Guide for Teachers

Module 4

Democratic values in school Culture

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Content

1 About the European Heart Project

The European Heart project is about democracy in action. If we as a community assume that all people have the same basic needs, we have a solid foundation built on empathy and understanding. Based on this approach, teaching materials have been developed to provide skills and tools to encourage and support young people to participate as responsible European citizens.

The theoretical concepts are taken from William Glasser's Choice Theory and Marshall Rosenberg's Nonviolent Communication.

Materials for Pupils

The European Heart materials are designed for use in the classroom for 13 - 16-year-olds and can be used in language classes as well as in the subjects of history, political education, ethics, philosophy, social studies, arts, and similar.

They fit topics such as: Democracy, inclusion, diversity, cooperation, social skills training, communication, human rights, European values, media literacy and the like.

Toolkit for Pupils
• Booklet 1: Workbook about Basic Human Needs
• Booklet 2: Workbook about Strategies to fulfil Basic Needs
• interactive online presentations of the two booklets
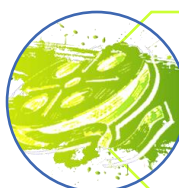
Toolkit Learning from History
• "Let´s learn from History" - workbooks: 5 Episodes on important moments in the history of democracy
• Short movies on the episodes

ACT – Active Citizen Team-Game
• In a playful way, pupils deal with burning socio-political issues and train skills that they need to ACT as responsible citizens.

2 About the Module – Guide for Teachers

Module Guide for the implementation of the materials in school
• E-learning Platform with 5 modules for teachers, from the concepts to practical work with the materials in class.

The aim of the guide is not only to provide background information and facilitate the use of the materials in the classroom, but also to show ways teachers can personally benefit and also improve school culture.

The Guide for teachers consists of 5 Modules:

Module 1: Basic information about the fundamental Concepts - 5 Basic Needs and Strategies to fulfil them

Module 2: As my own personal needs are concerned ... - A Self-reflection for Teachers

Module 3: Application of the European Heart Materials in school

Module 4: Democratic values in school Culture

Module 5: Practical Examples - using the European Heart Materials in schools

How to use this Guide

Even though each module represents a unit on a defined topic, we recommend that you consider the individual modules as building on each other.

Start with **Module 1** and familiarise yourself with the basic concept.

In **Module 2,** reflect on your own basic needs and motivations as a teacher, colleague and person. Since teaching the concepts is not only a matter of knowledge but also of attitude, you should also be well prepared on this level when working with the pupils.

Module 3 is fully dedicated to practical implementation of the materials in the classrooms. Here you will find clear instructions, tips, information on possible challenges, as well as further advice.

Module 4 is dedicated to the impact of the use of the materials on the school culture: How can the materials be used to make a positive contribution to strengthening democratic values, respectful interaction and participation?

How have other teachers used our materials? Get ideas for your own lessons in **Module 5**.

3 Valuing the importance of school culture

„What touches us transforms us.“

Carl Gustav Jung

By the time a pupil is 18 years old, he or she has spent between 11,500 and 17,000 hours in school. We can therefore assume that the culture that is present in the respective school influences the personality development of its pupils - consciously or unconsciously. So it does with their values.

Values give our lives stability, orientation and meaning. According to the European Heart concept, the level of values comes into play when it comes to developing a strategy.
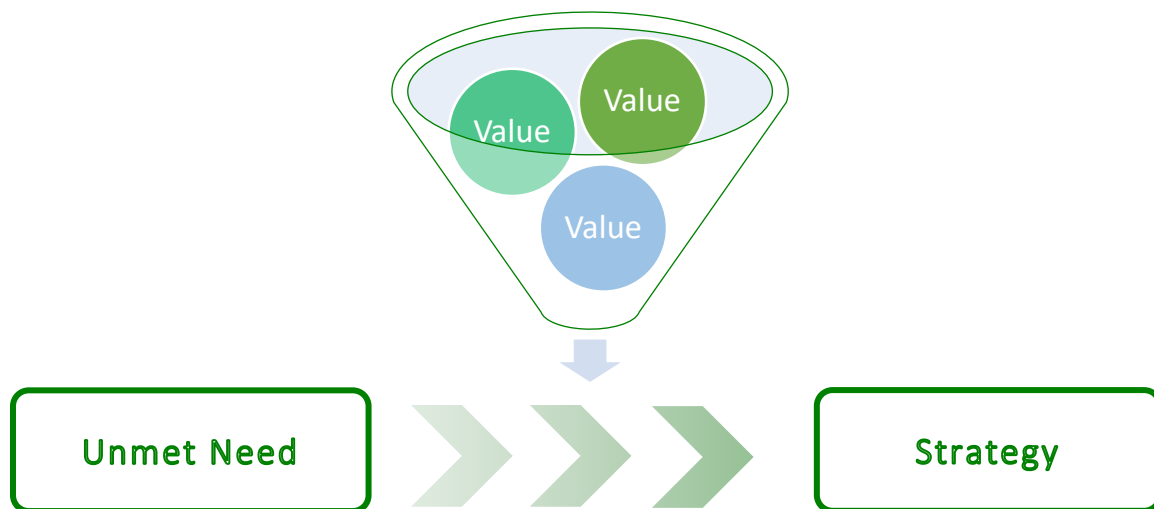
Figure 1: How values influence the chosen strategy (Susanne Linde, 2023)

So, if the school wants to help its pupils to become responsible citizens, it is important to think about the values that are conveyed to them, directly or indirectly.

