to such an extent that new foundations have been laid for the educational system. A new educational policy has been implemented with the Preschool Act, Compulsory School Act, and Upper Secondary School Act in 2008, the Act on Public Universities in 2006, the Act on the Education and Recruitment of Teachers and Headmasters in 2008, Act on Educational Material in 2007 and the **Act on Adult Education in 2010. A comprehensive legislation for the whole educational system has been passed in only a few years. A comparable overall legislation has only once been passed in Iceland before, i.e. when the Icelandic educational system was first introduced in 1946.**

This new legislation is the foundations of the educational policy into the 21st century. The new legislation is now being implemented and the new educational policy is being formed, for example, by revising the national curriculum for all school levels in collaboration with interested parties, such as the local authorities and teachers' associations. The Ministry of Education, Science and Culture issues the National Curriculum Guidelines for compulsory and upper secondary education.

The educational system is to a large extent decentralised both with regard to responsibilities and decision-making. This reflects a general trend in Icelandic society. Local municipalities are responsible for the operation of pre-schools (age 2 – 6) and compulsory schools (elementary and lower secondary, age 6- 16). On the other hand, the state runs the upper secondary schools (age 16 – 20) and schools at the higher education level.

More focus will be on compulsory education, grades 1 – 10, in this summary than other school levels.

In the Compulsory School Act from 2008 the responsibility of the local authorities is made clearer and more systematic and in Iceland the responsibility and cost of the compulsory schools is at the local authorities. They are responsible for general organisation of school operations of compulsory schools in their respective municipalities, evaluation and monitoring, information gathering and distribution and for implementation of school activities in the municipality. Local authorities shall formulate a general policy for school operations in the municipality and present it to its inhabitants.

The education of teachers will not be discussed here, except to point out that in the new law on the education and recruitment of teachers and head teachers from 2008 a five-year masters degree from a university is made compulsory in order to be granted a licence to teach at preschools, compulsory schools and upper secondary schools. The emphasis on pedagogy is greater in the education of preschool and compulsory school teachers than for upper secondary school teachers where deeper specialisation in the teaching subject is expected.

Main objective and fundamental principle

The fundamental principle of the Icelandic educational system is to provide an all-round education for the pupils. Everyone should have equal opportunity to acquire an education, irrespective of sex, economic status, residence, religion, possible disability, and cultural or social background. Education in Iceland has traditionally been organised within the public sector, and there are very few private institutions in the school system. The main purpose is to prepare pupils for life and work in a continuously developing democratic society.

According to the objective article (No. 2) the role of the compulsory school is, in cooperation with the home, to encourage pupils' general development and prepare them for active participation in a democratic society that is continuously developing. Compulsory school practice and methods shall be characterised by tolerance and affection, Christian heritage of Icelandic culture, equality, democratic cooperation, responsibility, concern, forgiveness and respect for human values. The compulsory school shall endeavour to organise its activities to correspond fully with the position and needs of their pupils and encourage the overall development, well-being and education of each individual.

The role of the upper secondary school is to encourage pupils' general development and encourage their active participation in democratic society by offering studies suitable to the needs of each pupil and to provide them with skills to carry out specialised work and to pursue further education.

Democratic citizenship and human rights education

There have been provisions on democracy and social values in Icelandic education legislation almost from the beginning. About thirty years ago, 1974, these provisions were strengthened and then again in 2007. The concept *democratic citizenship* was first referred to in the curriculum for the compulsory school in 2007. Until then democracy and social values were chiefly mentioned in Social and Christian Studies, Religious Education and Ethics.

Life Skills, as a separate school subject, were introduced in the national curriculum for preschools, compulsory schools and upper secondary schools in 1999. Schools had nevertheless worked on projects related to these objectives. Lions-Quest was one of these projects, and can be considered a precursor to Life Skills in the national curriculum. For years it was a cooperative venture of the National Centre for Educational Materials and the Lions Clubs in Iceland. From the beginning in

1987 and until 1996 the Ministry of Education took part in this project. It is based on two publications: *Skills for Growing* and *Skills for Adolescence*. *Working towards Peace* is another Lions-Quest publication that is part of the project.

It is fair to say that Life Skills has since 1999 been the subject with the clearest relevance to democratic objectives in schooling. The objectives of life skills are to strengthen the individual in every way, and to prepare him/her for dealing with life. Although life skills is a separate subject of study, its objectives should also be a guide for other subjects and other aspects of school activities, for example, during break time, on school trips, in the work of student councils, in social and leisure activities, and in sports and youth activities. A special training has not been required for teachers to teach the subject but with a five years masters degree requirements in teacher education since 2008 teachers will have more opportunities to specialize.

It was not until 2007 that the concept democratic citizenship was effectively explored in Life Skills classes.

In the National Curriculum Guide 2007 the objective of Life Skills is, for example, defined as:

Pupils shall develop consciousness for democratic citizenship and thus be able to become responsible citizens and shape and develop their surroundings and circumstances through democratic means and discussion.

Survey of life skills education in compulsory and upper secondary schools

A formal enquiry or survey of Life Skills studies in schools has not been carried out. In connection with revision of the curriculum for Life Skills in 2005, a survey was, however, made of the status of these studies in compulsory and upper secondary schools. Questionnaires were sent to all compulsory and upper secondary schools. The response rate was about 64% in the compulsory schools and about 90% in the upper secondary schools. Headmasters generally answered for the compulsory schools, but in the upper secondary schools either managers or teachers took care of answering.

The findings of the survey in the upper secondary schools showed that a special Life Skills teacher was in charge of the classes and schools frequently made use of guest speakers. Integration did not seem to be common in the upper secondary schools and curriculum varied. Generally the objectives of the subject were considered reasonable. The only shortcomings mentioned were that the objectives were too open, and the same was true for the compulsory schools. In the upper secondary schools an assortment of themes was suggested for projects and treatment, but preventive measures and enhancement of self-confidence were prioritised. Furthermore, emphasis was on vocational training and education, rights and obligations on the labour market, the duties of the individual in society, the status of minorities and prejudices.

The findings of the survey in the compulsory school showed that a supervisory teacher generally taught Life Skills, in addition there were a few guest speakers. On the whole respondents seemed to be of the opinion that education in general should take life skills education into consideration and be the concern of all school employees. Some wanted Life Skills integrated into all education and to be partially based on the special characteristics of each school. There is generally extensive integration of Life Skills with other subjects, especially with social studies and Icelandic and it was pointed out that further integration was possible with other subjects and cooperation with the school's close surroundings. Teaching seems to be varied and there were quite a few trips and presentations, but at the same time the studies seem not to be focused. Some pointed out that continuing education and training of the teachers was missing. Life skills education in compulsory schools is also integrated with ethics and philosophy but most teachers lack basic education in these subjects. Furthermore, it was stressed that it was necessary for schools to increase the teaching of speech, that students should be trained to appear before an audience, and at the same time to be aware of their obligations and duties.

The survey indicated general satisfaction with Life Skills as a subject and that it had developed in a positive manner. The views of the students and parents seem to have changed during these years. There were several comments on further development and what should be improved. Upper secondary school teachers think it is advisable for teachers to specialize in teaching the subject to be in charge of it. At this school level work on thematic projects is prevailing. There is general agreement that there should be continuity in teaching life skills education from one school level to the next.

Human rights education in compulsory and upper secondary schools

In accordance with international development in democracy and human rights in schools and the importance of education in that context, there was emphasis on the welfare of pupils and their overall development in the new Icelandic education acts in 2008. Pupils need to learn both *about democracy* and *in democratic surroundings*. One of the main objectives of education should be to create an atmosphere at school where the basic values of democratic society and children's rights to express themselves are appreciated. Social and leisure activities with children and adolescents are no less important in order to attain these objectives, and they are effective means to enhance democratic methods of work, civil consciousness, human rights and self-expression. With this in mind the Ministry of Education, Science and Culture established a workgroup on human rights education in compulsory and upper secondary schools.

In the autumn 2008 a short survey was carried out in compulsory (elementary and lower secondary, 1 – 10 grade) and upper secondary schools in connection with this project. The aim was to get information about human rights education. Human rights education is not an independent subject in compulsory and upper secondary school in Iceland but could be dealt with within other

subjects such as Life Skills and Social Studies. Three questions were sent to all compulsory and upper secondary schools and answers requested:

1. Is there human rights education in your school?
2. (If the answer is positive):
 - a. Within which subjects is there emphasis on human rights education?
 - b. How is the human rights education carried out?

Of the compulsory schools 49, about 27%, answered and of the upper secondary schools 12, about 31% answered. The answers show that in eleven of the twelve upper secondary schools that answered, some form of human rights education took place. In the only school that gave a negative answer, there were plans to begin human rights education classes in the autumn 2008. This education is most often integrated into social studies or history. A philosophy unit was also mentioned. The studies usually take the form of discussions but there is also project work and lectures. When teaching material was mentioned (four out of twelve), it was most often UN Human Rights Convention and the UN Convention on the Rights of the Child. In one instance teaching material from the Anne Frank Foundation was used, and the Icelandic penal code was also mentioned as teaching material.

All the compulsory schools except four gave a positive answer on human rights studies. A few schools were rather ambivalent. These studies are most often part of Life Skills or Social Studies, especially in 10th class. In three schools democratic values were a point of reference for all school activities and these values were generally integrated into all school work. Project work and group work were the most common methods. Direct teaching is also mentioned and lectures. Of the teaching material the two international conventions were most often mentioned but also teaching material from the Red Cross, the National Centre for Educational Materials, videos and the internet.

According to the findings of the survey, human rights studies seem to be more focused in the upper secondary school than the compulsory school. The teaching material in Social Studies and History in the upper secondary schools may give a better opportunity for discussion of human rights than that of the compulsory schools. When comparing human rights education in compulsory and upper secondary schools the overall development and age of the pupils should also be taken into consideration, especially regarding discussions, but the discussion method was frequently mentioned at both school levels. In the compulsory school there was also some uncertainty whether human rights education took place in the school or not.

In December 2008 a report on human rights studies was published in the website of the Ministry of Education, Science and Culture:

<http://bella.mrn.stjr.is/utgafuskra/rit.adp?id=35443&leitarord=mannréttindafræðsla>

All-round education and welfare of pupils in new legislation for preschools, compulsory - and upper secondary schools

In the new legislation on preschools, compulsory schools and upper secondary schools 2008 the welfare of children and adolescents is defined as a basic principle of all school activity. According to the new Compulsory School Act schools shall emphasise the mental, physical and social wellbeing of their pupils. Schools shall be a sanctuary for children where they feel safe, have an opportunity to develop and apply their talents, and enjoy their childhood. In the objective articles of the laws on all the three school levels the role of the schools is defined as to encourage pupils' general development and prepare them for active participation in a democratic society. This is expanded on in the law where the emphasis in the chapter on study content is on self-consciousness, ethical consciousness, social awareness and pupils' awareness of their civil responsibilities and duties, and additionally in the chapters on the pupils' rights and welfare. Furthermore the children's rights to education are clearly stipulated and the obligation of the local authorities in this context reiterated. Additionally there are provisions for the pupils' rights to express their opinion regarding their study environment, for example, a seat on the school council. At the same time, there is emphasis on their obligation to follow rules, obey instructions and be responsible for their own studies. On the whole the law can be said to mirror increased emphasis on the general wellbeing and overall development of pupils.

