

Attachment 8.

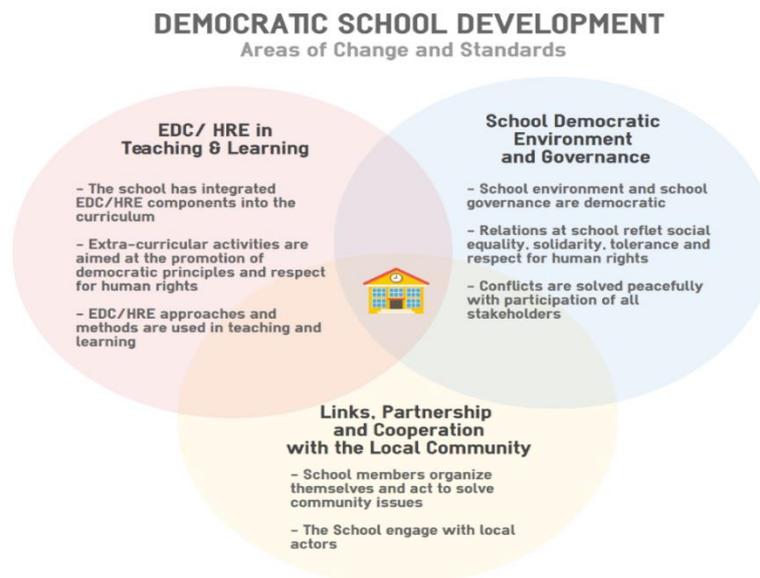
Tool for Democratic School Development

To facilitate democratic transformations in schools, the EWC and team of the EWC's Schools for Democracy Programme in Ukraine have worked out this Tool, outlining the changes, which a school may wish to make, in order to learn and promote the culture of democracy.

The Tool can be used for analysing the school situation, for identifying the aspects, which require change, therefore, for guiding in view of action planning.

The Tool is based on the vision that the culture of democracy can be best learned through a comprehensive democratic school development. In this view, adopting a whole school approach, based on the coordinated efforts and partnership of all stakeholders in all areas of the school life, can be the more effective and efficient way to achieve the development wished.

The figure below sums up the EWC understanding of “democratic school development”, according to the three main areas of school life: teaching and learning, school environment and governance, links and partnerships with the local community.



Reflecting this perspective, the Tool outlines democratic standards in the three areas of the school life and provides questions for reflection, in order to understand the level of standards implementation in your school.

Please, take your time to reflect on the questions listed in the table below and tick the boxes, which best describe the level of development in your school. This will help you to identify the most critical aspects, and to figure out your way to democratic school development¹.
Good luck!

¹ Bear in Mind: EDC/HRE stands for *Education for Democratic Citizenship and Human Rights Education*.

Area of change 1: EDC/HRE IN TEACHING AND LEARNING

STANDARD 1: The school has integrated EDC/HRE components into the curriculum

Area of Development	Curriculum			
How is it in my school? (Reflect)	<ul style="list-style-type: none"> - Is there a separate subject covering EDC/HRE topics? - Is this subject elective or compulsory? How many hours/week are dedicated to it? What topics does it address? - In what grades is this subject learned? - If EDC/HRE does not stand as a separate subject, do some teachers include the EDC/HRE topics into teaching their subjects? - In what subjects' programs EDC/HRE topics are included? - Are these subjects elective or compulsory? - Differently, are EDC/HRE a well-grounded part of the curriculum, cross-cutting across the various different subjects? - Is the teaching of EDC/HRE across the different subjects unified by one coherent program? 			
Level of development (Please, tick a box)	<input type="checkbox"/> EDC/HRE are not integrated into teaching and learning.	<input type="checkbox"/> EDC/HRE are taught as a separate subject.	<input type="checkbox"/> EDC/HRE topics are included in some subjects.	<input type="checkbox"/> EDC/HRE components are included into the curriculum in a comprehensive and systematic way (interdisciplinary approach).

