

Quality Assessment Report

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Schools' work with democra- cy and fundamental values

Quality Assessment Report

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Preface

The Swedish Schools Inspectorate has been commissioned to assess the quality in education and pedagogical activity that is under the supervision of the authorities. The assessment contains a detailed and systematic investigation of the quality of the activities within a specified area, in relation to national goals and guidelines. The basis of the assessment is the equal right for all children and pupils to receive good quality education in a secure environment.

The primary aim of this quality assessment is to contribute to development. The assessment clearly outlines what needs to be improved in order to attain the goals set for the sector within on-going areas. It also aims to describe well-functioning elements and highlight success factors.

The observations, analyses and assessments of the Swedish Schools Inspectorate are partly presented as individual decisions for the inspected schools and heads of schools; partly in the summarised overall report. Through descriptions of important quality aspects within the assessment area, the report is directed towards providing development support even for those schools that were not inspected.

The report presents the result of the quality assessment conducted by the Swedish School Inspectorate, aimed at the heads of the schools and the schools' contributions to Schools' work with democracy and fundamental values. The observations and conclusions apply to the 17 schools in those 10 municipalities that were inspected. Therefore this report does attempt to reflect national conditions. The schools inspected are outlined in the appendix.

Above all, the results show that there are variations in the views of the democratic mission, which in turn result in it being implemented in different ways in the teaching. Fostering of citizens is apparent in all subjects, even if they do not sufficiently permeate the lessons. The integrated democratic mission, in addition to the influence and participation of pupils needs to be clarified and strengthened in lessons. This places strong demands on the competence of teachers, not at least in the form of critical and norm-critical attitude.

The project leader for the quality assessment has been Angerd Eilard, Inspector, The Swedish Schools Inspectorate in Lund.

Summary

The education system has a two-part task that has been strengthened via the new Education Act, concerning the transfer and rooting of both knowledge and democratic values. It is a matter of creating aware and competent members of society who, in accordance with democratic ideals are able to manage the knowledge and fundamental values on which the Swedish society is built. The aim of the education system's work with democracy and fundamental values is to promote democracy and combat undemocratic expressions. In order to achieve this, fundamental values need to be integrated into educational goals. The education system should, according to the curriculum, both transfer fundamental values and encourage the pupils' learning to prepare them for living and working in society.

The quality assessment has inspected the teaching in 17 compulsory schools, from Malmö in the south to Haparanda in the north. It has examined whether or not the pupils have been given the tools to acquire democratic and civic competence in the form of fundamental values, knowledge and skills as they outlined in the supporting documents and are believed to be needed to live and work as active members of a democratic society. The inspection has first and foremost highlighted the pupils' opportunities to acquire both knowledge and values, express their opinions and developing their critical and independent thinking.

The inspection has been conducted at both school and classroom level. The former concerns the overall communication climate in schools, including the head teachers' responsibility to ensure that there is a comprehensive view and a common policy in the handling of questions related to democracy and fundamental values. The latter concerns the discussion climate in the classroom and the teachers' responsibility for how the democratic mission and fundamental values are integrated into the teaching of individual subjects.

The collected missions of the education system need clarification

The inspection shows that the education system's legally mandated missions tend to be implemented in parts, where pupils' knowledge development forms one part; a proactive approach to fundamental values is another and the fostering of democratic citizens is a third.

A conscious approach to teaching fundamental values, which permeates the schools' policies, is central to creating and maintaining safe and high quality study environments where democratic teaching can be conducted. However,

according to the Swedish Schools Inspectorate's assessment the awareness of what the assignment to 'foster democratic citizens' means needs to be increased among all those who work at various levels in the visited institutions. The schools inspected need to emphasise and clarify the democratic mission as part of the knowledge mission, to enable a dedicated development of the pupils' civic competences in the teaching of all subjects.

This can be done in the form of well-structured teaching, which focuses on the central points of the curriculum, but simultaneously allows for spontaneous elaboration of the subject in question. For example, this can be a case of communicating in-depth regarding the subject, starting from any questions the pupils might have.