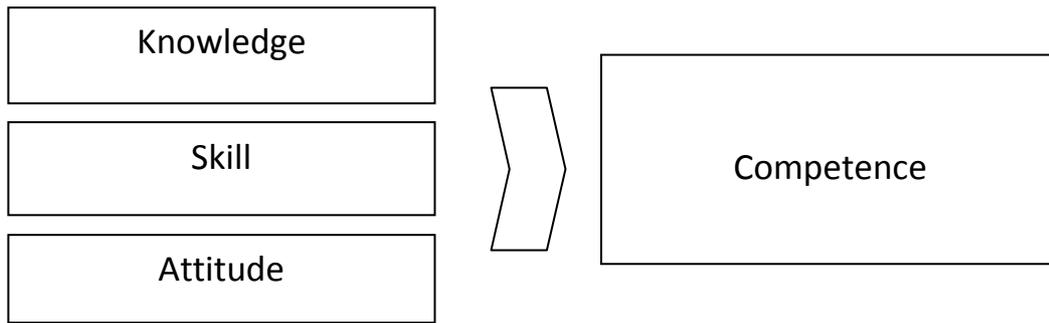
New policy: Fundamental pillars in education

As a step in the preschool, compulsory school and upper secondary school policy making, which the Ministry of Education, Science and Culture made public in 2009, five fundamental pillars of education have been defined. They are based on laws on the three school levels, and other legislation on education within the school system. Similarly, these fundamental pillars are stated in various government policies, international agreements and the policies of international institutions of which Iceland is a member. They are:

- Literacy in a wide sense
- Democracy and human rights
- Equality
- Education for sustainability
- Creativity

These fundamental pillars are to be the lodestar in general education in the preschool, compulsory school and upper secondary school. They are to be apparent in the study content of schools subjects and education paths, guide the whole school community and shape all procedures and school atmosphere.

Demands for the pupils' general and specialised competence form the competence framework.



There are various types of competence frameworks: from those comprising limited areas of knowledge, skill and attitudes to long-term objectives that schools are supposed to aim at and individuals continue to strive for after their compulsory education and throughout their lives. Competence frameworks refer equally to knowledge and methods of work. Competence levels for social development can only be attained if pupils get an opportunity to cooperate, and objectives in democratic methods of work can only be reached by using these methods in learning and teaching.

In the National Curriculum Guide competence is defined at the end of three units of the compulsory school: first at the conclusion of 4th grade, next at the conclusion of 7th grade and finally at the end of the compulsory school, i.e. 10th grade. The competence that the pupil is to have attained at that age is defined within each education path and each subject.

Competence levels

At an early age the individual has to prepare for lifelong education. Key competence focuses on the individual. By analysing key competences in education from the first day at preschool to the end of upper secondary school, foundations are laid for well-rounded general education. One of the principal objectives of education in preschool, compulsory school and the first competence level of the upper secondary school is the overall development of the individual. In order to facilitate the integration of the important issues of general education in all school activities, the key competence that characterises general education is further defined with regard to the basic areas of Icelandic education. It is divided into nine areas:

- learning to learn
- health and wellbeing
- creative thinking and application of knowledge
- democracy and human rights
- equality
- education for sustainability
- literacy, expression, and communication in Icelandic
- literacy, expression, and communication in foreign languages

- numeracy and information literacy, expression, and communication

Varied methods of assessment

The new draft for the national curriculum for the compulsory school points out that key competence and relevance of study elements have to be defined at the beginning of the study period to make the objective of the studies clear to pupils, what is to be evaluated and how it will be assessed. The objectives of education vary, they can be reached by different means and therefore methods of assessment have to be varied. Teachers have to assist pupils towards realistic self-evaluation, explain to them the objectives of education and how they are progressing. Emphasis is to be on formative assessment which is based on the pupils contemplating their studies and taking an active part in mutual feedback with their teachers and then making a decision with them how to carry on their education in the future. The pupils' communicative competence and social skills need to be assessed. Varied continuous assessment is a necessary part in a positive and constructive assessment of education. In the Ministry for Education, Science and Culture a centralized assessment criteria is being planned for the compulsory school, both for separate subjects and general education with regard to, for example, the five fundamental pillars. The criteria will be described in the National Curriculum Guidelines. The schools will be obliged to use the same criteria even though they can choose their own methods in the assessment.

Conclusion

Even though provisions to prepare children for active participation in a democratic society that is continuously developing have been prominent in the objective article of the law for more than thirty years, democracy has not been promoted well enough in the National Curriculum Guidelines and thus not gained footing in general education as desired. Life Skills as a separate school subject in preschools, compulsory schools and upper secondary schools since 1999 was an attempt to secure the standing of these important issues, and there are examples of schools using these classes to teach civil consciousness and democracy in a methodical manner. A formal assessment has not been made. An informal assessment of the subject in the compulsory schools shows that it varies how methodical the teaching has been at this level. Furthermore, an informal assessment showed that human rights education is fragile and generally absent from both the compulsory school and the upper secondary school. In the new education policy and national curriculum the emphasis on civil consciousness, democratic citizenship and human rights has been increased and made one of the five fundamental pillars in general education from preschool into the upper secondary school.

Further information on the Educational system in Iceland, acts of law on education and regulations as well as the National Curriculum Guidelines can be found on the website of the ministry:

www.menntamalaraduneyti.is

References:

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Preschool Act, No. 90/ 2008

Act on the Education and Recruitment of Teachers and Head Teachers in Pre-School, Compulsory School and Upper Secondary School, No. 87/ 2008

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The Norwegian Chapter

Democracy and Human Rights education in national curricula - some aspects of assesment

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Introduction

Education for democratic citizenship and Human Rights (from here referred to as EDC/HRE) is embedded both in formal regulations in the education Act as well as in national curricula. This article gives a survey of where EDC/HRE is embedded in national curricula - subjects and school-stage. Assesment provisions in relation to EDC- related subjects is treated, various forms of assesment at national level and some general principles regarding assesment for learning in Norway. An overview table of subjects and areas where EDC/HRE is embedded is found in attachment 1.

Education act

The fostering of democratic ideals is embedded in the education act. One of the objects of education is stated as:

“The object of primary and lower secondary education shall be, in agreement and cooperation with the home, to help to give pupils a Christian and moral upbringing, to develop their mental and physical abilities, and to give them good general knowledge so that they may become useful and independent human beings at home and in society.

Upper secondary education shall aim to develop the skills, understanding and responsibility that prepare pupils for life at work and in society, and assist the pupils, apprentices and trainees in their personal development. Upper secondary education shall contribute to increased awareness and understanding of fundamental Christian and humanist values, our national cultural heritage, democratic ideals and scientific thought and method.

The primary, lower secondary and upper secondary schools shall further the equal status and equal rights of all human beings, intellectual freedom and tolerance, ecological understanding and international co-responsibility”

Pupil councils

Pupil councils for each school are obligatory from year 5 of compulsory school. This involves also representation in various school governing committees. Some schools also have school councils before the 5th grade. Furthermore § 9 in the education act states that schools must ensure a safe physical and psycho-social learning environment for pupils.

Subject on pupil council work

The subject pupil council work applies to all pupils in school years 8-10, not only pupils representatives. The subject focuses on involvement in school bodies and in school matters and on independence. It consists of the subject elements independence, cooperation and empowerment each with a set of competency targets. This subject is not assessed other than it states participated on the certificate of attendance. This means the subject has a low status in school.

EDC/HRE in national curricula

EDC is embedded in national curricula which consists of the following:

-  Core curriculum
-  Curriculum Framework
-  Individual subject curricula

The national curricula are regulations. The competencies are broad-based and the organisation of learning as well as methodology is left up to schools and the teacher to decide.

Themes related to human rights and democracy are found in all parts of the curricula: Core curriculum, Framework curriculum and individual subject curricula. The themes are also found in the Framework plan for Kindergartens (chapter 1.5) which is based on the UN-Convention for the Rights of the Child § 12. Early intervention in fostering of democratic ideals is an important aim of education.

The Core curriculum: Has no subject or time frames and is not taught as such. It underlies all education in Norway and states that the aim of all education is the development of the learner as an individual responsible person and specifies 7 human dimensions for which it is important that

education answers. The term utdanning in Norwegian and the Scandinavian languages means to form/create. This concept of education as forming the individual towards an active citizen is at the center of primary, secondary and adult education.

The seven human dimensions which education should strive to develop are: The spiritual human being, the creative human being, the working human being, the liberally educated human being, the social human being, the environmentally aware human being, the integrated human being.
[http://www.udir.no/upload/larerplaner/generell del/Core Curriculum English.pdf](http://www.udir.no/upload/larerplaner/generell_del/Core_Curriculum_English.pdf)

Quality Framework: The Quality Framework stipulates that pupils shall be actively involved in determining both teaching methods and assessment. This is in accordance with Article 12 of the UN convention on the Rights of the Child.

“The pupils shall be able to participate in planning, carrying out and assessing their education within the framework provided by the Act and regulations, including the National Curriculum. The extent of this participation and how it is practiced must vary according to the age and development levels of the pupils. Pupil participation requires

that they are familiar with the choices they can make and the possible consequences of these choices. Working with school subjects will contribute in different ways to making pupils recognise their own abilities and talents. This will increase their opportunities for participation and their ability to make informed choices.”

(Article 12 no. 1 of the UN’s Convention on the Rights of the Child, section 1-2 and section 9 of the Education Act and the Core Curriculum).

Another section deals with the development of social and cultural competence.

“The pupils shall participate in democratic processes, thus developing their democratic ideals and understanding of the importance of active and committed participation in a multicultural society”.

Not only learning about democracy but actually practicing democracy in various context is important in the development of EDC.

http://www.udir.no/upload/larerplaner/Fastsatte_lareplaner_for_Kunnskapsloftet/prinsipper_lk_06_Eng.pdf

Individual subject curricula: Some individual subject curricula have a particular focus on EDC and HRE. This survey looks at where it is embedded in compulsory school (primary 1-7 and lower secondary 8-10) and in upper secondary education and training (both general and vocational).

Within subject curricula themes dealing with Human Rights and Democratic citizenship are mostly found as **competency** targets of the subject. However the initial chapter on the **purpose of the subject** often also mentions the subjects relevance towards building democratic citizenship as the examples below illustrate.

Most of the subjects in Compulsory education may be said to have a content related to human rights and/or education for democratic citizenship. Some subjects have a particular content regarding these themes. The following is a list of subjects in compulsory school.

Primary and lower secondary school (Grunnskolen):

- ✚ Norwegian
- ✚ Religion, view of life and ethics
- ✚ Social studies
- ✚ Pupil Council work
- ✚ Arts and crafts
- ✚ Health and nutrition
- ✚ Natural Sciences
- ✚ Foreign languages
- ✚ English
- ✚ Physical Education
- ✚ Basic norwegian for language minorities
- ✚ Mother tongue for language minorities
- ✚ Finnish as second language
- ✚ Music
- ✚ Career choice

It is within the curriculum for **Civics**, the subject **Religion, view of life and ethics** and the curriculum for **Pupil Council work** that most of the competencies dealing with citizenship are to be found.

EDC/HRE embedded within other curricula:

The subject Norwegian has competencies that deal with how language can be discriminatory and offensive. For example after the 4th year pupils shall:

- explain how a person may offend others through language use

Or in the same curriculum after year 7.

- listen to others, express and give rationales for one's own points of view and show respect for the ideas of others
- discuss and elaborate on how language can express and create attitudes in relation to individuals and groups

Also the purpose of the subject norwegian ocuses on the subjects role for EDC:

“Norwegian is an important school subject for cultural understanding, communication, education and development of identity. Through active use of the Norwegian language when working with their own texts and in the encounter with the texts of others, children and young people are introduced to culture and social life. The Norwegian subject curriculum opens an area where they can find their own voices, learn to express themselves, be heard and receive feedback. Thus the subject represents a democratic public arena that equips pupils with the necessary background for participation in social life and working life.”