Area of Development	Manuals/ Instructional Materials			
How is it in my school? (Reflect)	<ul style="list-style-type: none"> - What manuals on EDC/HRE are used? In what subjects? - How many teachers use them? - What topics are addressed most frequently? - What exercises and activities are done most frequently? 			
Level of development (Please, tick a box)	<input type="checkbox"/> EDC/HRE manuals are not used.	<input type="checkbox"/> Sporadic use of EDC/HRE manuals to teach separate topics.	<input type="checkbox"/> Use of EDC/HRE manuals within certain subjects.	<input type="checkbox"/> Most of the teachers use EDC/HRE manuals in class, to identify the topics to address (content).

STANDARD 2: Extra-curricular activities are aimed at the promotion of democratic principles and respect for human rights

Area of Development	Extra-curricular Activities
	- What projects in EDC/HRE were realised at school over the last two years?

How is it in my school? (Reflect)	<ul style="list-style-type: none"> - How many people (and who) were involved in these projects? - Were there any projects initiated by students? Which ones? - Who was the target group of these projects? - What are the results of these projects? - If there are, what are the long-term effects of these projects in the school and local community? 			
Level of development (Please, tick a box)	<input type="checkbox"/> No extra-curricular activity deals with democracy and human rights.	<input type="checkbox"/> There are some extra-curricular activities on democracy and human rights. These projects are initiated and carried out by teachers.	<input type="checkbox"/> Projects on democracy and human rights are initiated jointly by teachers and students.	<input type="checkbox"/> Projects on democracy and human rights are initiated jointly by teachers, students and parents. They are carried out in a systemic way, through cooperation among school members.

STANDARD 3: EDC/HRE approaches and methods are used in teaching and learning

Area of Development	Teaching and Learning Methods			
How is it in my school? (Reflect)	<ul style="list-style-type: none"> - What active/ participative learning methods do teachers use? - How often do they use them? - Do teaching and learning methods develop students' competencies of cooperation, critical thinking and problem analysis? 			
Level of development (Please, tick a box)	<input type="checkbox"/> Active/ participative teaching and learning methods are not used.	<input type="checkbox"/> Certain elements of active /participative teaching and learning methods are used only for certain subjects.	<input type="checkbox"/> Active/ participative teaching and learning methods are used only for certain subjects.	<input type="checkbox"/> Various active/ participative teaching and learning methods are used in all subjects.

Area of Development	Teachers Professional Development			
How is it in my school? (Reflect)	<ul style="list-style-type: none"> - Did teachers attend courses on EDC/HRE within the last two years? - Did they attend those courses on their own initiative? Or, were they encouraged and/or supported by the school leader? - What kind of courses were they and in what format? - How many teachers took part in such courses and on what subjects? - How do teachers use the skills acquired in those courses? - Did the teachers who took part in those courses, report to the colleagues on what they learnt? 			

<p>Level of development (Please, tick a box)</p>	<p><input type="checkbox"/> Teachers did not have chances of professional development in the field of EDC/HRE.</p>	<p><input type="checkbox"/> Few teachers have participated in training courses on EDC/HRE.</p>	<p><input type="checkbox"/> Many teachers accessed to various forms of professional development w.r.t. EDC/HRE. Teachers participation in those activities is either pushed for by school leader without a real interest by teachers, or left to the teacher initiative without any support from the school leader.</p>	<p><input type="checkbox"/> Teachers are interested in and have access to various EDC/HRE courses, including those provided by NGOs. What teachers learn at these courses is reported also to colleagues and put in practice in teaching. Teachers professional development in EDC/HRE is encouraged and supported by school leader.</p>
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Area of Development	Students and Parents Participation in Curriculum Development			
<p>How is it in my school? (Reflect)</p>	<ul style="list-style-type: none"> - How are decisions on curriculum development taken? Who can have his/her voice heard in this process? - Can parents and students influence the selection of subjects, of topics, of homework modalities and evaluation methods? - Do students know the assessment criteria before fulfilling their tasks? 			
<p>Level of development (Please, tick a box)</p>	<p><input type="checkbox"/> Students and parents have no possibility to participate in curriculum development.</p>	<p><input type="checkbox"/> Students and parents possibility to have their voice heard on curriculum development exists only on paper.</p>	<p><input type="checkbox"/> Students and parents possibility to have their voice heard on teaching in several subjects.</p>	<p><input type="checkbox"/> Students together with parents can decide which elective courses to attend. They can have a say w.r.t topics addressed, homeworks modalities, etc. They know and understand evaluation criteria. Curriculum development is a transparent and participated process.</p>