The education is not permeated by the fostering of democratic citizens

The inspection shows that elements of fostering democratic citizens are found in the teaching of all subjects. However, all the democratic qualities in the form of knowledge, values and skills, that according to the curriculum and syllabuses are supposed to be integrated into the teaching of all subjects, are not permeating the teaching. These elements, for example in-depth discussion, critical reflection and analysis are given too little time or conducted at a level which is not sufficiently intellectually stimulating for the pupils.

Implementing the democratic mission into the education system is a matter of integrating aspects of the fostering of democratic citizens into the teaching of all subjects, with the aid of the syllabuses. This has the potential to motivate pupils to learn and participate actively in the education here and now, and by extension in civic life. According to the Swedish Schools Inspectorate's assessment pupils need to, among other things, practice abstract and critical thinking to a higher degree, where experience in teaching is connected to practical application and regularly highlighted in in-depth and philosophical discussions. For example, it can relate to separating public ethical principles from private morals in one's own actions.

This helps ensure that the work of the schools rests on an academic foundation, which the policies also require.

The pupils need to be trained in influence and participation

The inspections shows that in all schools visited, there is the need for increased pupil influence or increased opportunities to participate and speak out in lessons, to allow practical democratic training to be combined with their educational development in various subjects.

To ensure that all pupils are heard an open and tolerant discussion climate must exist in the classrooms. All teachers need to ensure that all pupils are included and are given the opportunity to participate in the teaching, by being able to voice their thoughts and opinions and practice explaining them in front of others. As language, learning and identity development are tightly connected in the curriculum, the Swedish Schools Inspectorate's assessment is that conceptual development and knowledge development need to be connected to the pupils' own experiences and actions, for them to be able to see and understand the education's relevance to their own lives and actions. This can be done for example through teaching that to a higher degree includes different perspectives, by rooting them in an inter-cultural perspective, which simultaneously provides all pupils with practical training in in-depth language and identity developing discussions.

An assignment that places high demands on teacher competence

The inspection shows that there is a need in almost all visited schools to develop a critical approach among head teachers, teachers and/or in the teaching. For example, not all teachers see or sufficiently problematise existing gender structures in order to actively strive to give boys and girls equal space in the classroom.

The policies' demands that pupils through education should develop competence that allows for an active citizenship is therefore placing high demands on the teachers' own civic competence and actualisation of democratic ideals. A self-reflective perspective that contributes to highlight norms, values and different perspectives, in teaching and elsewhere, can be helpful in these situations.

In-depth, deliberative discussions, which are highlighted in both educational sciences research and educational policy documents, are in this perspective doubly useful in the schools' work to propagate democratic values. Partly, they create a starting point for collegial discussions that anchor and review the assignment in relation to the policies' demands and a changing composition of pupils. Partly they can be used in the classroom as a way of integrating the democratic mission into the lesson, in the form of tolerant and in-depth discussion, where uncomfortable opinions are also allowed to surface and can be met. However, the education system can and should never be value neutral.

According to the Swedish Schools Inspectorate's assessment it is the responsibility of heads of schools as well as head teachers and teachers in their positions

of pedagogical leaders to stage and lead such discussions as a part of the schools' ongoing quality management and teaching.

Variation and false consensus in the schools' view of the assignment

The inspection shows that in 13 of the 17 visited school there is no comprehensive view and common approach to the democracy and fundamental values assignment. When it comes to implementing the assignment in lessons, it is expressed in variations that primarily seem to be caused by the individual teacher's varying competence and interpretation. Even though the responsibility lies with the individual teachers' at the end of the day, the risk is that the lack of a common framework leads to inequality. Furthermore, there is a risk that the mission becomes counter-productive, for example when trying to balance democratic values with culture-specific values or a normative viewpoint with an open and deliberative one, and if it is too influenced by individual teachers' insecurities and subjective interpretations.

This is not to say that everyone should do the same things in the same way, but according to the Swedish Schools Inspectorate's assessment the interpretation of the assignment and the attitudes that exist on an overall school and managerial level is an important factor. It is then up to the head teachers to gradually strengthen or problematise this starting point for the implementation of the missions in individual schools and classrooms. Overall this is tightly connected to schools' development of a critical perspective. A common approach without the critical perspective is almost counter-productive in that it can lead to a false or rushed consensus.