Physical Education at the end of year 7:

- comply with rules and principles for interaction and fair play

Arts and crafts states in the purpose of the subjects how it contributes to build democratic participation in society:

“ Knowledge about form, colour and composition is vital for the creation of products that function, and to successfully communicate through visual messages. This knowledge can contribute to personal development, which is a requirement for resolute creative idea development, visual communication and production. Such knowledge can improve the opportunity to participate in democratic decision-making processes in a society where more and more information is communicated visually” (From the purpose of the subject).

***Examples illustrating the sociological democracy model by Rasch, Weigård, Pateman).
Representative, deliberate, participative democracy.***

*Example of a competency from social studies after year 10 (last year of compulsory school) exemplifying the criteria representative democracy. In a **representative democracy** like the*

norwegian the citizens make daily decisions only indirectly, in such a way that that they periodically choose representatives which which shall further their interests and take decisions on how society shall be governed (Rasch 2004). The basic democratic form of participation consists of voting at elections. Examples of competencies which cover this aspect of democracy:

- provide examples of and discuss and elaborate on democracy as a form of government, elaborate on political influence and power distribution in Norway and use digital channels to exercise democracy

Example from norwegian oral texts after year 1 (general studies) illustrating deliberate democracy. The deliberative democracy modell places weight on the discussions preceding the actual voting.

- Use relevant and unbiased arguments in discussions and demonstrate an open attitude to the arguments of others

Example of a competency from pupil council work illustrating By participative democracy one thinks of democratic participation as a learning and socializing process.

Example from the objectives of the subject pupil council work

“An underpinning of a democratic society is that its inhabitants endorse fundamental democratic values and that they actively participate in societal life. Each new generation must therefore learn how to keep democracy alive, and learn to participate in society in a number of ways. The subject of pupil council work shall develop pupils' understanding of democracy and their ability to participate in a democracy on their way to active citizenship.”

Similar examples can be found in other subjects in primary and lower secondary school. A mapping survey was made in 2010 on where themes related to EDC/HRE is embedded in national curricula. It was found on 14 subjects and at least 70 competency targets in primary and lower secondary school and in 25 subjects and at least 120 competency targets in upper secondary school. The selection criteria was based on a democracy model (Pateman, Rasch, Weigård) and a pedagogical model (Wolfgang Klafki) as well as the definition of EDC/HRE by the Council of Europe⁶.

⁶ “Education for democratic citizenship” means education, training, dissemination, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and moulding their attitudes and behaviour, to empower them to exercise and defend their democratic rights and

These competencies can be assessed in that they may be operationalised in either local examinations (oral or written) or in national examinations (written). The form of the examination is determined by the examination procedure.

Upper secondary education (levels 11-13)

Within upper secondary education these subjects have a particular EDC/HRE content. Some subjects are compulsory for all pupils both in general and vocational areas of study. Some are compulsory only for the general studies area and some optional.

- ✚ Norwegian – compulsory subject for all
- ✚ Social studies – compulsory subject for all
- ✚ English – compulsory subject for all
- ✚ Mathematics – compulsory subject for all
- ✚ Natural sciences – compulsory for all
- ✚ Foreign languages – compulsory for general studies
- ✚ History – compulsory for general studies
- ✚ Politics and Human Rights – optional subject
- ✚ Sociology – optional subject
- ✚ Law – optional subject

Example from the curriculum for mathematics:

responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law.

“Human rights education” means education, training, dissemination, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and moulding their attitudes and behaviour, to empower them to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms.

Education for democratic citizenship and human rights education are closely interrelated and mutually supportive. They differ in focus and scope rather than in goals and practices. Education for democratic citizenship focuses primarily on democratic rights and responsibilities and active participation, in relation to the civic, political, social, economic, legal and cultural spheres of society, while human rights education is concerned with the broader spectrum of human rights and fundamental freedoms in every aspect of people’s lives.”

The curriculum for mathematics states in the purpose of of the subject how the subject furthers democratic citizenship:

“The subject is part of many vital societal areas, including medicine, economy, technology, communication, energy management and construction. Solid competence in mathematics is thus a requirement for developing society. Active democracy requires citizens who are able to study, understand and critically assess quantitative information, statistical analyses and economic prognoses. Hence mathematical competence is required to understand and influence processes in society.”

As mentioned above a mapping survey found EDC/HRE in 25 subjects and at least 120 competency targets in upper secondary school. The selection criteria was based on a democracy model (Pateman, Rasch, Weigård) and a pedagogical model (Wolfgang Klafki) as well as the definition of EDC/HRE by the Council of Europe. These competencies can be assessed in that they may be operationalised in either local tests (oral or written) or in national tests (written). The form of the test is determined by the examination procedure. An optional subject on EDC/HRE is found at levels 11 and 12 and is called politics and Human Rights.

Attachment 1 gives an overview of subjects where EDC/HRE is embedded.

Education for democratic citizenship and human Rights in vocational studies: Vocational subjects include EDC in that most vocational subjects include competency targets dealing with work-ethics, environmental issues, sustainable development. The core curriculum and the Framework curriculum also applies to vocational study areas and to in-firm training of apprentices.

Assessment in relation to EDC

EDC assessment through national examinations of EDC related curricula:

There are no particular provisions for assessing EDC/HRE. EDC is not assessed directly. The basis for assessment are the competency aims within the subject. If the subject has competencies dealing with EDC, as for example is the case in Civics and in the subject politics and human rights, EDC/HRE is assessed.

No graded notes until 8th grade:

There are **no notes** given for the years 1-7 (primary school) in any subject, though there is both formative and summative (final) assessment in these grades. Summative assessment is based on oral or written assessment from the teacher to the individual pupil, but without grades from 1-6. Graded assessment with notes are from the 8th year. This provision is currently under debate in Norway, school authorities especially in Oslo wishing to give grades at the end of year 7. Some schools therefore are giving pupils an oral assessment of which grade their work would have should it be graded. This is considered to be an infringement of the Education Act.

In lower secondary school and upper secondary school competency targets dealing with EDC may be tested along with other competencies in the yearly examinations. Either through local examinations or national examinations.

Pupils are selected for examination

Assessment in social studies is oral not written. Pupils are selected for examination. In Norwegian all pupils are selected. In addition there is an overall-achievement grade set by the class teacher. In upper secondary school individual end of term tests are made locally at the school. The school sets an overall achievement grade. In major subjects such as Norwegian and the subject politics and human rights pupils are selected for examination. The written examination is made centrally. Social studies and religion, philosophies of life and ethics are subject to oral examination.

Politics and human rights. This is an optional subject in upper secondary school dealing amongst other with human rights and education for democratic citizenship in years 12 and 13 of Upper secondary school. Pupils taking this subject may be selected for a written or an oral examination. Prior to the examination there is a preparatory day on the general theme of the examination the next day.

Assessment provisions for EDC-related subjects

Subject	Overall achievement grade 0-6	Oral exam	Written exam	Local/National
Social Studies	Yes	Yes 10 grade Pupils are selected Upper secondary: all pupils	No	Oral exam / Local
Religion, philosophies of life, ethics	Yes	Yes	No	Oral exam/ Local
Norwegian	Yes	Yes	Yes	Written exam national Oral exam local
Pupil Council	None	No	No	
History	Yes	Yes 12 -13 grade pupils are selected	No	Oral exam/ Local
Politics and human rights	Yes	Yes, 12-13 grade pupils are selected	Yes	Written exam national Oral exam local

EDC-assessment through how national school leaving examinations are developed

The way the national examinations are made or constructed, contribute towards fostering EDC. National examinations are constructed in order to test not only knowledge but that pupils may be able also to demonstrate their competencies. Examinations are often case based, using present day issues – in itself an important way of relating examinations to societal issues.

Assesment for learning:

The education act has a special section dealing with assessment. It places emphasis on assesment for learning. Assesment shall not only be a means of control through summative assesment but formative as a means of helping the pupil to know the goals and where they stand in relation to the goals. Assesment shall promote and further learning (see 3.3 below). Summative assesment is not the sum of all the tests througout the year, but an independent test measuring the pupils competence at the end of the year.

Preparatory day:

In many major subjects such as norwegian and Mathematics as well as polotics and human rights, there is a one day preparatory day on the same general topic which the exam will be covering. On this day the students can prepare for the exam and discuss with fellow-students and teachers, make notes and use the internett. The notes may be taken to the examination the next day. This is

in order to create a real life situation. In real life one is not “grilled” for a number of hours, rather a work product is the result of cooperation and consultancy.

Some general principles of assessment

Pupil assessment in Norway

- The objective of pupil assessment is to promote learning and to provide information on the pupil's and apprentice's competence during the education and after the completion of secondary education and each subject in upper secondary education

Tests developed at national purpose level:

- National tests in basic skills (reading and mathematics) (grade 5, 8 and 9) and English (grade 5 and 8). From 2012 also in social studies
- Mapping tests: Reading and math skills for pupils at grade 1–3 and Upper secondary level 1 and English grade 3
- New test material and guidelines for primary and secondary education
- National (written) or local (practical or oral) exams after finished courses
- Grading system: 1 – 6, 6 is best result. Grade 1 means failed in upper secondary education

Tests developed at the national level	Purpose
Mapping tests	<ul style="list-style-type: none"> • To identify the need for follow-up and adjustment at individual and class / school level
National tests	<ul style="list-style-type: none"> • To assess the extent to which students’ basic skills are in accordance with the aims of the curriculum • Provide students, teachers, parents, school owners, school leaders, and regional and national authorities with information as the basis for improvement and development work

Final exam / craft and journeyman's certificate exam	<ul style="list-style-type: none"> • Formal assessment of the student's / apprentice's skills and competence on graduating / leaving; documentation for working life, relevant institutions of higher education and society in general
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Assessment for learning – why is change needed

- challenges according to assessment culture and assessment practice
- experiences from the Better Assessment Practice project
- need of assessment competence
- small changes in assessment practice are of great importance for pupils' learning
- international research and trends

Four principles for Assessment for Learning

Pupils learn when they

- understand what to learn and what is expected from them
- get feedback that provide information on the quality of their work or performance
- get advice on how to improve
- are involved in their own learning process and in self-assessment

Conclusion

The human Rights perspective and democracy are integrated in the whole curriculum (Core Curriculum, Framework curriculum and subject curricula). EDC and human rights within education are broad themes. All curricula can to some extent be said to cover these themes. The attached overview represent those curricula and competencies which the Directorate of Education and Training believe to have a particular focus on the themes in question. EDC is not assessed in itself, but competency targets dealing with EDC may be operationalised through oral or written tests. The assesment provisions for each subject are defined in the curriculum. The provisions for the subjects closly linked to EDC/HRE are found in section 3.1. Pupils are selected for examination. The way tests are constructed promote in themselves EDC. Examinations are developed so as to test competences and not reproductive knowledge. Examinations are often case-based reflecting real life situations and involving reflection. Prior to some written examinations there is a preparatory day on the general theme of the examination the next day. Preparatory days serve to create a real life situation and enable the pupil to cooperate with others, the teacher, consult sources. Notes

from the preparatory day may be taken to the examination. The optional subject Politics and Human Rights has a preparatory day. Some considerations on assessment for learning are made. Attachment 1 makes an overview of subjects where EDC/HRE is mostly found. It is based on a mapping survey carried out in 2010 on where competencies related to EDC/HRE were found. The criteria for selection was based on a democracy model (Pateman, Rasch, Weigård) and a pedagogical model (Wolfgang Klafki) as well as the definition of EDC/HRE by the Council of Europe.