Area of change 2: SCHOOL DEMOCRATIC ENVIRONMENT AND GOVERNANCE

STANDARD 1: School Environment and School Governance are Democratic

Area of Development	School Core Documents			
How is it in my school? (Reflect)	<ul style="list-style-type: none"> - What documents regulate the school work? - What are the core values embodied in each of these documents? - Who participated in the development of these documents? - How can these documents be updated? Who can participate in this process? - What democratic principles the school uses as guideline for its work? 			
Level of development (Please, tick a box)	<input type="checkbox"/> Democratic principles and procedures are not reflected in the school documents.	<input type="checkbox"/> School documents refers to democratic principles and respect for human rights.	<input type="checkbox"/> School documents embed democratic principles and set out procedures to apply them.	<input type="checkbox"/> School documents embed democratic principles and set out procedures to apply them. Democratic principles actually guide school practice. There are democratic procedures in place for their approval and update.

Area of Development	Students' Self-governance Body			
How is it in my school? (Reflect)	<ul style="list-style-type: none"> - Who initiated the establishment of students' self-governance body? - Is the role of the students' self-governance body explained in the school statute? - How is the students' self-governance body shaped? - What issues is the students' self-governance body able to address and solve? 			
Level of development (Please, tick a box)	<input type="checkbox"/> The students' self-governance body is shaped administratively and is existing just on paper.	<input type="checkbox"/> The students' self-governance body is shaped administratively and deals with a limited number of given issues; it's scope and room for action are very limited.	<input type="checkbox"/> Members of the students' self-governance body are elected. It works effectively.	<input type="checkbox"/> Members of the students' self-governance body are elected. It works effectively and significantly influences decision-making at school.

Area of Development	School Members Involvement in Planning and Decision-making
	<ul style="list-style-type: none"> - How is the work in school planned? - Who participates in this process?

<p>How is it in my school? (Reflect)</p>	<ul style="list-style-type: none"> - Do school documents contain procedure that guarantee the participation of representatives of all school members in the development of school plans and in decision-making? - How are school members informed about the development of plans and decisions? - Do all school members actually take part in decision-making, or is their participation in the development of school plans merely rethoric? - Are school stakeholders, including those from the wider local community, informed about school plans and decision? 			
<p>Level of development (Please, tick a box)</p>	<input type="checkbox"/> Teachers, students and parents do not participate in the development of school plans/ their participation is merely rethoric.	<input type="checkbox"/> Teachers, students and parents and other school stakeholders participate in decision-making regarding a limited number of given issues.	<input type="checkbox"/> Teachers, students and parents and other school stakeholders jointly take decisions, including on issue, which are relevant for the whole school development.	<input type="checkbox"/> All school stakeholders actively participate in school planning and decision-making. Their interests and needs contribute to jointly develop school plans. A clear and agreed upon decision-making procedure is in place. Community is broadly informed and reported to about school plans and decisions.

Area of Development	Students' Organisations and Interest Groups			
<p>How is it in my school? (Reflect)</p>	<ul style="list-style-type: none"> - Are there any students' organizations or interest groups in the school? - Who and how initiated their establishment? - What was the aim of their establishment and what do they do? - Who participates in their activities, and how many members do they have? - What decisions regarding the school life are they able to initiate? 			
<p>Level of development (Please, tick a box)</p>	<input type="checkbox"/> There are no students' organizations or interest groups in the school, and there is no wish/ need to establish them.	<input type="checkbox"/> There are students' organizations or interest groups in the school, but they were initiated and are guided by adults.	<input type="checkbox"/> There are students' organizations or interest groups in the school, which are established taking into consideration the students' interest and wishes.	<input type="checkbox"/> There are students' organisations or interest groups in the school, they are initiated by the students and take part in decision-making.