Risk and success factors in democratic work in various environments

The inspection has encountered study environments with good conditions for spreading democratic values, as well as study environments where these conditions are less satisfactory. In summary these environments feature certain risk- and success factors in the spreading of democratic fundamental values that have been identified, something which can be useful for those who find themselves in any of the partly overlapping environments.

Consensus as an ideal

Highlighted properties of the former environments are a common and consistent approach and a high degree of adult presence that creates a mutual trust and respect not only among pupils but between adults and pupils. However, there seems to be a risk that these cultures will cultivate a too conformist ideal

that is built on consensus, at the expense of a climate where people's differences are valued as something positive and creative.

Such an apparent consensus, where differences are seen as disturbing, is questionable from a democratic perspective in that it can also hide and ignore other – for example xenophobic – attitudes, which was the case in some of the schools inspected.

The spreading of democratic ideals in these schools should therefore be about starting a democratic discussion that provides an open and intellectually stimulating climate for discussion and combats silent consent and any narrow-mindedness, where a fear of differences hinders open interactions and exchanges. It is essential that all opinions are allowed to surface, so that uncomfortable opinions that clash with the curriculum can be met.

A personal spreading of democratic ideals

In some seemingly positive environments there was a lack of organised consensus and the work was based to a large extent around the efforts of certain individuals. The risk with work that is centred around individual persons or supported primarily by ingrained structures is that it ceases in the event of a reorganisation, as there are no preserved systems or structures. In such schools, the spreading of democratic ideals also needs to encourage mutual discussions of the task, and most of all lead to the creation of formal forums for conversation and structures for communication as a guarantee for completion and preservation of equal work.

Study environments with weak structures

The other type of study environments are characterised by weak structures that create uncertainty and a lack of trust and influence. These environments have occasionally been characterised by discrimination and offensive language, as well as a 'macho' and destructive 'anti-school' culture, partially characterised by traditional or patriarchal gender structures. This is the opposite of the positive environments, in that they appear noisy, harsh and unsafe.

The fundamental value work that has been conducted in such schools often seems to have failed in some way or have not been implemented systematically. One trend is that the responsibility for both the work and climate of a school is shifted. The problems and shortcomings of the schools are partially explained by examining the backgrounds and home conditions of the pupils, which are then problematised and associated with low expectations. Partly the responsibility for the implementation of the fundamental value work is in large part placed on other actors, which makes it feel disjointed.

There is also a risk that these environments breed a 'culture of care' where the pupils are viewed as helpless children, rather than active members of society. The spreading of democratic ideals in these schools should then be aimed to a large extent at encouraging introspection, to allow the schools to through critical and self-reflective internal dialogue raise the expectations of their pupils as well as increase their participation and awareness of their rights.

Segregated study environments.

One version of the weakly structured study environments is an environment segregated in some sense and where there is no consensus. Any current consensus is 'ingrained', but rather than being one of sympathy it is based on fear and non-reflective preservation of tradition. The spreading of democratic ideals in these schools needs to result in critical, self-reflective discussions and the development of forums for discussions and channels of communication with the surrounding society, in order to let in either more of society's diversity or more of the social majority.

The assessment of Swedish Schools Inspectorate is, in summary, that a fundamentally supportive and preventative spreading of fundamental values that permeates all levels of the organisation is central to all school environments in order to create and maintain a climate for discussion and studies where pupils are given the opportunity to develop their civic competence. However, this must be complemented to an increasing degree by a spreading of democratic values that also permeates the teaching of all subject and a critical, self-reflective democratic discussions among staff and pupils.

1. Introduction

The education system has a two-part task, which is strengthened in the new Education Act,¹ concerning the transfer and rooting of both knowledge and democratic values. It is a matter of educating aware and competent members of society that are able to manage knowledge and fundamental values that Swedish society is built on; to take responsibility for the development and stability of society in accordance with the ideal of democracy, respect for human rights and the equal worth of all people. That these ideals are of highest importance and that democracy should never be taken for granted has been highlighted by the events of recent years that have occurred in the world around us – not least the on-going unrest in Europe where more or less undemocratic forces are making themselves known in country after country.