Overview of curricula dealing with the themes human rights and democratic citizenship

A Core curriculum and Framework curriculum

Curriculum	School Year *	Human Rights	Democratic citizenship
Core Curriculum	1-13	X	X
Quality framework	1-13	X	X

*These curricula also apply to working life

B Subject curricula

Years 11-13 are upper secondary school

Subject	School Year	Subject area	Human Rights	Democratic Citizenship
Norwegian	4	Oral texts	X	X
Norwegian	7	"_"	X	X

Norwegian	10	"_"	X	X
Norwegian	11	Language and culture	X	X
Norwegian	12	"_"	X	X
Norwegian	13	Written texts		X
Religion, philosophy and ethics	4	Philosophy and ethics	X	
	7	"_"	X	X
Food and health	1-10	Purpose of the subject		X
	7	Food and culture		X
Social studies	1-10	Purpose of the subject		X
	4	Sociology		X
	7	History	X	X
	7	Geography		
	7	Sociology	X	X
	10	History	X	
	11	Politics and democracy	X	X
	11	Culture	X	
		International relations	X	
Pupil Council work	8-10	Purpose of the subject		X
		Self-contribution		X
		Independence and co-operation		X
Foreign languages	8-10	Purpose of the subject		X

	11-13			
Finnish as second language	1-11	Purpose of the subject		X
Food and Health	8-10	Food and culture		X
Basic norwegian for language minorities	Level 3	Language and culture		X
Mother tongue for language minorities	Level 3			X
English – optional subject	12	Purpose of the subject		X
		Culture, society and literature		X
Communication and culture	11-13	Purpose of the subject		X
Entrepreneurship and development of company	11-13	Purpose of the subject		X
		Entrepreneurship		X
Marketing and leadership		Purpose of the subject		X

History and philosophy		Enlightment and perspectives	X	X
		Ethics and social responsibility		X
Geography				X
Sports	11-13	Purpose of the subject		X
Mathematics	11-12	Purpose of the subject		x
Religion and ethics	11	Purpose of the subject		X
Mathematics 2P and 2 T Vg 2	12	Purpose of the subject		X
Foreign languages level I-III	12-13	Purpose of the subject		X
Physical education	1-11	Sports and dance	X	
Natural sciences	11	Sustainable development		X
Arts and crafts	Primary school	Purpose of the subject		X
History	13	Understanding of history	X	X

		and method		
	Vg1	Samfunn og mennesker i tid		
Design and architecture	11-13	Purpose of the subject		X
Individual, politics and society	12-13	Democracy and citizenship	X	
		Human Rights value basis	X	
		Human Rights in political practice	X	
Social Geography		Welfare state and human rights	x	
Law	12-13	Strafferett	X	
		Familyright	X	
		Human Rights	X	
Media and information	11-13	Media development		X
Social economy 1	12	Partition of income and environmental issues		X
Social economy 2	12	"_"		X
Knowledge of society	13	Welfare state and human rights	X	

Politics, individual and society	12-13		X	X
Health care worker			X	

The Spanish Chapter

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Education for Democratic Citizenship and Human Rights in Spain and the Social and citizenship competence evaluation

Spanish society has experienced a vast transformation and process of modernization over the last few decades: the exercise of freedom and democracy, economic development, the integration into Europe, the recent and rapid immigration and the arrival of new customs and values have brought important social changes.

Education should contribute in today's society to help people to develop into human beings who can live with a feeling of respect, tolerance, participation and freedom, and who are able to understand the true value of a combination of knowledge, ethical principles and high moral standards within the field of education.

This view of education, which can be considered as both civic and humanistic, is proposed in the Spanish Constitution whose preamble includes guaranteeing the democratic coexistence, protecting all the Spaniards and Spanish communities in the practice of human rights, establishing an advanced democratic society and strengthening peaceful relationship among other issues. Besides, its article 10.2. states that "norms related to basic rights and liberties recognized by the Constitution are interpreted in accordance with the Universal Declaration of Human Rights, the treaties and the international agreements on the same subjects ratified by Spain" and its article 27.2. says that "the aim of education will be to achieve the complete development of the human personality towards the democratic principles of living-together, rights and basic liberties".

The new Spanish Education Act (LOE-Organic Law of Education), 2/2006, 3rd May, wanted to encourage the development of democratic values and to promote true citizenship following the example of the United Nations with its United Nations Decade for education for human rights (1995-2004), the Council of Europe with 2005, European Year of citizenship through education and the program Learning and living democracy for all (2006-2009) and the European Union with the Objectives 2010 and key competences, the Working Group on active citizenship and social inclusion and the Program Europe with citizens (2007-2013).

Before the passing of the Education Act there was a debate process from the beginning of 2005. Over 30 non-governmental and governmental institutions participated in the reflection and elaboration of the final proposal of the law. As a consequence of this debate the final drafting of citizenship and human rights in the LOE got the support of the political forces, the Education

Commission made a revision of the new curricula and the State School Council made a positive report with a very high support of its members.

Citizenship appears at four different levels in the Education Act:

Social and citizen basic competence.

Area and subjects about citizenship education and human rights.

School education plan.

Opening of the schools to the environment and implication of the whole society.

Key Competences have been incorporated in compulsory education curricula (ISCED 1 and 2) and they are developed throughout all the courses of these educational levels with a cross-curricular treatment. Eight Key Competences (we can find the social and civic competence among them) can be identified in the curriculum within the framework of the proposal made by the European Union. The Spanish key competences included in the Spanish curricula are the same key competences proposed by the European Union but reorganized in a different way adapted to the Spanish peculiarities and characteristics.

Key competences in Spain	European Union Key competences
1. Linguistic communication competence	1. Communication in the mother tongue
2. Mathematical competence	2. Communication in foreign languages
3. Knowledge and interaction with the physical world	3. Mathematical competence and basic competences in science and technology
4. Information treatment and digital competence	4. Digital competence
5. Social and civic competence	5. Learning to learn
6. Cultural and artistic competence	6. Social and civic competence
7. Learning to learn competence	7. Sense of initiative and entrepreneurship
8. Autonomy and personal	8. Cultural awareness and

initiative	expression
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In addition, the Spanish proposal is similar to that drawn up by other countries such as France. In accordance with the above points, the description, purpose and the distinctive aspects of these eight key competences have been included in the regulations that set out the core curriculum for the whole State, both in primary and compulsory secondary education (MEC, 2006a, b).

This inclusion of Key Competences in the law has several purposes:

Firstly, the law tries to integrate both formal learning, which are incorporated in the different areas or subjects, and non-formal ones. In this way, Key Competences are a part of compulsory education curricula with the objectives, contents and assessment criteria of each area or subject.

In the second place, the inclusion of Key Competences in the law allows all the students to integrate their learning, connect it with different kinds of contents and use it in an effective way, when needed in diverse situations and contexts, to be able to reach their personal attainment, exercise active citizenship and join adult life in a successful way.

Finally, Key Competences enables to orientate teaching methods allowing identify contents and assessment criteria, which have an essential character. In a general way, they will enable also to inspire to take decisions regarding teaching and learning processes.

Two different Orders of the law establish the school curricula and regulate the organization for Primary and Secondary Education. These eight Key Competences are present in primary and secondary curricula. Each one is described thoroughly with its purpose and the basic level a student must reach when finishing each educational level.

Primary Education (ECI/3857/2007) and Compulsory Secondary Education (ECI/3858/2007 Ed) Orders

Interpersonal and civic competence

This competence makes it possible for us to understand the social reality in which we live, cooperate, co-exist and participate in democratic citizenship in a plural society and be committed to contributing to its enhancement. It includes different types of knowledge and complex abilities which enable one to participate, take decisions, choose how to behave in different situations and take responsibility for the choices and decisions that one makes.

Overall, it involves using, in social and civic situations, one's knowledge of society's evolution and organisation and of the characteristics and values of a democratic system and applying moral

judgement when choosing and making decisions and when exercising civic rights and duties actively and responsibly.

The competence fosters the understanding of global historical and social reality, its evolution, achievements and problems. A critical understanding of reality requires the experience, knowledge and awareness of the existence of different perspectives when analysing this reality. It involves a multi-causal, systematic analysis in order to judge social and historical events and problems and reflect on them globally and critically, as well as applying critical, logical reasoning to collectively enhance the understanding of reality.

It also implies understanding the nature of contemporary societies, their growing plurality and evolutionary character, and showing an understanding of the contribution that different cultures have made to humanity's evolution and progress. It entails a sense of belonging to the society in which one lives. In short, a sense of global citizenship combined with a local identity.

Furthermore, an essential part of this competence consists in knowing that conflicts of values and interests are part of co-existence and in being able to resolve them constructively. It involves taking decisions, autonomously applying both knowledge of society and a scale of values, arrived at through critical reflection and dialogue, in accordance with the basic cultural models of each region, country or community.

The ethical dimension of interpersonal and civic competence entails an awareness of the values of one's surroundings, the ability to assess and reconstruct them affectively and rationally, in order to gradually create one's own code of values and apply it when making a decision or facing a conflict. This means understanding that not all personal opinions are ethical if they are not based on respect for universal principles or values as laid down in the Declaration of Human Rights.

So the essential skills which form part of this competence consist of knowing and valuing oneself, knowing how to communicate in diverse situations, express one's ideas and listen to others, the ability to empathise with and understand other people's points of view, even though they may differ from one's own, to take decisions at different levels of community life, valuing together individual and collective interests. Besides, these skills include valuing differences and recognising the equal rights of different sectors of society, especially men and women, and the importance of dialogue and negotiation in order to reach agreements and solve conflicts both in a personal and social context.

Finally, part of this competence consists of practising active, inclusive citizenship which requires knowledge and understanding of the values upon which nations and societies are established, of their bases and how they are organised and governed. It entails critical reflection on the concepts of democracy, freedom, equality, solidarity, co-responsibility, participation and citizenship, especially the rights and obligations established in international declarations and in the Spanish constitution and regional legislation, as well as their application by different institutions; also

behaving in a manner which is in line with democratic values and an awareness of one's own values, feelings and actions and being able to control and regulate them.

In short, the exercise of citizenship involves the ability to participate fully and actively in civil life. It means constructing, accepting and practising society's norms according to democratic values, exercising rights, freedom, responsibilities and civil duties and defending the rights of others.

To sum up, this competence entails the understanding of the social reality in which we live, the ability to live as part of a community and face conflicts, applying one's judgement based on democratic values and practice and exercising citizenship, acting according to one's own criteria, contributing to the building of peace and democracy and having a positive, caring, responsible attitude in the fulfilment of one's rights and obligations.

In addition to the description of each key competence, regulations establish the principal relationships between each competence and each of the areas and subjects in the curriculum, and how each of them contributes to the acquisition of the different competences. Although all the areas and subjects contribute to the acquisition and development of the different competences, the intensity of the contribution is somewhat different. The people responsible for the assessment have tried to reflect the intensity of the relationship between the different areas and subjects and key competences.

Primary Education

Competences	No.	Knowledge of the Environment	Art Education	Physical Education	Official Languages	Foreign Language	Maths	Citizenship
	1	••	•	□	••	••	□	•
	2	•	•	□	□	□	••	□
	3	••	•	•	□	□	•	□
	4	•	•	□	•	•	•	□
	5	••	•	•	•	•	□	••
	6	•	••	□	•	•	□	•
	7	••	•	•	••	••	••	□
	8	•	•	•	•	•	□	•

Compulsory Secondary Education

Competences	No.	Natural Sciences	Physical Education	Social Sciences Geography and History	Official Languages	Foreign Language	Maths	Plastic and Visual Education	Music	Technology	Citizenship
	1	•	□	•	••	••	□	□	□	□	□
	2	•	□	•	□	□	••	•	□	•	□
	3	••	□	••	□	□	•	□	□	••	•
	4	•	□	•	••	•	•	□	□	••	□
	5	□	•	••	•	•	□	□	□	□	••
	6	□	□	••	•	•	□	••	••	□	□
	7	••	□	••	••	••	••	□	□	□	□
	8	□	•	•	•	•	•	□	□	•	•

¹ The intensity of the relationship between the competence and each area and subject is measured from more to less with ●●, ● y □.

