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1. Area: Class, curriculum, teaching and learning

Criteria	Quality indicators	Measurement options	Corresponding EDC practices
1) Encouragement of critical thinking	a) Teachers observe the "Prohibition against overwhelming students" (Schiele, Schneider 1977, 179). b) Controversial issues are treated as controversial (Schiele, Schneider 1977, 180). c) The interests of different groups (including students) are given weight in discussions d) Media used by students are also used and reflected on in lessons (Oepke 2005, 477)	a and b) Scale for "Open Classroom Climate for Discussion" from CIVIC-Education study (Torney-Purta, Lehmann, Oswald, Schulz 2001, 129-144; 207) b and c) Scale "Diskussionsverhalten" from CIVIC-Education (Oesterreich, 2002, 92-99) Scale "Demokratisierungsgrad der Schule" (Diedrich, Abs, Klieme 2004, 76) d)	Deliberation
2) Encouragement of acceptance / fairness	a) Teachers appreciate success in class b) Teachers support a culture of dealing positively with misunderstanding and failure (Reinhardt 2005; Breit 2005) c) Some equal rights are pre-defined for different groups at school d) Teachers do not use assessment of knowledge and skills in specific subjects to	a) All stakeholders know of feedback methods and have positive attitudes towards feedback. – Feedback is practiced by all stakeholders b) c) d) e) & f) Scale "Gewalt gegen Schüler" (Krumm 1999) „Gewalt	Feedback-Methods Mediation (Simsa, Schubarth 2001) Role play on tolerance see: http://www.intercultural.ro/edc (Method Nr. 32)

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Criteria	Quality indicators	Measurement options	Corresponding EDC practices
	enforce discipline (Birzea et al. 2005) e) Deliberate ways of solving conflicts are exercised f) Interaction in class serves as model for inclusion and tolerance of diversity g) Experiences of different ethnical backgrounds and cultures are positively exploited during lessons h) Different cultures are mirrored by curricula i) Limits of tolerance and of the changeability of group's narratives are reflected	gegen Lehrer" Diedrich et al. 2004); e & f) Opportunities to take mediation training for Students during grade 1 to 9; Mediation is supported and demanded by the teachers. g) h) i)	
3) Encouraging students to take on responsibilities	a) Relevant rules (rights and duties) are determined jointly by students and teachers. b) Results of teamwork affect individual grading c) Students are given responsibilities within class	a) Existence and visibility of supportive documents, and ratings of their relevance by students and teachers b) c)	Class-council Cooperative learning Cascade teaching Service learning as part of the mandatory class curriculum (Sliwka et al. 2004) Fund-raising to support charity or solidarity projects (European Commission 2005, 36)
4) Transparency	a) Teachers define their expectations and their criteria for marking (Birzea et al., 2005)	a) b) c) Tests or accreditation schemes	Portfolio Peer review

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Criteria	Quality indicators	Measurement options	Corresponding EDC practices
	b) Everyone knows the rules that apply to both students and teachers and which rules apply to only one group c) Students' progress in EDC is monitored (Birzea et al., 2005)	for civic engagement or competencies exist; Number of classes which use Student self evaluation in the field of EDC	
5) Cross-curricular teaching of EDC	a) Agreements on cross-curricular teaching exist b) Student reports on cross-curricular teaching projects with EDC relevant content	a) Number of grades for which teacher agreements on cross-curricular teaching exist b) Number of student reports about cross-curricular teaching within different grades - Relation of cross-curricular teaching time allocated for EDC-related content and methods to teaching time in general	
6) Dealing with contradictions of education for democratic citizenship (teachers bear more responsibility for class results than their numerical	a) Students and teachers are aware of the system-immanent restrictions of democracy at school, without losing sight of the possibilities	a) Number of lessons in citizenship education used for discussing and reflecting on the democracy of schooling in general and the specific school in particular	Simulation of a Pro-Contra debate: „one man one vote in our school" Reflection on the participative value of mock elections (European

Criteria	Quality indicators	Measurement options	Corresponding EDC practices
presence in the school; they are also responsible for assessing students' performance. Despite this, the hegemonic system should encourage students to make free choices and take on responsibilities.)	b) Teachers are engaged in continuously re-planning their teaching based on the results of feedback and evaluation (Birzea et al., 2005)	b) Number of lessons used for evaluation of students and number of lessons used for evaluation of teachers in relation to the total number of lessons	Commission 2005, 36)

2. Area: School organization

2.1. Intramural tasks/ duties

Criteria	Quality indicators	Measurement options	Corresponding EDC practices
7) Transparency of EDC policies in school	a) All stakeholders are familiar with the range of possible and relevant decisions that can be made at school b) EDC is institutionalized on school level	a) A list of topics about decision-making (compare. PISA 2000 "Schulleiterbefragung", Kunter et al. 2002, 313-345) could be used as basis of a questionnaire for students, teachers and leadership b) School documents which refer to school EDC activities exist; there are persons or groups of teachers and students for coordinating EDC activities	
8) Participation of students	a) School supports the work of the	a) Student-councils have a room; members of student-councils	– Just Community Schools (Oser,