As soon as you enter a school building, there are visible signs of what is important to this community, which facts and attitudes are given special value, be it trophies for sporting victories or certificates for civic engagement. Within the school, this attitude is also expressed as school culture through special events, festive days or through language. On closer observation, it can also be seen how much importance is attached to democratic cooperation, respectful treatment of all and participation in school life for all.

A common consensus on school values, an appreciative school culture, opportunities for participation and teachers' awareness of their role model effect positively on the values of democracy and human rights (Schubarth et al., 2017). In the living space of school, the rules of living together in a larger group are acquired, and the need for social belonging is also fulfilled. Work organisation, practice in democratic procedures, shared responsibility and negotiation processes in social contexts are taken into account in this context, as are the basic needs for security, relationships, recognition and self-fulfilment. Therefore, living together in school must be consciously designed as a field of experience and a community task.

We believe that there must also be opportunities for emotional learning in our schools for young people. We must not forget that emotions strongly influence both action and thinking. This can teach them other values in addition to performance, such as cooperation or commitment to other people.

3.1   Schools as living spaces

A focus on common pedagogical values and norms can lead to the formation of a jointly supported school culture (Schroll, 2016). Ideally, the school culture is characterised by relationships of recognition and the shaping of relationships between the educators and the learners. It then enables learning in a positive, interesting, friendly and open atmosphere of mutual trust. Central to this are moral recognition, the granting of equal rights and ensuring opportunities for co-determination for all (Helsper & Lingkost, 2002).

The long-term goal of value-based school culture is that all persons involved in school life demonstrate these values in their everyday actions through intrinsic motivation and identification (Standop, 2016). This is because a good classroom climate, relationships between teachers and pupils based on partnership, and value-forming teaching are among the central quality dimensions of school. Value formation and the acquisition of value attitudes form a sustainable framework for democracy education.

In addition, according to empirical findings, teaching effectiveness is also related to pupil participation, classroom management, feedback, self-direction in learning and the teaching of meta-cognitive competences. In this sense, all efforts towards a positive value-oriented and human rights-based school culture are to be considered particularly valuable in the sense of the positive development of our youth. Teachers can work individually or, even better, in teams to achieve these goals in their schools.

3.2 Example 1: Rights respecting schools

This UNICEF quality initiative has been in place in the UK since 2004, rewarding children's rights lived out in everyday school life, implemented in the school mission statement, curricula and in the form of co-determination, respectful relationships and inclusive school culture. Their evaluations show that all persons in the evaluated schools are fully aware of children's rights and that the relationships between the groups of persons involved (pupils, parents, teachers and other staff) have improved among themselves and between each other. Furthermore, positive effects on identity, trust, empathy, social behaviour, conflict resolution skills and disruptive social behaviour can also be identified (Robinson &Sebba, 2010).

Figure 2: Rights respecting schools (UNESCO, since 2004)

3.3 Example 2: Toolkit Human rights friendly schools

On the way to implementing a value-centred, human rights-based school culture, the Toolkit for Human Rights Friendly Schools by the NGO Amnesty International (2017) could provide guidance: This model makes comprehensive reference to human rights education in the school context and integrates the connection of human rights education to everyday life. Amnesty International (2017, p. 5) defines four levels in the approach of human rights peaceful schools: the level of leadership, relationships, curricula and the school learning environment. Guiding principles as principles in the value orientation of the school are described in the topic areas of inclusion, participation, responsibility and empowerment.

Figure 3: Toolkit Human rights friendly schools (Amnesty International, 2017)

3.4   Reflection on the school culture

- *In which fields do you define potential for change for a school culture of democracy and human rights?*

- *Are values such as fairness, equality, anti-discrimination, respect for human dignity evident in the guidelines and school programme of your school?*

- *Are all persons trained to use appreciative communication?*

- *Are there guidelines and offers for non-violent conflict management?*

- *What procedures are in place to deal with bullying, harassment or insults?*

- *Which topics of human rights-based values education are covered by teachers in the individual classes?*

- *Are independent evaluation processes planned for the quality of school and class climate?*

4 Strengthening democratic values

In order for teachers to empower pupils in ways that promote the development of democratic values, they must first develop these values themselves.

Teachers primarily need to:

- *value human dignity, human rights, cultural diversity, democracy, justice and the rule of law;*

- *be open to cultural otherness and to other beliefs, world views and practices, be respectful and responsible, civic-minded etc;*

- *develop autonomous and homonomous[1] learning skills, in particular analytical and critical thinking skills and including co-operation, conflict-resolution and other related skills;*

- *develop knowledge and critical understanding of the Self[1], of language and communication and of the world.*

Teachers need to build a democratic culture in their classrooms. The strengthening of democratic values is achieved through a holistic approach and the interaction of different aspects of the four dimensions of values, attitudes, skills, knowledge and critical understanding.