Regarding the decisions about advancement and qualifications of the students, they move up to the next stage or cycle as long as they have acquired the basic competences corresponding to their level of maturity. Besides, if a student has not achieved the basic competences, he or she can remain another year in the same cycle. This measure can only be adopted once during primary education and there must be a specific reinforcement or remedial plan for the basic competences. Finally, in order to guarantee continuity in students' education, each student will be given a report of his or her learning, the targets reached and the basic competences acquired, according to regulations of the Education Administrations.

For the first time education for citizenship is included as an independent subject. The subject "Education for Citizenship and Human Rights" is taught in the 4th grade of Primary Education two hours a week by the tutor teacher. This subject is taught as well in the 1st, 2nd or 3rd grade of Secondary Compulsory Education two hours a week by the Social Science or the Philosophy teacher.

Autonomous Communities in Spain have their own education competencies and with regards to the autonomy in the curricula definition the Ministry of Education is responsible of the 65% of the curriculum and the Autonomous Communities without its own language are responsible of the other 35%, but the Autonomous Communities with its own language are responsible of the 45% of the curriculum and the Ministry of Education of the 55%. This is the reason why the subject "Education for Citizenship and Human Rights" can be taught either in the 1st, 2nd or 3rd grade of Secondary Compulsory Education depending on the curricula organization of the Autonomous Communities.

The subject "Ethical-Civic Education" is taught in the 4th grade of Secondary Compulsory Education two hours a week by the Philosophy teacher.

The area aims and contents, together with the Advice (2002)¹² from the Council of Europe's Ministers Board, start from the personal and the closest environment. In the first stages attention is paid to the personal autonomy development, behaviors and social habits and progressively to analysis and theoretical reflection on constitutions, democratic State and human rights.

The kind of citizenship is the one needed to incorporate differences or to live together (Delors), related to democratic rights of participation and communication, not to the national identity nor to a group of cultural or ethnic features (Habermas), implicated in human rights and constitutional values, a world or global citizenship compatible with local identity and a citizenship for a society of both female and male citizens, in which different cultures live together and the social cohesion should be guaranteed.

Primary Education. Education for Citizenship and Human Rights

Contents

The contents are organized into three blocks in which concepts, procedures and attitudes are discussed from a personal, integrated perspective. Block 1. *Individuals and interpersonal and social relationships* deals with personal aspects: autonomy and identity, recognition of personal emotions and those of others. It proposes a relationship model based on recognising the dignity of all people; respect of others, even though they may hold different opinions and beliefs; diversity and rights. Taking everyday situations as its starting point, it discusses equality of men and women within the family and the world of work. One aspect of utmost importance related to personal autonomy is the assumption of personal responsibilities.

Block 2, *Living in a community* deals with the following; co-existence with the environment; civic values on which a democratic society is based (respect, tolerance, sharing, justice, mutual help, co-operation and the culture of peace); approaches to living together and conflict within membership groups (family, school, friends, local environment) and exercise of the rights and duties that correspond to each person at the heart of these groups; identify diversity, reject discrimination and appreciate participation and its official channels. By the same token, in recognising cultural and religious diversity present in their immediate environment, students will be able to work on critical respect for customs and ways of life different to their own and provide elements to identify and reject situations of marginalisation, discrimination and social injustice.

Finally, Block 3, *Living in society* proposes a wider social approach: the need for and knowledge of norms and principles of co-existence as established by the Constitution, knowledge and appreciation of public services and communal property, as well as the obligations of public administrative bodies and of citizens themselves to their upkeep. Some public services and areas of communal property are dealt with specifically in accordance with the age of the pupils as is the case of civil protection, national security, defence in the service of peace and road safety.

Objectives

The objectives of *Education for Citizenship and Human Rights* at this stage aim to develop students' ability to do the following:

Develop self-esteem, sensitivity and personal autonomy in relationships and a positive attitude against violence, stereotypes and prejudices.

Develop emotional, communicative and social skills in order to act autonomously in daily life and participate actively in group relationships. Display generous and constructive attitudes.

Discover and appreciate values and norms of living together and learn to act accordingly.

Recognise that diversity is an enriching part of living together. Show respect for customs and ways of living that are different from students' own.

Recognise, adopt and appreciate the main rights and responsibilities, as taken from the Universal Declaration of Human Rights, laid out at the Convention on Children's Rights and in the Spanish Constitution.

Recognise basic mechanisms in place within democratic societies. Appreciate the role of government bodies in the guaranteeing of public services and the obligation on the part of the citizens to contribute to their maintenance and fulfil their civic duty.

Identify and reject unfair or discriminatory situations. Show sensitivity to the needs of less fortunate individuals or groups and develop behaviour which is supportive and non-violent.

Be aware of the environment and develop a responsible attitude towards caring for the immediate surroundings.

With respect to the dimensions of the competences, the summary below is provided as an example of the dimensions that refer to *the processes of the competence* and *blocks of content*.

COMPETENCE	PROCESSES	BLOCKS OF CONTENT
Social and civil competence	Using information: <ul style="list-style-type: none"> • Obtaining • Analysing • Synthesizing Understanding social facts: <ul style="list-style-type: none"> • Explaining • Empathising • Interpreting Living together in society: <ul style="list-style-type: none"> • Negotiating • Discussing • Participating 	People and social structures <ul style="list-style-type: none"> • Individual • Society • Social structure Evolution and development of societies <ul style="list-style-type: none"> • Past • Present • Democratic systems • Human rights

Secondary Compulsory Education

Citizenship at this stage is divided into two subjects: *Education for Citizenship and Human Rights* which is taught in one of the first three years and *Ethical-civic education* which is taught in Year Four. Both subjects share a common starting point of reflection on individual and interpersonal relationships. They also share knowledge and reflection on human rights from the perspective of their historical character and the study of fundamental characteristics and problems of societies and the global world of the 21st century. *Education for citizenship and human rights* considers knowledge of reality through social learning, while *Ethical-civic education* concentrates on ethical reflection which starts in affective relationships within the students' immediate circle. This is in order to contribute, through moral dilemmas, to the building of a moral and civic conscience.

Education for Citizenship and Human Rights

Contents

Section 1 contains the core contents which guide students towards development of abilities and skills related to reflection and participation. Coaching in dialogue and debate and a respectful approach to personal and cultural diversity, as well as promoting critical evaluation of inequalities, constitute one of the basic contributions of this new subject and contribute specifically to the acquisition of some basic competences.

Section 2. *Interpersonal relationships and participation* deals with aspects of human relationships: from respect to personal dignity and the equality of human rights, recognition of differences, and rejection of discrimination and promotion of solidarity. Likewise, it deals with aspects of participation and representation in school and commitment to social activities which lead to a fairer and more supportive society.

Section 3 *Citizens' rights, responsibilities and duties* studies in depth contents already seen in the third cycle of primary school. In addition to knowledge of the principles laid out in international texts, it proposes reflection on the meaning of said principles when identifying situations which infringe human rights and on the corresponding intervention by all courts, including international ones, in such cases.

Section 4. *Democratic societies in the 21st century* includes contents related to social diversity and how democratic states work. It is particularly centred on the Spanish political model. It analyses the role of different public services which administrate communal property, dealing with both the

government's responsibility in their provision and improvement, as well as with citizens' duties and commitments in their upkeep.

Section 5 *Citizenship in a global world* deals with some of the characteristics of today's society: inequality in its different manifestations; the process of globalisation and interdependence; the main conflicts in today's world as well as the role of international agencies in preventing and resolving said conflicts.

Ethical-civic education

Contents

Section 1 *Core contents* are suggested for all issues which focus on the acquisition of fixed methods e.g. knowing how to reason and argue, recognise one's own feelings and how to critically evaluate information presented by the mass media. Equally, it considers contents which focus on the development of basic attitudes for coexistence, such as tolerance, dialogue and negotiation and a favourable attitude towards peace or solidarity.

Section 2, *Identity and otherness. Affective-emotional education* is centred on the values of personal identity, freedom and responsibility, with particular attention paid to the relationship between intelligence, feelings and emotions.

Section 3, *Ethical theories, human rights* includes analysis of these great trains of ethical thought and particularly universal ethical concerns as presented by various formulations of human rights.

Section 4, *Ethics and politics. Democracy. Constitutional values* deals with analysis of the ethical and legal foundations of our democratic political system. It approaches this from a more universal and abstract rationale than in previous years. This is possible due to the greater maturity of students at this age.

Section 5, *Contemporary social problems* includes ethical appreciation of the huge problems and moral dilemmas of the present day from a human rights perspective: globalisation and problems of development; armed conflicts and the intervention by the international community to offer a solution etc. All these are viewed from the perspective of rejection of discrimination and appreciation of intervention by certain movements and international peace-keeping forces.

Section 6, *Equality between men and women* returns to the study of topics which have been dealt with in previous years (equality of men and women in the home and workplace, the fight for women's rights etc.). This year's study opts for the inclusion of a self-standing section that allows

in-depth reflection on equality, freedom and the causes of discrimination against women, as well as possible alternatives to the said discrimination.

Objectives

The objectives of *Education for Citizenship and Ethical-civic Education* at this stage will concentrate on the development of students' ability to do the following:

1. Recognise the individual and social dimension of the human condition. Accept their own identity, personal characteristics and experiences while respecting the fact that they are different to others. Development of personal self esteem.
2. Develop and express feelings and emotions as well as communicative and social skills. These skills allow tolerant and supportive participation in group activities and the use of dialogue and mediation to deal with conflicts.
3. Develop personal initiative. This entails the assumption of responsibilities and practise of different ways of co-existence and participation. These are based on respect, co-operation and rejection of violence, stereotypes and prejudices.
4. Know, adopt and appreciate the rights, responsibilities and duties as derived from the Universal Declaration on Human Rights and the Spanish Constitution. Identify the values on which these are founded and accept them as criteria to ethically appreciate personal and collective behaviour and social realities.
5. Identify the plurality of contemporary societies. Recognise diversity as an enriching part of living together and defend all individual's rights and opportunities. Reject unfair situations and existent discrimination (gender, origin, beliefs, social differences, affective-sexual orientation or any other kind) as an infringement of human dignity and a disturbing cause of co-existence.
6. Recognise women's rights, among others, appreciate gender differences and equal rights. Reject stereotypes and prejudices which mean discrimination between men and women.
7. Know and appreciate the principles on which democratic systems, Spain and the European Union are founded. Be aware of common heritage and social and cultural diversity.
8. Understand the foundations of democratic life. Learn to act accordingly with these in different fields of co-existence. Take on duties and responsibilities as citizens in the upkeep of communal property. Recognise the role of the state in guaranteeing public services.
9. Appreciate the importance of participating in political life or other forms of citizen participation e.g. cooperation, belonging to an association and voluntary work

10. Know the causes of human rights violations, poverty and inequality. Know the relationship between armed conflicts and underdevelopment. Appreciate actions designed to achieve peace and safety and active participation as a means of attaining a fairer world.

11. Recognise that students themselves are members of a global citizenry. Show critical respect towards the customs and ways of life of peoples different from themselves and supportive behaviours towards disadvantaged individuals and collectives.

12. Identify and analyse the main ethical theories. Recognise the main social and moral conflicts of today's world. Develop a critical attitude to models broadcast through the mass media.