Area of Development	School management style
<p>How is it in my school? (Reflect)</p>	<ul style="list-style-type: none"> - In what cases can students, parents and teachers participate in the managerial decision-making? - Are the school leader and administration involving students, teachers and parents in school management? How? - Which decisions are taken jointly? - How is information about decisions disseminated to the various school members?

<p>Level of development (Please, tick a box)</p>	<input type="checkbox"/> Decisions are made by the school leader and administration only.	<input type="checkbox"/> Decisions are made without taking into consideration the interests and needs of all school members.	<input type="checkbox"/> Decisions are made after consultations with and/or taking into consideration the interests of all the stakeholders at school.	<input type="checkbox"/> Decisions are made jointly and openly, involving all stakeholders. There is a procedure in place to facilitate accountability for the decisions taken.
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Area of Development	Exchange of public information			
<p>How is it in my school? (Reflect)</p>	<ul style="list-style-type: none"> - What information are shared between members of the school community? - How is the information disseminated at school? - What media exist in the school? - Can school members provide feedback on school functioning and climate? How are the school stakeholders informed about his feedback opportunities? How are they used? 			
<p>Level of development (Please, tick a box)</p>	<input type="checkbox"/> Public information is accessible only partly.	<input type="checkbox"/> Public information is accessible.	<input type="checkbox"/> Public information is accessible and its functioning is explained to all the stakeholders at school.	<input type="checkbox"/> Public information is accessible and its functioning is discussed among school stakeholders. Possibilities for feedback are available.

STANDARD 2: Relations at school reflect social equality, solidarity, tolerance and respect for human rights

Area of Development	Equality
<p>How is it in my school? (Reflect)</p>	<ul style="list-style-type: none"> - Is equality recognised by school members as one of the school core values? - Which rules included in school documents guarantee equal treatment and equal access for all students, teachers and other school staff regardless of their origin, identity, beliefs, etc? - When and how were these rules introduced? - Do effective procedures to react to the cases of unequal treatment exist in the school?

<p>Level of development (Please, tick a box)</p>	<p><input type="checkbox"/> Rules that guarantee equal treatment and equal access for all students, teachers and other school staff exist only on paper.</p>	<p><input type="checkbox"/> Rules that guarantee equal treatment and equal access for all students, teachers and other school staff exist and the school system actually put them in practice.</p>	<p><input type="checkbox"/> School rules promoting the equal treatment and equal access for all students, teachers and other school staff are actually functioning. There is a set of rules to react to situations of unequal treatment.</p>	<p><input type="checkbox"/> School rules promoting the equal treatment and equal access for all students, teachers and other school staff are actually functioning. There is a set of rules to react to situations of unequal treatment; it is updated, according to the needs, by a joint decision among school members.</p>
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<p>Area of Development</p>	<p>Dealing with Discrimination: Prevention, Detection and Response</p>
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<p>How is it in my school? (Reflect)</p>	<ul style="list-style-type: none"> - What projects, activities or events, aiming to prevent discrimination are there at school? - Did any discrimination take place in school? What kind of discrimination was that? - How did the school react to these cases? Who was involved in the response (students, teachers, parents...)? - How can students inform about cases of discrimination? Do they do this?
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<p>Level of development (Please, tick a box)</p>	<p><input type="checkbox"/> The issue of discriminatory or demeaning actions or dissemination of untrue information is not raised at school.</p>	<p><input type="checkbox"/> There are not-mandatory extra-curricular projects and activities to educate school members to prevent discrimination.</p>	<p><input type="checkbox"/> Projects and activities to educate to the prevention of discrimination are part of the curriculum for all students.</p>	<p><input type="checkbox"/> Projects and activities to educate to the prevention of discrimination are part of the curriculum for all students. Relevant trainings are conducted for school staff (teachers, school leader and others). Effective and efficient response mechanisms are in place. School climate reflect the firm rejection of all school members to discrimination.</p>
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<p>Area of Development</p>	<p>School physical environment</p>
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<p>How is it in my school? (Reflect)</p>	<ul style="list-style-type: none"> - Is there infrastructure at school that allows access and use of facilities by people with special needs? - Does the school have a space where meetings and discussions can be held? - Can students influence decisions about furnishing a class or a club? - Do toilet rooms in the school provide appropriate level of privacy and security?
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<p>Level of development (Please, tick a box)</p>	<p><input type="checkbox"/> The school infrastructure is not suitable for people with special needs.</p>	<p><input type="checkbox"/> The school infrastructure is suitable for people with special needs.</p>	<p><input type="checkbox"/> The school infrastructure is suitable for people with special needs. Students can have their voice heard on furnishing their class and/or club.</p>	<p><input type="checkbox"/> The school infrastructure is suitable for people with special needs. Parents and students are involved in the decision-making regarding the school physical environment.</p>
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STANDARD 3: Conflicts are solved peacefully, through the participation of all school members