Democratic values are important for pupils, but also for schools as an institution and for the community as a whole. For democracy and human rights to become a reality in daily life in a society, they should become a reality in daily life in schools.
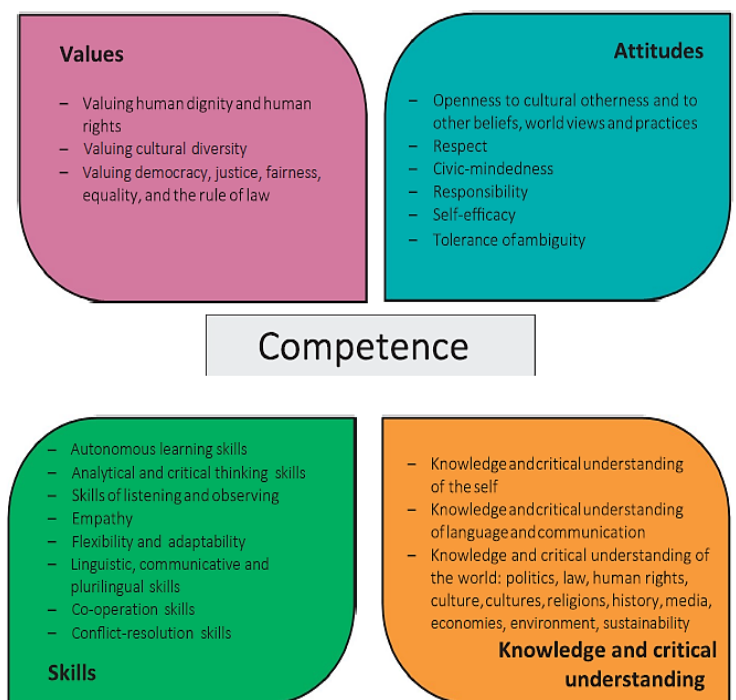

Figure 4: The model of competences for democratic culture (COE, 2018a)

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[1]Homonomous and the concept of Self with capital S as defined by Boucouvalas (2009).

Schools are where young people often get their first opportunity outside the family to develop and practise the democratic competences that they need for active engagement and living together in diverse societies. Making democracy and human rights a reality in the daily life of schools is not only a question of classroom teaching. It is a function of all aspects of school life. Participation in shared decision making and school governance, for example, helps all school actors, and in particular young people, to gain practical knowledge of and develop trust in the democratic and participative processes.

A whole-school approach ensures that all aspects of school life – curricula, teaching methods, decision-making structures and processes, policies and codes of behaviour, staff–pupil relationships, extracurricular activities and links with the community – reflect democratic and human rights principles. In turn, this may create a safe learning environment where these principles can be explored, experienced and even challenged in a peaceful way.

This holistic approach makes clear, that the European Heart Project is addressed to all stakeholders in schools – school leaders, teachers, other school employees, pupils, parents and local community actors such as local education authorities, NGOs, parents' associations and school boards and explores the added value of the whole-school approach in developing a democratic culture at school and the competences that need to be acquired by learners if they are to participate effectively in a culture of democracy and live peacefully together with others in culturally diverse democratic societies.

The benefits of using a whole-school approach to teach values such as human rights, respect, responsibility, justice, fairness and equality are well-established. These benefits include: more respectful and harmonious social relationships within the school; increased learner responsibility, self-efficacy, self-esteem and intrinsic motivation; improvements in learning and academic standards; better understanding by learners of the nature of rights and responsibilities; learners participating actively in decision making in the school; learners being empowered to undertake action in defence of human rights; and learners acquiring more positive attitudes towards diversity (COE, 2018b).

4.1   Reflective Exercise

Complete the Reflective Circle related to teaching.

Planning
What are my goals?

Planning teaching (content, methods, process)

What does it require from me? (Also see questions in the introduction of this module.) Which competences for democratic culture are relevant?
Doing Observing
Reflecting What happened and how was I a part of it?
Adapting Identifying further needs

4.2   Choose or develop an educational activity

The "[Needs and Strategies – Toolkit on basic human needs and strategies to fulfill them](#)" provides you with some examples of activities that are closely linked to the principles and competences introduced earlier in this chapter. Choose one that you want to bring to the classroom. Of course, you can also adapt it or develop your own activities/projects.

Step 1: Select competences and descriptors
Identify the three competences you consider the most important for you as a teacher when you run this activity/project and select relevant descriptors for these competences. You might also think about previous teaching situations where you already showed/needed thesecompetences.
In order to choose competences and their descriptors, use the following link to COE:
https://trt.intercultural.ro/descriptors

Step 2: Self-observation during the activity and reflection
During the activity, pay attention to your language, including your body language.
Reflect on the activity. How did you experience the activity?
Include references to competences anddescriptors (for example "when xx happened, it was useful that I reflected about xx before the activity; when yy happened I wasn't able to act due to attitude yy; when zz happened, I had the feeling that

lacted pretty close to descriptor zz") What went well and what helped you to put into practice the chosen competences?

What made it difficult to put into practice the chosen competences?
What would you do in a different way next time?

Step 3: Debriefing/meta-reflection
What did you like about this reflection sequence?
What was difficult?
What did you learn?
How do you want to proceed in order to develop your practice and your own CDC?

Step 4: Repeat the reflective circle
Repeat the observation exercise with another activity by integrating the insights.
When you implement a sustainable tool (class rules, evaluation tool, etc.), make sure that you reflect on the process on a regular basis (COE, 2021).

5 Respectful interaction

One aspect of respect for pupils is to establish teaching procedures that allow the classroom to run smoothly. Teachers should use their authority to establish and implement classroom procedures in a fair manner, considering that our pupils come from different backgrounds and cultures. These procedures should be reviewed regularly to ensure that they do not become a barrier to pupil´s interaction and learning.

- Many of our pupils have experienced disrespect and unfairness. Some may be unaccustomed to consistent fair and respectful treatment.

- Establishing a classroom where pupils routinely experience fair classroom practices will increase pupils' confidence in the classroom environment and help build a respectful culture.

- In schools, (cyber)bullying is a serious issue, as victims, bystanders, bullies, and the school itself can be negatively affected by it.

The key to reducing bullying in schools is to create a safe, supportive, and respectful school environment.

On the website of the association Edutopia, >The Power of a Democratic Classroom<, you will find some very simple tips on how teachers can develop a safe and respectful classroom. (https://www.edutopia.org/article/power-democratic-classroom)

In the following, we have supplemented these tips with application examples of the European Heart materials:

-Encourage your pupils to practice using social and emotional skills in the classroom.