13. Acquire critical thought. Develop personal criteria and abilities to defend a position in debates, through documented and reasoned argument. Appreciate others' reasons and arguments.

Contribution of these subjects to the development of the basic competences

Citizenship contributes to the development of significant aspects of several competences but is directly related to *interpersonal and civic competence*. It deals with both the personal and public aspects implicit in this competence: it develops the skills necessary to live in society and to participate in democratic citizenship. The subject aims to help children develop as upright, honourable citizens which means reinforcing autonomy, self-esteem, and personal identity and fostering a critical spirit to help develop personal life plans. It also contributes to the competence and to enhancing interpersonal relationships by promoting the universal nature of one's aspirations and rights for all men and women; it promotes personal bonds based on feelings and helps children to face conflict situations by encouraging the systematic use of dialogue. To achieve this, the subject includes specific contents related to co-existence, participation, diversity, discrimination and injustice which consolidate social skills, help generate a sense of shared identity, and the recognition, acceptance and use of social norms and conventions, as well as helping to interiorise values related to cooperation, solidarity, commitment and participation, both in personal life and in social and political life, fostering the assimilation of skills for co-existence.

In addition, the subject contributes to the knowledge acquisition of principles and organisational structures of democratic societies, to valuing human rights and rejecting human conflict and injustice. The principles contained in the Universal Declaration of Human Rights, the Convention of Children's Rights and the Spanish Constitution and their application by the various institutions are specific contents of citizenship.

The identification and practice of civic duties and habits, appropriate to the students' age, within the school and social environment will ensure that future citizens take the first steps towards building societies which are more united, freer, more prosperous, equal and just.

The subject contributes to *learning to learn* by encouraging social skills, promoting team work, participation and the systematic use of reasoning, which requires thinking for oneself. Summarising one's ideas and those of others, presenting one's own criteria in a reasonable manner and handling knowledge, information and opinion in an organised, critical way also facilitate subsequent learning.

Citizenship also develops *autonomy and entrepreneurship* by encouraging planning initiatives, decision-making, participation, organisation and taking responsibility. The subject practises dialogue and debates, participation, respect for social, cultural and economic differences and critical assessment of these differences and of ideas. The curriculum emphasises discussion, construction of individual thought, adopting a position regarding problems and possible solutions. This will enhance the autonomous analysis, assessment and decisions of students, increase self-confidence and respect for others and the willingness to accept risks in interpersonal relations.

Finally, citizenship contributes to *linguistic competence* through the knowledge and use of terms and concepts which relate to the subject. In addition, the systematic use of debate, which is essential in this subject, contributes specifically to this competence, since it involves listening, explaining and discussing.

General Diagnostic Evaluation of the Education System

The Spanish education Act established the diagnostic assessments of the key competences acquired by students by the end of the fourth year of primary education (9–10 years) and the second year of compulsory secondary education (13–14 years). The law also requires teachers to take into consideration the degree of acquisition of the key competences when a decision is taken about whether students can progress to the next stage or cycle of education, or their qualifications at the end of compulsory secondary education.

The organisational measures of the schools, the collective decision-making by the teaching staff, the participation of the educational community as a whole (teachers, parents, students and local community), all within the framework of a determined and renewed autonomy and shared responsibility, should be aimed at all the students achieving success at the end of compulsory education. Success in external assessments is measured by the degree of acquisition of key competences and, therefore, these assessments are also of fundamental importance to the educational action as a whole.

Assessment of the key competences

Information on the results, guidelines for the work of the teachers:

Three different areas of assessment have influenced and are going to have an even more profound influence on the incorporation of key competences into the Spanish education system: the

international assessments in which Spain participates, particularly those developed since the nineties, the diagnostic assessments established in our new legislation and the continuous assessments performed by teachers as a way of judging a student's qualifications and whether they can progress to the next year. These three types of assessment processes provide essential information in order to verify a student's level of acquisition of key competences.

In the external assessments of student performance, the decisions on what to assess, that is all the aspects (dimensions, scales, levels of performance, etc.) of each competence that are to be assessed, provide teachers with some very valuable indications regarding the importance and weighting given to each one of these aspects by the experts in charge of the assessments. In the case of international assessments, the agreement on the approach, and on the development and analysis of their results, carried out by the most renowned international experts, can convert the assessment messages into sound guidelines on the key competences teaching.

International assessments

Spain continues to participate in the international assessment projects of the IEA and the OECD, and also in the most recent EU projects. The principal objects of assessment in these projects are the following three key competences: reading comprehension (PISA and PIRLS), maths and science (PISA and TIMMS). The assessment frameworks (OECD, 2006; Mullis et al, 2006; Mullis et al, 2005) in relation to these three competences provide a detailed map of contexts, cognitive processes, contents and, on occasions, the attitudes that characterize each one of these competences and that, therefore, are evaluated. Three new competences have recently been added to these assessments: civic and citizenship competence, the ICCS of the IEA (2006), with a specific European module, competence in and familiarity with ICT, PISA – ERA of the OECD (2009), and competence in learning to learn (EU, 2007).

This international panorama of assessment of the above six key competences can be used to inform and help set in motion the Spanish diagnostic assessments. But moreover, and we believe this to be of the greatest importance, it offers a very valuable guide for teachers. For this reason, the Spanish Institute of Evaluation has published the frameworks and the released questions of the reading comprehension assessments in PISA 2000, 2003 and 2006 (IE, 2008).

Diagnostic assessments in Spain

In Spain, the LOE has established two distinct, but complementary, processes for the assessment of key competences: general diagnostic assessments and the diagnostic assessments that will be carried out by all schools on the key competences achieved by their students.

The general diagnostic assessments should provide information on the functioning of the education system as a whole. The level of acquisition of the key competences achieved by students in the fourth year of primary education (9-10 years) and the second year of compulsory

secondary education (13-14 years) will be assessed by applying external tests to a representative student sample of each one of the Autonomous Communities and of the entire State.

These general diagnostic assessments will be carried out with the participation of the Autonomous Communities. The Institute of Evaluation and the corresponding bodies of the education authorities have already started these assessments. The first step was to design the framework of the assessment and to prepare a pilot test for four key competences (competence in linguistic communication, mathematical competence, competence in knowledge of and interaction with the physical world, and social and civic competence). The field work was carried out from the end of April to mid-May 2008. In the academic year 2008-2009, the first general diagnostic assessment was carried out with the fourth year of primary education, and in the year 2009-2010 it was carried out with the second year of compulsory secondary education.

The general diagnostic assessments can provide valuable information on all the aspects they touch on: the *relationships between competences and areas* and subjects, the *dimensions* or different aspects of the competences, the *levels* of acquisition of the competences by the students, the *questions used* to assess the different competences, the circumstances and the contexts of the learning and the results.

The results of the assessment also allow information to be provided on the level of competence acquired by the students. These levels of competence may be a useful benchmark for the work of the teacher, both for teaching and measuring the progress of their students.

The assessment of the students' level of acquisition of key competences should be carried out taking into account students' family background and schools social context, in which the learning outcomes are produced, so that the results can be understood. A comparison of results can only be made within a contextual framework that contributes to explaining the differences.

For this reason, context questionnaires were prepared for teachers, school management teams, students and families so that a socioeconomic and cultural register of the students and the educational institutions can be drawn up to provide information on the variable resources and educational processes together with the context variables that contribute to explain the results.

The general diagnostic assessments of the Spanish education system must lead to a commitment to review and improve the education, on the basis of their results, contribute to improving the quality of and the equity in education, inform the educational policies, increase the transparency and the efficiency of the education system and provide information on the degree of acquisition of key competences.

The diagnostic assessments that all schools carry out on the key competences acquired by their students are organised by and under the responsibility of the corresponding Autonomous Communities and are of an internal, formative and general advisory nature for schools and

informative in nature for families and the educational community. The development and control of these assessments corresponds, therefore, to the education authorities, who must provide the necessary models and support to ensure that all schools can carry them out adequately.

These diagnostic assessments based on census data are also aimed at students in the 4th year of primary education (9-10 years) and the 2nd year of compulsory secondary education (13-14 years) and the frame of reference is the general diagnostic assessments.

Population and sampling

A sampling procedure which has into account the autonomous community and the schools ownership has been adopted. 50 schools were fixed in each autonomous community for the sampling size. The sampling was population in the territory administered by the Ministry of Education, since it had less schools than the ones fixed.

The assessment object: the key competences

The general diagnostic evaluation of the education system is feasible in the intersection of two curriculum approaches: a competence approach (more global, nearer to the real life and more associated to the knowledge application) and another one more connected to the knowledge areas.

Just four out of the eight key competences of the curriculum has been assessed this first time. These four key competences are the ones on which there is a bigger evaluation experience: linguistic communication competence, mathematical competence, knowledge and interaction with the physical world competence and social and civic competence.

Assessment instruments

Paper and pencil tests and questionnaires, as well as tapes for the oral comprehension as a part of the linguistic communication competence have been used.

Students had 200 minutes (50 minutes for each competence) to answer the tests plus 45 minutes to fulfill the questionnaire, in two days and in two sessions each day.

Families, teachers and school directors answered as well a different questionnaire. They were handed them in the first day that students started the evaluation and they were collected the evaluation second and last day, although they had the possibility of sending the questionnaire by postal mail.

Tests

Tests in which different items formats are combined are used: multiple choice questions, questions that require procedures development and obtaining results and open ended questions.

A group of experts on the assessed competences and courses, including teachers, advisors, education inspectorate members and participants in the writing of the curricula, have drafted the items.

Context questionnaires, resources and processes

The results on the performance tests are modulated by contextual, resources, organization and/or classroom processes factors and information has been collected through them. The information sources have been students, families, school directors and teachers.

Analysis

Once the files were cleaned, the absolute frequencies analysis of the students responses to the tests and of the responses percentages were carried out to observe the behavior both of the correct answer and of the distractors.

A second step in the items analysis consisted of the discrimination index estimation of its difficulty parameter.

Finally, the reliability index of each test was obtained to know its stability in the obtaining of results.

Global results

The global results reached in each of the assessed competencies by students. Have been presented in the report with graphics which represent the media results obtained by students in a continuous scale in which the average of the average score is made to be equivalent to 500 points and in which the typical deviation is 100 points.

Performance levels

There is a double usefulness in the definition and valuation of the performance levels. On the one hand, it allows to quantify the students percentage which are in each level both in Spain and in each Autonomous Community. On the other hand, the correspondence between the questions and the results allow experts describe what characterizes the competence acquisition level by the students who are in that particular level, that is, what they know to do, how they apply their knowledge and with which complexity level.

Five performance levels have been established in the General Diagnostic Evaluation 2009 for each of the four assessed key competences. These levels are described according to the items which are in each level.

Levels description of the Social and Citizenship Competence

Level

What students know and what they know to do in each performance level

In *level 5* students, besides carrying out the tasks of the previous four levels, can:

- 5**
631
- link information to the specific social, cultural and political vocabulary knowledge of the near, municipal or regional environment,
 - distinguish and classify living together norms in the school and neighborhood environment,
 - recognize an adequate context of the basic rights and duties of citizens as society members.

In *level 4* students, besides carrying out adequately the described tasks in the levels 1, 2 and 3, can:

- 4**
554
- carry out the described tasks of the levels 1, 2 y 3 with more efficacy and feeling themselves more self-confident,
 - extract explicit information from a historical text,
 - extract information from other type of more complex sources as plans, graphics and information posters that generally appear in advertisements or public information as the ones that municipalities and different kind of enterprises offer.