Area of Development	School Procedures w.r.t Conflict Resolution			
<p>How is it in my school? (Reflect)</p>	<ul style="list-style-type: none"> - Did the school adopt special documents and procedures with regard to conflicts resolution? - How are knowledge about and skills of peaceful conflict resolution disseminated in school? - Were any special activities carried out to develop the skills of conflict prevention, prevention of bullying, mediation? Did those activities addressed only students or also other school members? - What are the main rules of conduct in the school and in which documents are they included? - How does the school combat student bullying? - How does the school engage students, teachers and parents in the prevention of conflicts and bullying? 			
<p>Level of development (Please, tick a box)</p>	<p><input type="checkbox"/> A School Code of Conduct is not in place.</p>	<p><input type="checkbox"/> A Code of Conduct is in place, but the procedures for conflict resolution are merely rhetoric.</p>	<p><input type="checkbox"/> A Code of Conduct is in place. Knowledge about peaceful conflict resolution is disseminated among school members. The school administration and teacher staff dominate in the conflict resolution process.</p>	<p><input type="checkbox"/> A Code of Conduct is in place and is updated according to the needs. It is understood and observed by all school members. There are special documents and procedures for conflict prevention and resolution in place. Different school members are involved in the conflict resolution process. The school system of mediation is functioning.</p>

Area of change 3: LINKS, PARTNERSHIPS AND COOPERATION WITH THE LOCAL COMMUNITY

STANDARD 1: School members organize themselves and act to solve community issues

Area of Development	Events			
How is it in my school? (Reflect)	<ul style="list-style-type: none"> - What events were organized in school within last two years? Who initiated them? - What problems were they aiming to solve? - How many people / who took part in their realization? - What were the results of these events? 			
Level of development (Please, tick a box)	<input type="checkbox"/> The school does not organise events relating to community issues.	<input type="checkbox"/> Events relating to community issues are initiated by the school only.	<input type="checkbox"/> Events are initiated both by the school and the local community.	<input type="checkbox"/> Events are initiated and held jointly by the school and the local community. They actually contribute to the solution of local problems.

Area of Development	Organisation/ Groups			
How is it in my school? (Reflect)	<ul style="list-style-type: none"> - What organizations or groups exist in school? Do they deal with community problems? - Who participate in these groups/ organizations? Is participation broad? - What problems were solved/ attempted to be solved? - What are the results of their activity? 			
Level of development (Please, tick a box)	<input type="checkbox"/> There are no groups/organisations in school, dealing with community issues.	<input type="checkbox"/> Groups/ organisations dealing with community issues exist merely formally. They are initiated by the school administration .	<input type="checkbox"/> Groups/ organisations dealing with community issues are established based on the initiative of students and teachers. They meet regularly.	<input type="checkbox"/> Groups/ organisations dealing with community issues are established based on the initiative of students and teachers. They meet regularly and help to solve community problems.