Booklets Needs & Strategies: Give your pupils the opportunity to practise how to deal with their emotions in class.

-Work with pupils to develop their classroom expectations.

Booklets Needs & Strategies: Develop with your pupils a list of behaviours they would like to see in their class.

-Provide learning opportunities that encourage cooperation, cohesion, and compassion among pupils.

Use one activity from the Historical Episodes to increase pupil´s compassion.

-Model the positive behaviours you would like to see in your classroom.

-Provide an opportunity for pupils to take responsibility for their learning.

Example: Give your pupils a chance to develop a group solution to a school-related concern they have. (ACT-Game)

5.1   Example 1: Intercultural education tool

The Education Pack "All Different - All Equal" (COE, 2016) has become a reference for those involved in intercultural education and training throughout Europe and beyond. Translated into many languages, it remains one of the Council of Europe's most popular and widely used publications (see more at Sources).
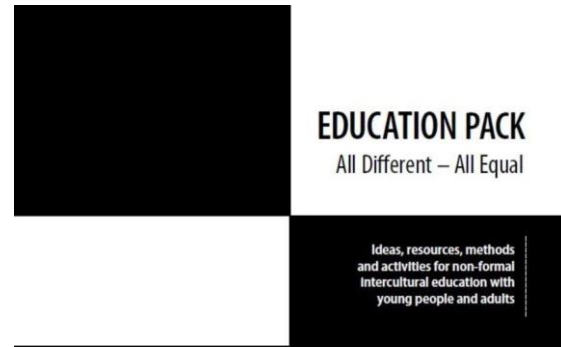

Figure 5: Intercultural education tool (COE, 2016)

5.2   Example 2: How to deal with the Internet

The right behaviour in digital environments is one of the current issues for young learners: topics are secrecy and privacy, protecting your account, internet and respect, internet and creativity, internet and challenges, e-reputation, personal information, cyber-bullying or fake news & information. Since its launch in year 2004, the Safer Internet Day (https://www.saferinternetday.org/) has been held every year in Europe, with various offers and numerous initiatives in all European countries.

Figure 6: Being online, well-being online, and rights online (COE, 2019)

From the Council of Europe (COE, 2019) the material "*Digital citizenship education handbook: Being online, well-being online, and rights online*" can be used in addressing health or customer awareness in the classroom, but furthermore on the topic's rights and responsibilities in digital media use (see more at Sources).

5.3   Ice-breaker Exercise

Dominos

- Do you know dominoes?

- Let's play dominoes with our bodies!
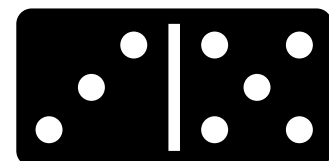
Microsoft images, Creative Commons, edited by Monika Gigerl

Objectives

- To encourage physical contact.

- To help participants get to know each other.

- To make participants aware that within a group there are differences and commonalities between individuals.

Basic information

Time: 10 minutes

Group size: Any size

Preparation

- No specific materials

- A list of characteristics to suggest to participants if they have no idea

- Sufficient space

Instructions

1. Ask one member of the group to start by thinking of two personal characteristics and then two personal characteristics, and then state them to the group, such as for example, "On my left 'I'm a girl', on my right 'I have two brothers.

2. Ask another member of the group who shares one of these characteristics to take the right hand.

3. Ask another member of the group who shares one of these characteristics to take the right or left hand of the previous one the (depending on which characteristic is shared), and then add a characteristic to the side of free hand. For example: "On my right hand 'I am a girl', on my left hand 'I have brown eyes'".

4. Ask each person in turn to take a seat, until a closed circle is formed.

5. If a stated characteristic is not shared by anyone in the group and the dominoes cannot be validated If a stated characteristic is not shared by anyone in the group and the dominoes cannot be matched, ask the players to negotiate another characteristic to continue the chain.

Tips for the facilitator

The characteristics listed above are only examples; participants are free to choose and can even opt for "invisible" features. It is important that group members make physical contact, as this will reinforce the group feeling. Contact can be made by touching heads, standing arm in arm, putting feet together, etc. Players can stand or lie down. If the characteristics tend to be too repetitive, encourage participants to be creative and not imagination and not make them too simple. Encourage them!

6 Participation

Democratic competences and democratic behaviour are learned primarily by doing. An important pillar of democratic behaviour training is participation. Young persons can climb the ladder to self-determination or even self-governance step by step by giving them more and more say and decision-making power, depending on their age and maturity.