3 In *level 3* students, besides solving adequately the described tasks in levels 1 and 2, can:

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- deduce the global meaning of common use expressions connected with social and living together environment, recognize citizens´ basic rights and explain situations of injustice and violation of citizens and children rights,
- identify some features that characterize social phenomena and relationship in a near environment and the characteristics that define the democratic functioning in a school context and the basic features of a democratic state,
- identify and explain inequality evolution and the way towards rights equality between men and women with regards to access to education.

In *level 2* students, besides, can:

2

401

- identify and extract simple information from graphics, localize concrete information and make direct inferences of the texts readings,
- value equality in the tasks distribution in the family and accept responsibilities in the near personal environment,
- recognize the importance of accepting rules that facilitate living together and all the citizens´ duty of respecting laws,
- identify the features that have to define the persons that represent us,
- recognize and value diversity and cooperative and egalitarian attitudes in the team work.

1

In *level 1* students can:

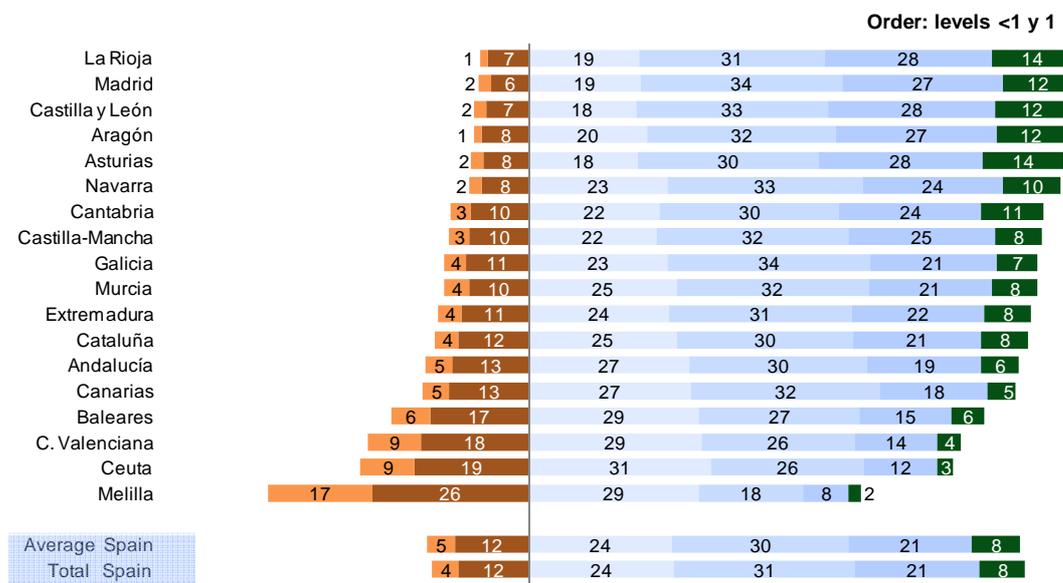
324

- grasp the global sense of a simple text and integrate their own ideas with the information contained in the text,
- show empathy, recognize dialogue and respect value and agreement in the living together relationships,
- identify the importance of sharing activities and responsibilities in the family and the need of creating friendship links in the relationships with the others,
- accept cultural diversity, recognize that every person has the same rights,
- show care attitudes towards common properties.

The first performance level (*level 1*) corresponds to the lower competence acquisition level. Three intermediate levels have been established: low intermediate (*level 2*), medium intermediate (*level 3*) and high intermediate (*level 4*). Finally, the higher level (*level 5*) corresponds to the highest

competence acquisition level. Besides, a summary with the description of what students are able to do in each of the established levels is presented for each of the assessed key competences.

Social and citizenship performance levels

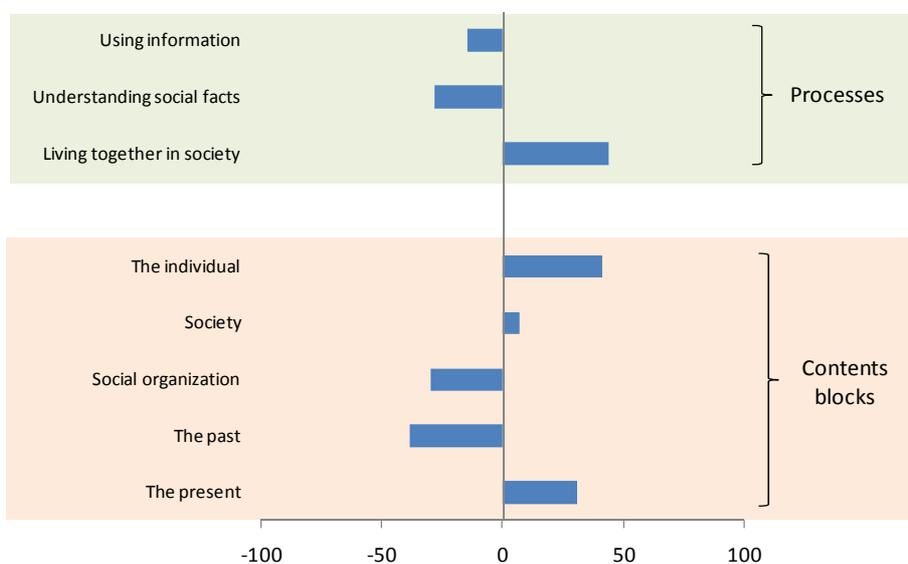


Results by dimensions

The results by dimensions offer information that has a great value for the tests authors and offer guidance for teachers and for those responsible for the curriculum. The results allow value the differences between the average of each competences and the average obtained for each dimension. These differences have been calculated for Spain and for each of the autonomous communities. The results obtained by students in each dimension are different and give information on the relative domain that students have about the questions they had to answer in each competence.

The results of the assessment also allow information to be provided on the level of competence acquired by the students. These levels of competence may be a useful benchmark for the work of the teacher, both for teaching and measuring the progress of their students.

Students' performance in the Social and Citizenship competence



The results in the cognitive processes studied in the social and citizenship competence show that students have found the tasks connected with the understanding of social facts more complex than the ones connected with the use of information; the living together tasks have been considered the simplest ones by students.

Regarding the content blocks of this competence, the most complex dimension in the Spain average has been the one which analyzes the social organization followed by the dimension that deals with the past. The dimension in which the Spanish students have got the best performance level is the one connected with the student near environment (the individual) followed by the questions about the present.

Social, economic and cultural results and contexts (Economic, social and cultural status index- ESCS)

The assessment of the students' level of acquisition of the key competences should be carried out taking into account the family background of the students and the social context of the schools, in

which the learning outcomes are produced, so that the results can be understood. A comparison of results can only be made within a contextual framework that contributes to explaining the differences.

For this reason, context questionnaires have been prepared for teachers, school management teams, students and families so that a socioeconomic and cultural register of the students and the educational institutions can be drawn up to provide information on the variable resources and educational processes together with the context variables that contribute to explain the results.

As shown by previous national and international evaluation studies, the key competences acquisition level by students is connected with the family social, economic and cultural status. This is the reason why the relationship between the ESCS and the student performance can be interpreted as another equity measure of the education system among many others. A low relationship indicates that the system reproduces, in a smaller degree, in the academic results the socioeconomic and cultural differences among the student families and, therefore, it is more equal than another system in which the socioeconomic and cultural differences of the families are reproduced in a bigger level. On the contrary, if the relation between the ESCS and the performance is high we can conclude that the education system is less equal.

In order to contribute to the explanation of the relationship between the General Diagnostic Evaluation 2009 results and the socioeconomic and cultural student family level a social, economic and cultural status statistic index has been created from the following variables:

Parents study level.

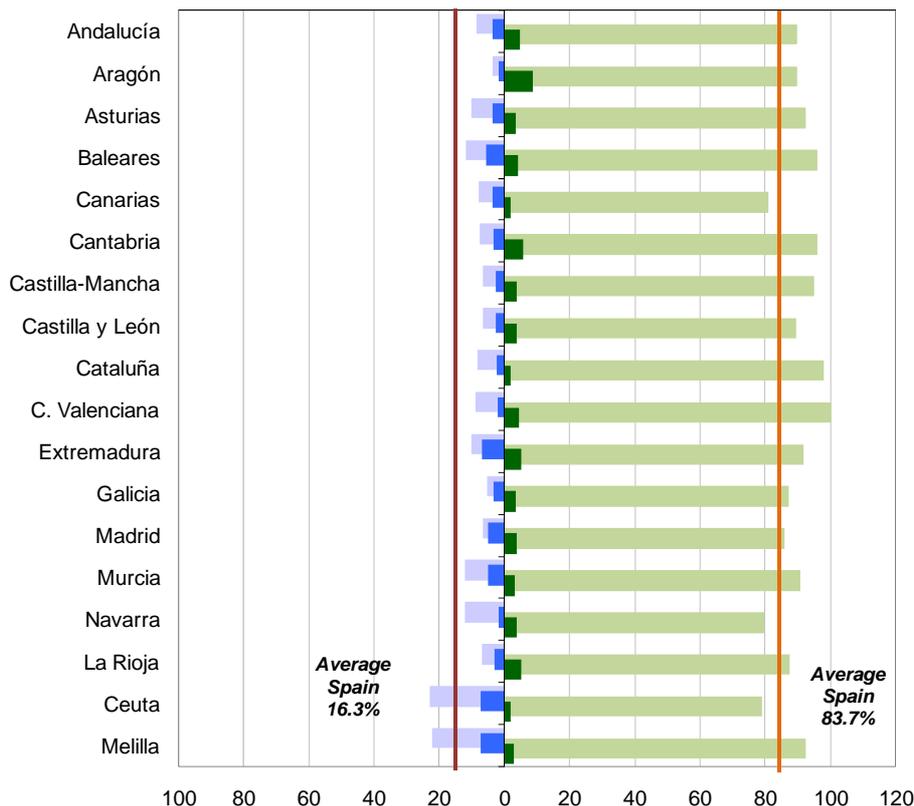
Parents' profession.

Number of books at home.

Resources at home.

Variance in student performance between and within schools

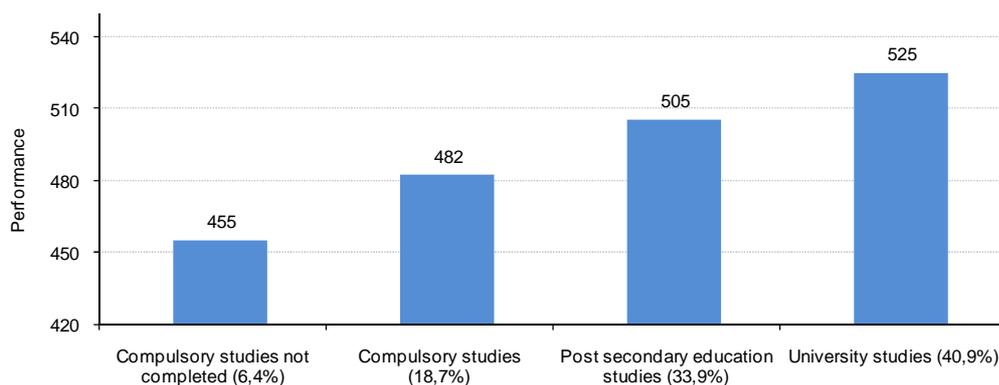
Variance in student performance between schools Variance in student performance within schools



The variance part in the student performance between schools and within schools is attributable to the students and schools economic, social and cultural circumstances. The variance is used to value the student performance dispersion which is produced between and within schools.

The variance between schools attributable to the students economic, social and cultural circumstances and their environment differs from some autonomous communities to others. Nevertheless, the differences in the student performance within schools are considerable and, in this case the variance part attributable to the student economic, social and cultural circumstances is notably inferior.