STANDARD 2: The School engage with local actors

Area of Development	Cooperation Agreements with Local actors			
How is it in my school? (Reflect)	<ul style="list-style-type: none"> - Does the school cooperate with some local actors? With whom? Is cooperation well-established or just temporary? - What is the aim of the cooperation? - How is the cooperation evaluated? - Who and how takes decision about cooperation with local actors? - Who initiates the cooperation? 			
Level of development (Please, tick a box)	<input type="checkbox"/> There is no form of cooperation between the school and local actors.	<input type="checkbox"/> Agreements between the school and local actors exist only on paper, there is no real cooperation. Decisions about cooperation are taken exclusively by the school head and administration.	<input type="checkbox"/> Decisions about agreement between the school and local actors are made collegially among school members.	<input type="checkbox"/> Cooperation between the school and local actors is systematic and has a strategic vision. Decisions about cooperation are taken collegially. Cooperation is benefiting both the school and the local actors.

Area of Development	School Members Participation in NGOs Activities			
How is it in my school? (Reflect)	<ul style="list-style-type: none"> - Do some school members participate in local NGOs activities? Who participate? - Which kind of NGOs do they join in? Which issues do these NGOs address? - To what extent and in what roles are they involved? - Which results do their activity achieve? 			
Level of development (Please, tick a box)	<input type="checkbox"/> School members do not engage in NGOs activities.	<input type="checkbox"/> School members periodically engage in NGOs, as «consumers of services».	<input type="checkbox"/> School members participate in NGOs activities, but do not influence decisions.	<input type="checkbox"/> School members participate in NGOs activities and influence decisions.

Area of Development	Students' Participation in Community Life
How is it in my school? (Reflect)	<ul style="list-style-type: none"> - Do students' participate in community life? How many students actively participate in community life? - How do students participate in community life?

	- How does the school promote the participation of students in community life? Who is involved in this?			
Level of development (Please, tick a box)	<input type="checkbox"/> Students do not participate in community life. They are not interested and/or do not have the chance to.	<input type="checkbox"/> Some students are engaged passively in community life.	<input type="checkbox"/> Students engage voluntary, from time to time, in community life.	<input type="checkbox"/> Students are constantly engaged in community life. They participate voluntary. the school encourage and support students' involvement in community life.