6.1   The ladder of Participation

In his "Ladder of Citizen Participation", Arnstein (1969) describes eight levels of participation, whereby participation in the narrower sense only appears from level 6 onwards:
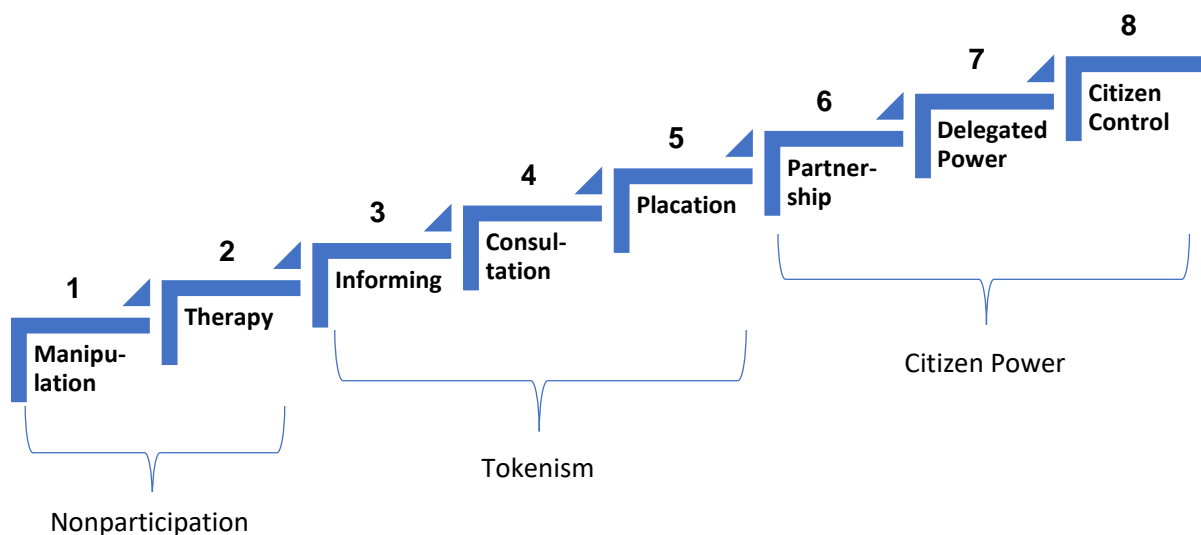
Figure 7: Ladder of Citizen Participation according to S. Arnstein (1969)

At the level of ***Nonparticipation***, the aim is to cure or educate the participants.

At the Level of ***Tokenism***, there are just a few opportunities for the participants to take over responsibility. The range of involvement goes from <participants are informed but cannot give feedback> to< the possibility of making suggestions, but not being given any decision-making or realisation competences>.

Only at the level of ***Citizen Power*** real participation is possible:

Step 6 – Partnership: The decision-making power as well as the responsibility for implementation is negotiated between the participants and the power holders. Still, the activity is initiated by the powerholders.

From step 7 onwards, the balance of power is reversed: The participants initiate, the activity. They assume the main responsibility for planning and implementation and are accompanied and supported by mentors.

At step 8, Citizen Control, participants completely take over the leadership and responsibility for the activity they initiated.

6.2   Promoting participation

How can schools create experiential spaces for participation to adequately prepare pupils for their lives as responsible citizens?

1.   Teach and train crucial skills
Create opportunities for your pupils to try out and practice important skills they need for participation:

- To recognise and respect one's own needs and those of fellow human beings. (Security and survival)

- To form one's own opinion and to be able to formulate it clearly. (Power)

- To be aware of one's abilities but also of one's limits. (Power)

- To be actively involved without excluding or dominating others. (Power)

- To make decisions and weigh up the consequences beforehand. (Freedom)

- To coordinate with others and make the common good important. (Love and belonging)

- To be open-minded and willing to leave one's comfort zone. (Fun)

- To be able to be enthusiastic about a cause and to commit oneself to it. (Fun)

2.   Establish democratic values
In the chapter 4, Strengthening democratic values, we described how to build a democratic culture in classrooms. It is very important to establish a democratic culture before offering participation opportunities to your pupils, otherwise the rules will not be clear and there is a risk that the quieter or shyer pupils will be overlooked.

3.   Strengthen the pupils' ability to work in a team
Train your pupils in team skills by having them work in groups more often and then reflect on their cooperation.

4.   Create a supportive feedback and error culture
Create a working atmosphere in which your pupils are allowed to show themselves as learners in the most positive sense. This also means being allowed to make mistakes, to admit weaknesses, and to give constructive and benevolent feedback to others. 4.

5. Keep the right pace

Challenge your pupils, but do not overwhelm them. The different steps of the participation ladder can help you to climb one step at a time according to the maturity of the pupils.

6.3 Participatory exercises on different levels

Here are some ideas and examples of methods you can use to train your pupils' participatory skills according to Arnstein's 'Ladder of Citizen Participation':

In this context, we skip STEP 1 AND 2, as they do not allow for real participation.
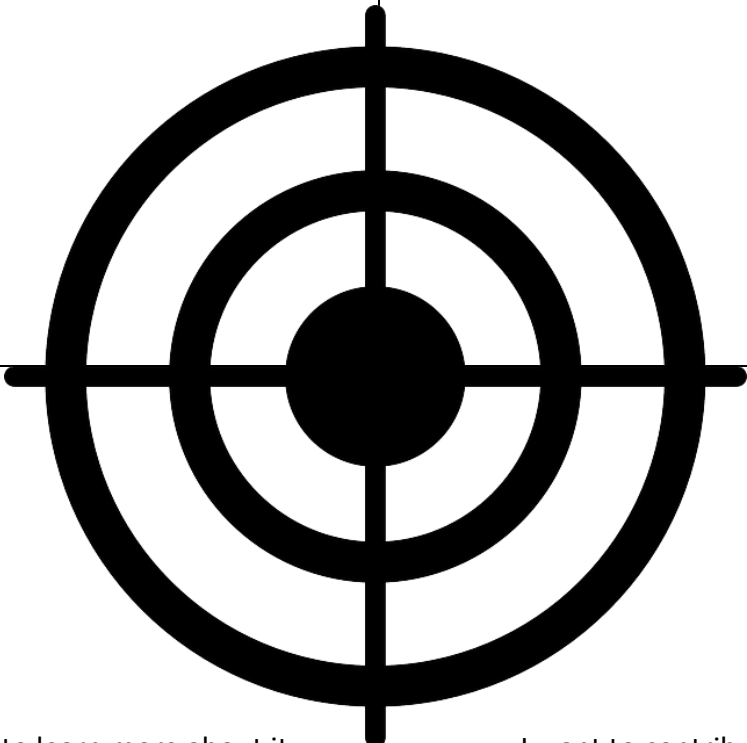
STEP 3 – INFORMING

The teacher prepares an activity and sets the rules. He or she informs the pupils what it is about and what they can contribute. Most activities in class work like this.