Parent's study levels



In each level of this variable the performance differences in the competences are imperceptible, but they are very important between the parents' education levels (from 70 to 80 points between the variable extreme levels).

To sum up, general diagnostic assessments of the Spanish education system must lead to a commitment to review and improve education, on the basis of their results, contribute to improving the quality of and the equity in education, inform the educational policies, increase the transparency and the efficiency of the education system and provide information on the degree of acquisition of the key competences.

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Assessment and evaluation as challenging concepts

Ane Kirstine Brandt, Teacher Education Blaagaard/KDAS, University College UCC

When the initial findings of the 2009 IEA International Study of Civic and Citizenship Education (ICCS) was released, the Finnish Institute for Educational Research at the University of Jyväskylä stated; “The purpose of the International Civic and Citizenship Education Study (ICCS) is to investigate the ways in which young people are prepared to undertake their roles as active citizens in the 21st century society.”

The goal of this compendium is to gather a patchwork of methods being used in the Nordic countries, in order to find good ways to evaluate EDC/HRE and assess citizenship-competences. In relation to EDC/HRE, the educational systems need to find ways of evaluating and assessing which are somewhat congenial with the subject or process of democratizing. The Nordic countries’ different approaches to evaluation of EDC/HRE and to assessment of the learners’ achievements will hopefully uncover different views on teaching democracy and become the point of departure for increased focus on aspects of evaluation of EDC/HRE.

So the aim is not to compete regarding learner achievement or compete on methods of evaluation or assessment or to standardize evaluation and assessment, but to make room for development of a patchwork of methods as a basis of well-founded discussions.

Historical starting point

In 2000 (Krakow) EDC was acknowledged as an overall educational aim. Looking at EDC as an overall aim gives a holistic view of citizenship including civic, political and cultural perspectives. The ministers of Education decided to regard civic education as a subject matter and Citizenship Education as an educational aim, to which the subject civic education contributed.

Definition from Draft of European Charter on Education for democratic Citizenship and Human Rights Education:

‘Education for democratic citizenship’ means education, training, dissemination, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and moulding their attitudes and behavior, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law.

Citizenship is understood as

1. Practice of rights and responsibilities
2. Active participation
3. Management of diversity

“Citizenship is the active membership and participation of individuals entitled of rights and responsibilities and having the capacity to influence the politics.” This quote and the following bullets come from the presentation of Cesar Birzea in Copenhagen 2010-03-22 at the international workshop on Citizenship hosted by The Danish School Agency and SICI. In regard to this presentation, Citizenship contains both legal and political status and identity. The legal and political status is built upon the relationship between the state and the citizen.

- The set of rights and liberties that the State grants its citizens
- A civic contract between the State and the individual
- Includes legal rules that define membership of a political body
- Sees citizenship as the internal face of nationality
- Involves the citizen’s loyalty to the State that protects him/her and grants civic rights
- Involves a balance between rights and responsibilities
- Ensures inclusion and access to public life

The identity of citizenship

- Is one of the identities of an individual
- Is context-related: it can have a simultaneously diverse content depending on the political community it refers to (regional, national, European or world citizenship)
- It dissociates citizenship from belonging to a particular territory
- It presupposes ownership and personal involvement based on convictions and values

The question is what kind of evaluation and assessment is appropriate for the different kinds of citizenship?

Behind the decision to make EDC an overall educational aim lies the view that education is crucial to nurture and to strengthen democracy and citizenship in the member states. And also the

conviction that school is a very important place where democratic learning processes can be thought to children.

In the school context citizenship is found in three different variations:

1. Formal curriculum
2. Non-formal curriculum
3. Informal curriculum

Formal curriculum provisions for EDC

- Separate subject (1-2 h. per week, compulsory/optional)
 - Civics or civic education
 - Civic culture
 - Social studies
 - Legal studies
- Integrated programmes
 - Social, personal and health education
 - Social sciences
 - History and society
 - Man and society
 - Life skills
- Cross-curricular themes

Which of these formal provisions for EDC do we have in the Nordic countries? Do we have other kinds?
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Non-formal curriculum for EDC

- Participation in decision-making (school councils, children's parliaments, school governance, municipal councils)
- Outdoor education (residential visits, excursions, school exchanges, pilot projects)

- Team membership (clubs, associations, interest groups and organisations)
- Community involvement (voluntary activities, pastoral-care programs, meetings with elected representatives, the police and faith groups, awareness-raising campaigns)
- Work experience (practical placements and entrepreneurial learning)
- Cross-curricular themes

Which of these non-formal provisions for EDC do we have in the Nordic countries? Do we have other kinds?

When we have answered these two questions, the next question is how to assess the formal and non-formal curriculum.

Perspectives on EDC/HRE-assessment⁷

Ane Kirstine Brandt & Claudia Lenz

As the previous chapters of this report have suggested, learning processes in civic or citizenship education are related to more than the acquirement of knowledge. As indicated in the title of the CoE programme on EDC/HRE, “Learning Living Democracy for all”, this kind of learning embraces dimensions of attitudes, skills and knowledge (also defined as the “three saviors”, learning to know, learning to do, learning to be). In the recent debates on EDC, the term of “transversal competences” has been stressed with regard to learning processes, preparing the learner to actively participate in diverse and sustainable democratic societies.

This perspective is reflected in the teaching and learning methods developed in the field of EDC/HRE. Here we find a strong focus on participation, inclusion, self-reflection, critical thinking and, crucially: a focus on safe class-room environments and democratic school governance. This methodology also has a strong impact on the relationship between students and teachers, and, consequently, on teachers’ roles.

Having this in mind, evaluation of learning processes in civic/citizenship education presents itself as a complex challenge. Testing of knowledge alone will by no means cover the competences which are addressed in this type of educational effort. In general, testing reaches its limits when it comes to the combination of skills and attitudes e.g. in the capacity of non-violent conflict

⁷ *Participatory Evaluation. A Perspective for Human Rights Education.* By Susanne Ulrich and Florian M. Wenzel is used for inspiration for this chapter.

resolution, the capacity to take part in debates and dialogue or the readiness to engage in social or environmental issues. Learning outcomes related to these issues are hardly *measurable* and suitable for quantitative research. Nevertheless, it is important to *make them visible* and *understandable*, if they are to be recognized, acknowledged and rewarded alongside with other achievements, such as skills in reading, writing and math. Evaluation in the field of Civic education is about empowerment, which means supporting and encouraging learners to improve their capacities to become active citizens. At the same time, the approaches and methods chosen for evaluation should prepare young people to be lifelong learners.

Consequently, another challenge is related to the relationship established through evaluation practice. A teacher conducting tests and giving grades which are not negotiable is no convincing role model for participatory learning and doesn't encourage the student's capacity to reflect and adjust on her or his own ways of learning. The challenge is to develop and apply evaluation methods which reflect the values and goals of the learning process and which go along with the learning methods. If learners have been encouraged to take responsibility and become agents within the classroom and school environments, it would be self-contradictory to apply assessment methods which place them in the position of objects of teacher's rating.

Another issue is related to ethical issues. Evaluation of transversal competences, especially when it comes to attitudes, easily becomes a judgment of *personality* or a pointing to political correctness as the right point of view. Here it is crucial that feedback is given in ways that allow learners to develop their own ambitions and protect their integrity. Moreover, how can it be avoided that evaluation practice leaves the impression of rewarding the adaptation to the 'right' attitudes and thereby undermines the goal of critical thinking?

What becomes obvious here is that an evaluation approach fitting into the overall goals and the 'flow' of citizenship education which is organized in a way that *learning democracy is democratic learning* has to meet several requirements:

- participatory and self-reflective methods, integrated into the EDC learning process
- empowerment of students
- a relationship between teacher and students in which the teacher becomes a facilitator of learning processes

Rather the evaluation should "transform the tension and fears associated with evaluation into productive opportunities for learning and reflection"⁸. One of the ways to do so is through **participatory evaluation** as suggested by Ulrich and Wenzel. This kind of evaluation sets out accepting that there is no neutral position from which an evaluator is able to tell the truth about

⁸ *Participatory Evaluation. A Perspective for Human Rights Education* by Susanne Ulrich and Florian M. Wenzel

the EDC/HRE project or education. Whether using quantitative or qualitative evaluation, the theoretical thinking about evaluation is increasingly aware that “qualitative processes such as interviews and group discussions and analysis of open learning processes”⁹ is necessary for covering the complexity of a learning process. Nevertheless, the high demand for evaluation in the entire educational system often results in quantitative evaluation, which is not in accordance with the EDC/HRE aims.

The goal of participatory evaluation takes conflicting perspectives on the evaluation into consideration by including as many stakeholders and as many perspectives as possible. In this way the evaluation will not be a way to legitimize abandoning or continuing an EDC/HRE learning process, but rather a way to a new and creative solution, formulated in the spirit of democracy and values such as equality, activity and mutual understanding of differences. An important point is the emphasis on the necessity of openness to differences rather than to corresponding opinions.

To conclude; the main point in practicing participatory evaluation is to recognize that education for EDC/HRE should follow a democratic and participatory process, assuming that the evaluation process in itself can be a part leading to the educational goal of active citizenship and human rights.

Teacher’s competences

“With the transition of our societies from industrial to post-industrial, and the entrance of the age of knowledge-based societies, teachers need to switch from non-participative methods and pedagogy to a child centered pedagogy focused on the acquisition of specific *transversal competences: experimentation, systemic thinking and collective knowledge building, problem-solving, critical thinking, capacity to face new developments quickly, cooperative spirit and skills, navigating in knowledge networks.*

Teachers will need to be highly adaptable, and teacher education will have to develop pedagogical as well as *non-pedagogical skills, including inclusive democratic values, respect for diversity and soft skills in the field of interculturalism.* Central to the idea of education for SDS is the understanding that democratic values and competences *cannot be acquired through formal teaching alone, but need to be practiced. They are acquired through a “learning by doing”* approach, based on experience. This can only be achieved through *continuous professional development* policies that effectively support the teachers who are willing and able to try innovative actions in their school and classrooms.”¹⁰

⁹ Ibid.

¹⁰ Pascale Mompont-Gaillard: Introduction into the subtheme “Professional development and social recognition” Meeting of the Council of Europe Standing Conference of Ministers of Education, Ljubljana, Slovenia, 4-5 June 2010, Theme “Education for Sustainable Democratic Societies: the Role of Teachers”, p 8.

“Evaluation and self-evaluation should be seen in terms of support for teachers rather than control. It participates in the development of a culture of lifelong learning.”

Today teachers are mainly assessed on their capacity to teach the academic subject(s) they are hired to teach. They are often expected to *transmit this knowledge in ways that do not correspond to the needs of today's knowledge based societies*. Teacher evaluation, quality assurance, measures and certification for all training should also be organized to evaluate and celebrate the capacity of education systems to address issues linked to education for SDS. These evaluation tools will consider the ‘bouquet’ of transversal competences that all learners/citizens need to acquire.”¹¹

The use of the words ‘assessment’ and ‘evaluation’

One of the challenges about working with assessment and evaluation is the broad usages of the words and the many different activities the words cover. It became clear early in the process that the different uses of the words were transforming simple descriptions into unclear communication.

Consequently, for the purpose of clarity in this compendium, we have tried to define:

evaluation as evaluation of teaching; i.e. teaching materials and teaching methods,

assessment as the outcome of the teaching for the pupil i.e. in relation to curriculum, in relation to the aim of teaching and in relation to life-literacy both nationally, at a European level and globally.

Different institutions and scientist have been contacted and they have all reported that an identical international understanding of the words was not known to them.

In addition searches on the internet makes the very different understandings visible, not only do the understandings of the words differ, sometimes the definitions are complete opposites of each other.

¹¹ Ibd. P.10

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