Criteria	Quality indicators	Measurement options	Corresponding EDC practices
	student-council b) Students are involved in personalizing classrooms and corridors regularly c) Students are included in making decisions about events concerning the school as a whole	receive special training; – Scale "Wahrgenommene Diskurs- und Mitbestimmungs-möglichkeiten" (Oser, Biedermann, Ullrich , 2001, 33-59) – Scale "Gefühl diskursiver Wirksamkeit" (Oser, Biedermann, Ullrich, 2001, 33-59) – Scale "Partizipationswunsch" (Oser, Biedermann, Ullrich, 2001, 33-59) – Scale "Mitgestaltungswunsch" (Diedrich et al. 2004, 77)	Althof 2001) – „Project RENGS: Children co-decide", Schule Riedholz, Canton Solothurn, Switzerland (Dürr, 2004, 22)
9) Students are encouraged to take on responsibilities	a) Students are offered a variety of self-administered services at school b) Students act as partners in joint ventures with external organizations	a) Number of self-administered services per number of classes b) Number of joint ventures per year and number of classes	- Students as crossing guards - Students tutor students - Student enterprises
10) Encouraging acceptance	a) Acknowledgement of success b) Students who leave school or class are given a worthy farewell c) Conflicts are transformed into a source for learning about mutual understanding d) Inclusion of students with different genders, different		Mediation, Peer-mediation (Simsa, Schubarth 2001)

Criteria	Quality indicators	Measurement options	Corresponding EDC practices
	cultural identities, and from diverse social backgrounds		

2.2. Cooperation with external partners

Criteria	Quality indicators	Measurement options	Corresponding EDC practices
11) Productive exchange with other schools	a) Networking which focuses on the exchange of ideas and solving common problems b) Partnerships and student exchanges with schools from other countries with reflections on cultural diversity	a) Number of ideas accepted within the last two years, number of ideas contributed within the last two years, amount of time students and teachers were involved in the network b) Proportion of guest students and proportion of students at school that participate in an exchange program	b) Pen-pal corresponding (European Commission 2005, 35)
12) Inclusion of parents	a) Parents are encouraged to participate in co-organizing school in addition to formal opportunities b) Decisions concerning students or their parents are communicated to parents in a comprehensible way c) Before such decision-making parents' opinions are listened to	– Existence of concepts or corresponding documents. – Number of meetings with parent-councils per number of classes and per year – School-newsletter is available for parents	a) In Scotland, parents and teachers may jointly form 'Parent Teacher Associations' (PTA´s) in which both groups work in support of the school concerned (European Commission, 2005, 32) a) Students and parents jointly attend regional language lessons

Criteria	Quality indicators	Measurement options	Corresponding EDC practices
13) Relationships with neighborhood organizations or community groups	a) Organizations provide opportunities to gain experience b) They offer financial support or provide teaching materials (Europ. Commission 2005, 49) c) They offer practical advice (Europ. Commission 2005, 49)	a) b) c)	- Service learning as part of voluntary school activities (Sliwka et al. 2004) - Internships
14) Inclusion of the general public	a) Communication networks between schools and the general public exist b) Mutual relationships between school and public partners c) Students have an active part in public relations	a) Meetings with representatives from politics, press, economy or religion in which students were involved per year b) Amount of feedback received from external partners c) Students work on a school newspaper; Students are involved in designing the school's website	The local community is invited to visit schools on open school days or fetes to find out how they work and to meet pupils (European Commission 2005, 35)

3. Area: Teacher professionalization

Criteria	Quality indicators	Measurement options	Corresponding EDC practices
15) Continuing education in EDC for teachers	a) Participation in continuing education b) Continuity of continuing education related to EDC of teaching staff c) Opportunities to gain experience	a) Percentage of teachers who took a training course in EDC during the last year b) Percentage of teachers who participated in continuing education for EDC at least once	- As part of the pilot-project `Learning and Living Democracy` in Germany, a special training program was initiated in 2004 for persons involved in promoting citizenship education (European Commission 2005, 50)

Criteria	Quality indicators	Measurement options	Corresponding EDC practices
	in areas beyond their teaching practices in class	during the last 10 years c)	- Existence of opportunities for internships for teachers e.g.: The PLATO program enables teachers to gain professional experience and training in the teaching practices of other EU-member states (European Commission 2005, 57)
16) Reflecting on the function of teachers and school leadership as role models	a) Deliberate decision-making b) Opportunities to reflect on conditions of success and failure c) Mindful conflict behavior d) Dealing with stereotypes due to the teachers' ethnic background	a) Teacher staff and school leadership consider different positions in their decision-making, decisions are transparent, communicated clearly and explained reasonably b) c) Conflict solving among teachers serves as model for desirable conflict solving among students	a) Existence of supervision or team-counseling for teachers a) Counseling / supervision b) Mediation

4. Area: School leadership

Criteria	Quality Indicators	Measurement options	Corresponding EDC practices
17) Supporting decision-making processes	a) Leadership identifies topics which require decision-making b) Leadership communicates the range of decision-making available to the school c) Leadership focuses on	– Scale "Kollegiale Führung" (Diedrich et al. 2004, 124)	

Criteria	Quality Indicators	Measurement options	Corresponding EDC practices
	decisions already made so that decisions are not abandoned d) Leadership makes the range of decision-making reserved for itself transparent		
18) Ensuring acceptance	a) The instrument of granting and depriving acknowledgement is used in a reflected manner by school leadership b) School leadership is included in the process of feedback		
19) Promotion of knowledge about internal processes	a) Supporting the establishment of methods of feedback b) School leadership as one object of feedback c) Participative use of information from (internal and external) evaluation processes for EDC d) Monitoring of continuing education in EDC		
20) Accountability concerning EDC	a) Principal communicates the relevance of accountability systems to stakeholders b) Principal coordinates procedures of accountability		

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