STEP 4 - CONSULTATION

Pupils can express own ideas, wishes or criticism. How this gets implemented, however, is decided by the teacher.

Examples: Different methods of pupils´ feedback, like Learning diary, Flashlight, Bull's-eye, or Feedback Hand.

Bull's-eye: The pupils tick one point in each of the four areas for how much they agree.

Today´s lesson was:	It is important to deal with this topic/s.
I would like to learn more about it.	I want to contribute to this topic.

Bull´s-Eye (Microsoft online images, Creative Commons, edited by Susanne Linde)

Feedback-Hand: Handout to give feedback to the lesson …
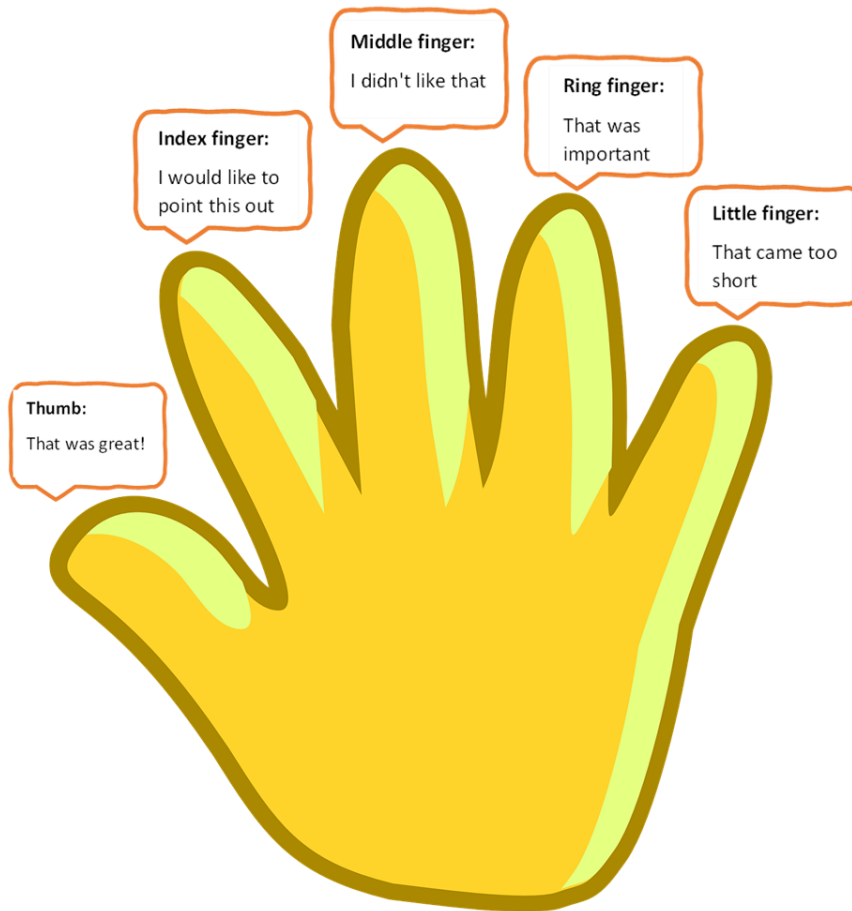
Feedback-Hand (Microsoft online images, Creative Commons, edited by Susanne Linde)

Thumb:
_____

_____

Index Finger:
_____

_____

Middle Finger:
_____

_____

Ring Finger:
_____

_____

Little Finger:
_____

_____

STEP 5 – PLACATION

Pupils are invited to plan activities and can make suggestions. The teacher takes these suggestions into account when making decisions.

Examples:

The pupils are asked where they would like to spend their next ski week or are allowed to help plan an excursion.

Idea-Box: Pupils can write their suggestions ideas and also topics they want to discuss on a sheet of paper (with their names or anonymously), and put this into a box, which is emptied and read out regularly, for example to prepare a class council.

STEP 6 – PARTNERSHIP

The teacher presents an idea for an activity to the class and invites the pupils to shape and implement it together with him or her.

Examples:

Theater play like the historical episodes

ACT-Game, Level 1

Planning and organisation of an Exhibition of Pupils´ works

Creation of a School magazine

STEP 7 - DELEGATED POWER

In this form, the idea or initiative comes from your pupils. They make the necessary decisions themselves and you only support them in the realisation of the idea.

Example:

Planning and organisation of school-activities or events, like School prom

Act-Game, Level 3

STEP 8 - CITIZEN CONTROL

The pupils realise their ideas completely independently and self-organised.

Participation in school is understood in the pedagogical context as the participation of pupils in all decisions relevant to them within the learning and living space of school. The opportunities for participation are oriented towards age-appropriate offers to take responsibility and grant autonomy (Reicher, 2017). For the philosopher John Dewey, schools have the task of teaching society in a way that is appropriate for children. This includes, among other things, education in a sense of responsibility and critical faculties (Dewey, 2008, cited in Konrad & Knoll, 2018). Democracy also means being able to lead a self-directed life; this must therefore also be anchored in education and in living together in the community (Dewey, 2008). The practice of democratic and solidary behaviour should be accompanied by teachers who are guided by the values of freedom and self-development and who advocate a social democracy of equality (Dewey, 2008).