Area of Development	Students' Participation in Local Governance w.r.t. Youth Sphere
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How is it in my school? (Reflect)	<ul style="list-style-type: none"> - Do local administration engage students in decision-making on matters that relate to them? - Are there any formal structures representing youth in the community? - Do students participate in their functioning and if so, when and how? - What motivates students to participate and cooperate with the local administration? - How are young people's opinions taken into consideration in decision-making? 			
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Level of development (Please, tick a box)	<input type="checkbox"/> Students are not involved by the local administration in decision-making on matters that relate to them.	<input type="checkbox"/> Students are heard, from time to time, in local decision-making on matters that relate to them.	<input type="checkbox"/> Students are involved voluntary, from time to time, in local decision-making on matters that relate to them.	<input type="checkbox"/> There are permanent structures representing youth in the community. Students are constantly involved, on their own initiative, in local decision-making on matters that relate to them.
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Area of Development	Partners' Involvement in School Life and Development
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How is it in my school? (Reflect)	<ul style="list-style-type: none"> - What external partners participate in the school's life on a regular basis? - Who initiates involvement of partners? - What decisions relating to the school life do the partners participate in? - How are partners engaged in different events in the school? 			
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<p>Level of development (Please, tick a box)</p>	<p><input type="checkbox"/> External partners are not invited to participate in school life.</p>	<p><input type="checkbox"/> External partners are merely formally invited to participate in school life.</p>	<p><input type="checkbox"/> School invite external partners to be involved in the implementation of events.</p>	<p><input type="checkbox"/> External partners are regularly and actively involved in school life. They also initiate events and participate in decision-making.</p>
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Area of Development	School Involvement in Partners' Activities
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<p>How is it in my school? (Reflect)</p>	<ul style="list-style-type: none"> - Do school external partners invite school members to organise events together? - Which external partners invite teachers, students and parents to organise events together? - What joint events are teachers, students and parents invited to? - In what capacity are teachers invited to those events? And students? And parents? - How does communication take place?
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<p>Level of development (Please, tick a box)</p>	<p><input type="checkbox"/> External partners do not invite school members.</p>	<p><input type="checkbox"/> External partners sporadically invite school members, mainly school leaders.</p>	<p><input type="checkbox"/> School members are regularly invited by external partners, but can not influence decisions.</p>	<p><input type="checkbox"/> School members (leaders, students, teachers and parents) are regularly involved in organising event with external partners. School members can initiate and participate in decision-making.</p>
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Area of Development	School-Partners Relation
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<p>How is it in my school? (Reflect)</p>	<ul style="list-style-type: none"> - Under what conditions does the school cooperate with partners? - Did the school have any problems in the relations with partners? - Do school-partners relation reflect the principles of equality, non-discrimination, democracy and respect for human rights? How?
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<p>Level of development (Please, tick a box)</p>	<p><input type="checkbox"/> In school-partners relation, one of the two sides is dominating over the other.</p>	<p><input type="checkbox"/> School-partners relations are only rhetorically equal.</p>	<p><input type="checkbox"/> School-partners relations are generally equal, but from time to time one part is dominating over the other.</p>	<p><input type="checkbox"/> School-partners relations are equal, mutual and non-discriminatory, based on the principles of democracy and respect for human rights. This is reflected in the process of decision-making and in the division of responsibilities and resources.</p>
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SUMMARY TABLE: My School Level of Democratic Development

Please, report here below (tick the corresponding color box) the answers you provided in the tables above. This helps you in having an overall view of your current level of democratic school development.

Area of Change 1:				
EDC/ HRE IN TEACHING AND LEARNING				
STANDARD 1: The school has integrated EDC/HRE components into the curriculum				
Curriculum				
Manuals / Instructional Materials				
STANDARD 2: Extra-curricular activities are aimed at the promotion of democratic principles and respect for human rights				
Extra-curricular Activities				
STANDARD 3: EDC/HRE approaches and methods are used in teaching and learning				
Teaching and Learning Methods				
Teachers Professional Development				
Students and Parents Participation in Curriculum Development				
Area of change 2:				
SCHOOL DEMOCRATIC ENVIRONMENT AND GOVERNANCE				
STANDARD 1: School environment and school governance are democratic				
School Core documents				
Students´ Self-governance Body				
School Members Involvement in Planning and Decision-making				
Students´ Organisations and Interest Groups				
School management style				
Exchange of Public Information				
STANDARD 2: Relations at school reflect social equality, solidarity, tolerance and respect for human rights				
Equality				
Dealing with Discrimination: Prevention, Detection and Response				
School Physical Environment				
STANDARD 3: Conflicts are solved peacefully with participation of all stakeholders				
School Procedures w.r.t Conflict Resolution				
Area of change 3:				
LINKS, PARTNERSHIPS AND COOPERATION WITH THE LOCAL COMMUNITY				
STANDARD 1: School members organize themselves and act to solve community issues				
Events				
Groups/ Organisations				
STANDARD 2: The School engage with local actors				
Cooperation Agreements with Local Actors				
School Members Participation in NGOs Activities				
Students´ Participation in Community Life				
Students´ Participation in Local Governance w.r.t. Youth Sphere				
School-Partners Relation				

AREAS OF DEVELOPMENT: My School Priorities in view of Action Planning

The red, orange, and to a lesser extent yellow boxes ticked above correspond to the aspect to be prioritised, in view of undergoing a democratic school development.

Please reflect, and write down for each area of school life, the area/s of development on which you will focus to plan and take action.

	Area of Development
Area of Change 1	
Area of change 2	
Area of change 3	