The learning culture is shaped by democratic values and forms of communication based on equality. Ideally, the people in the learning space school are given a variety of opportunities to participate, have a say and help shape significant tasks. Opportunities for active involvement and participation of learners in the classroom are offered, for example, by areas of responsibility in classroom management, democratic bodies within the class community such as the class council, peer mediation and conflict mediation, as well as self-direction in the learning process by the pupils.

In addition, however, school democracy is also seen as an essential factor within the school culture; the learners should experience social manners and democracy through collaborative design of the learning space. Therefore, it is essential that the school culture as a whole, and not only the classroom teaching, functions as a model for learning experiences. If appreciation, experience of solidarity and social recognition are denied by the institution of school itself or by individuals, the learning of democracy (also in the classroom) will fail.

Here, the school management can support by creating recognised participation structures for pupils co-determination (e.g. pupils parliament, class representatives...), whereby this body for co-determination should represent a reflection of the diversity of the composition of all groups of people in school life. The members of this body should be elected in a fair, transparent election process and this participation body should be recognised as a fully-fledged part of the opinion-forming process. Furthermore, processes should be defined to ensure that participation is possible regardless of gender, ethnicity, impairment, etc. Last but not least, realistic and meaningful fields of activity for co-determination and co-design of school life are of course needed.

The positive, democratic shaping of the school climate shows interactions with the well-being of learners and teachers. Results from school research also show that indirect value formation via a democratic-participative school culture has a positive effect on violence prevention in schools (Schubarth et al., 2017). Motivation and perceived meaningfulness can thus be increased and stress factors reduced. These connections between school success and participation opportunities can be proven (Schroll, 2016).

6.4 Example 1: Reflections - educating for critical thinking, inclusive societies and dynamic engagement

Here are examples of teaching skills for active participation in democratic processes, critical thinking and living in plural societies in 6 different languages. Teachers acquire pedagogical strategies for cosmopolitan engagement, diversity education and philosophising with children and young

Figure 8: EduSkills+ (Erasmus+ Programme)

people. The modules support the development and strengthening of skills, such as critical, creative and empathetic thinking, which are necessary for active participation in democratic processes and living together in diversity. Topics include human rights, racism, migration, climate change, globalisation, fair trade and consumption. [Reflections. EduSkills+ (2019). Retrieved from https://reflections.eduskills.plus/]

6.5 Example 2: Characteristics of democratic schools (DeGeDe)

The German Society for Democracy (DeGeDe) believes that the school's mission statement should reflect participation and shared responsibility as the dominant guiding principles for the school's work and for school development. To this end, quality characteristics for democracy education have been developed, which can be used as a guide to realisation as a school development tool. [German Society for

Figure 9: Characteristics for democracy education (DeGeDe)

Democracy Education (DeGeDe, 2017). Characteristics of democratic education schools. A catalogue. Retrieved from https://www.degede.de/mediathek/katalog-merkmale-demokratiepaedagogischer-schulen.]

6.6   Reflection on the opportunities for participation

- *What offers does the school make for the participation of parents or guardians and families?*
- *Are learners given meaningful opportunities for co-decision-making and co-design of the school and classroom?*
- *What concepts and instruments are there for co-determination: class council, pupils parliament, school assembly, negotiation groups...?*
- *What methods are used to teach participation, e.g., just community school, democratic speech, VaKE, …?*
- *Are there opportunities for learners to become active in the sense of democracy and human rights, for example through the school newspaper, radio or social networks?*
- *What does the school do to prevent human rights violations?*
- *Are there designated confidants in cases of (cyber)bullying, violence or racism?*
- *Does the school have a jointly negotiated and regularly reviewed code of conduct?*

7 Further Materials

7.1 Materials in English language

Democratic Schools Network, Council of Europe (2022). The Democratic Schools Network consists of schools in Council of Europe member States that can demonstrate multiple and systematic collective efforts to build and sustain a democratic culture, including and involving all pupils of all backgrounds, nationalities and beliefs in an age-appropriate way. Including guidelines and checklist. https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/democratic-schools-network [27.10.2022].

The Observatory on History Teaching in Europe is an Enlarged Partial Agreement of the Council of Europe, whose mission is to promote quality education in order to enhance the understanding of democratic culture. The Observatory provides a clear picture of the state of history teaching in its member states, based on reliable data and facts on how history is taught, through regular and thematic reports. https://www.coe.int/en/web/observatory-history-teaching/home [23.11.2022].

7.2 Materials in German language

CHANGE TOOLS – Handbuch für die demokratiepädagogische Praxis (2021). Im Projekt *Creative Democracy. Wir gestalten Zukunft!* erprobte die Deutsche Gesellschaft für Demokratiepädagogik e. V. gemeinsam mit beteiligten Modellschulen innovative demokratiepädagogische Change Tools, die es ermöglichen, die Demokratie als Lebens-, Gesellschafts- und Herrschaftsform zu gestalten. https://www.degede.de/mediathek/change-tools-das-praxishandbuch/ [27.10.2022].

De Haan, G.; Eikel, A. Edelstein, W. (Hrsg.) (2007). Qualitätsrahmen Demokratiepädagogik. Demokratische Handlungskompetenz fördern, demokratische Schulqualität entwickeln. Geboten wird ein umfassendes Konzept zur demokratischen Qualitätsentwicklung in Schulen und zugleich ein Leitfaden für die Arbeit. Am Ende dieses Prozesses steht das »Demokratie Audit«. https://www.degede.de/qualitaetsrahmen-demokratiepaedagogik-online/ [27.10.2022].

Boban, I.; Hinz, A. (2003). Index für Inklusion. *Tony Booth und Mel Ainscow* (2003): *Index für Inklusion: Lernen und Teilhabe in der Schule der Vielfaltentwickeln. Übersetzt, für deutschsprachige Verhältnisse bearbeitet und herausgegeben von Ines Boban& Andreas Hinz.*

Martin-Luther-Universität Halle-Wittenberg. PDF-Download or https://index-for-inclusion.org/de/ [27.10.2022].

Ausserer, K.; Ausserer, I.; Sax; Steurer &Turek (2015). Kinderrechte-Index. Zur Selbstevaluation der Qualität in der Umsetzung der Kinder- und Menschenrechte an der Schule kann der *Kinderrechte-Index* dienen: Die Indikatoren dienen in den Themenabschnitten Rahmenbedingungen, Diskriminierungsverbot, Partizipation und Inklusion, Verantwortlichkeit/Rechenschaftspflicht zur Standortanalyse und können im Sinne der Schulentwicklung eingesetzt werden. https://www.politik-lernen.at/dl/pNntJKJKoNOmOJgx4kJK/Kinderrechte_Index_und_Leitfaden_final_pdf [27.10.2022].

7.3   Materials in Greek language

Το πρόγραμμα**«Δημοκρατία και Εκπαίδευση»** του Ιδρύματος της Βουλής των Ελλήνων:

απευθύνεται στους εκπαιδευτικούς που διδάσκουν τα μαθήματα της Πολιτικής Αγωγής και της Ιστορίας, της Γλώσσας και της Λογοτεχνίας, της Οικιακής Οικονομίας και της Σχολικής και Κοινωνικής Ζωής, αλλά και σε κάθε εκπαιδευτικό που ενδιαφέρεται για τη δημοκρατική διαπαιδαγώγηση των μαθητών του

προσφέρει πρωτότυπο εκπαιδευτικό υλικό, σε ψηφιακή μορφή, για την υποστήριξη της διδασκαλίας σε θέματα δημοκρατικών αρχών και αξιών, πολιτικής αγωγής, κοινοβουλευτικής και πολιτικής ιστορίας

βοηθά τους εκπαιδευτικούς να εμπλουτίσουν τη διδασκαλία τους, κάνοντάς την πιο αποτελεσματική και ευχάριστη

προτείνει εκπαιδευτικό υλικό που πολύ εύκολα μπορεί να χρησιμοποιηθεί στην τάξη.

Ανακτήθηκε από https://foundation.parliament.gr/el/dimokratia-kai-ekpaideysi [23.11.2022].

Rolf Gollob, Peter Krapf και Wiltrud Weidinger. *Εκπαιδευόμαστε και εκπαιδεύουμε για τη δημοκρατία*. Επιμέλειαελληνικήςέκδοση: ΚατερίναΤούρα. Μετάφραση: ΑγγελικήΑρώνη. EDC/HRE Βιβλία Ι-VI Εκπαίδευση για τη Δημοκρατική Ιδιότητα του Πολίτη και τα Ανθρώπινα Δικαιώματα στη σχολική πράξη: Διδακτικές αλληλουχίες, έννοιες, μέθοδοι και μοντέλα. Ανακτήθηκε από https://www.living-democracy.com/el/textbooks/volume-1/ [22.11.2022].

Το εγχειρίδιο αποτελείται από τρία μέρη. Το Μέρος Ι παρουσιάζει τις βασικές αρχές της EDC/HRE στο μέτρο που είναι χρήσιμες και ουσιαστικές για τον επαγγελματία. Το Μέρος ΙΙ

δίνει τις κατευθυντήριες γραμμές και τα εργαλεία για τον σχεδιασμό, την υποστήριξη και την αξιολόγηση των διαδικασιών στις οποίες εμπλέκονται οι μαθητές στην κονστρουκτιβιστική και διαδραστική μάθηση. Το Μέρος ΙΙΙ παρέχει εργαλειοθήκες για τους εκπαιδευτικούς και τους μαθητές στην EDC/HRE.

Η σειρά περιλαμβάνει ακόμα 5 εγχειρίδια:

> Μεγαλώνουμε δημοκρατικά (ΙΙ)
>
> Ζούμε δημοκρατικά (ΙΙΙ)
>
> Συμμετέχουμε στη Δημοκρατία (ΙV)
>
> Εξερευνούμε τα δικαιώματα του παιδιού (V)
>
> Διδάσκουμε τη δημοκρατία (VI)

που είναι διαθέσιμα στον ανωτέρο δικτυακό τόπο.

7.4   Materials in French language

Ideas, resources, methods and activities for informal education with adults and adults and youth. **The "All Different - All Equal" Education Kit** has become a reference for those involved in intercultural education and training throughout Europe and beyond. Translated into many languages, it remains one of the Council of Europe's most popular and widely used publications. https://rm.coe.int/kit-pedagogique-tous-differents-tous-egaux-fr/16808e4e5b [11.01.2023].

In order to combat stereotypes and prejudices against migrants and refugees, Amnesty International has designed an educational pack entitled "Migration here and elsewhere", together with an exercise pack, for primary and secondary school teachers. These kits allow teachers to discuss with young people several issues related to this problem and to discover ways to take action for the fundamental rights of migrants and refugees.

To put oneself "in the shoes" of people who are fleeing conflict situations and who undertake a long and dangerous journey, to take an interest in the conditions of reception of these people in our countries, to understand the asylum procedure, to deconstruct prejudices and to raise awareness of human rights are some of the objectives pursued by this dossier, in a simple   and   playful   way. https://jeunes.amnesty.be/jeunes/lecoindesprofs/plateforme/dossierspedagogiques/dossierpeda2016 [11.01.2023].

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