There are studies that show that Swedish pupils on an international comparative level have good civic knowledge, but there are also studies that state otherwise, explaining that there are also young people in Sweden that do not value their democratic freedoms and rights.² Furthermore, the Swedish Schools Inspectorate have noted in an assessment at the beginning of 2011, that the teaching of fundamental values that has been conducted around the country has not been equal.³ It is apparent in the evaluation that work in schools over the past decade has mainly been comprised of preventative and reactive measures. Increasing numbers of instrumental and manual based measures aimed and combatting what has been viewed as behaviour deviating from the fundamental values, rather than proactive promotion of the pupils' will and ability to take independent and active responsibility for democracy, both now and in the future.

Despite all curriculums for the compulsory school for over half a century having contained the two-part, currently strengthened, mission to contribute to the acquisition and development and both knowledge and values, and despite the fact that this since 1994 has been included in the curriculums⁴ in the form of fundamental values that should permeate all school activity, both these aspects

¹ The Education Act (2010:800) Chapter 1, Sections 4, 5 and 10 and Chapter 10, Section 2; Lgr11.

² For example, the Swedish National Agency for Education (2010 a, b: 2012)

³ Swedish National Agency for Education (2011)

⁴ Curriculum for the Compulsory School System, the Pre-School Class and the Leisure-time Centre, Lpo94; Lgr11

have, as shown in a number of studies⁵, often been considered as separate from each other.

The seemingly unproblematic development of democracy in Sweden has most likely impacted the population's relation to the concept of democracy, viewing it as something given and obvious. This makes the schools' tasks difficult to manage, in what is currently an unstable, heterogeneous and globalised context. The work with democracy and promotion of democratic values has primarily been focused on formal and representative democracy, however in daily school life teachers' and students' democratic competence is continuously tested in any exchange of opinion.⁶ Teacher knowledge, values and their way of managing the task can influence individual pupils' understanding of democracy and participation in the long term. In turn this can be of importance to a pupil's will and ability as future adult citizens to engage in daily social life and with the ideals of democracy, just as participation in school work here and now.⁷

Thus, one other origin of the present quality assessment is the need to look into schools' agendas and emphasise the importance of the democratic mission in all its complexity. The democratic mission is currently at a crossroads between the ideals of democracy, education ideals and life and professional competences, which also includes the importance of education for each individual and society.⁸

As stated in the Education Act and the national Curriculum, pupils should acquire civic competence needed as an adult to live, function and practice active citizenship in a democratic society during their time at school and as they get older. These competences consist of: 1) The fundamental democratic *values* on which Swedish society is based; amongst which tolerance, equality, solidarity, respect for human rights and differences in addition to our common environment; 2) Essential theoretical *skills* needed to actively participate in social life; amongst which knowledge of politics, society and how democracy functions; 3) Practical skills and *abilities* needed to live and work in a democratic society, for example reading and writing abilities, basic mathematical competence, communication skills, information research skills and critical thought. Pupils must learn how to judge and manage the stream of information and knowledge in

⁵ See also Swedish Schools Inspectorate (2011); Swedish National Agency for Education (2011; 2011b); Amnå, Ljunggren & Englund (2010)

⁶ Swedish National Agency for Education (2011b)

⁷ Cf. (Öhrn 2012, 2005); Öhrn, Beach & Lundahl (2011); Swedish Schools Inspectorate (2011)

⁸ Cf. Carlbom (2012); Englund & Englund (2012); Assarsson, Ahlberg, Andreasson & Ohlsson (2011); Amnå, Englund & Ljunggren (2010); Stoltz (2009); Bunar (2009; 2005); Englund (1993).

society, whilst also receiving practical experience of taking of responsibility, participation and influence, in addition to working in democratic ways.⁹

With these factors in mind, the quality assessment has inspected how 17 compulsory schools in ten municipalities nationwide, from Malmö in the south to Haparanda in the north, fulfil the school's democratic activities.

⁹ The Education Act (2010:800) Chapter 1, Sections 4, 5 and 10, and Chapter 10, Section 2; Lgr11, 1. The school's fundamental values and missions, 2.1. Norms and values, 2.2. Knowledge, 2.3. The pupils' responsibility and influence, 2.8. Responsibility of the head teacher and 3. Syllabuses. Cf. Swedish National Agency for Education (2011b); Swedish National Agency for Education (2011)

2. Purpose and questions

The education system should, according to the curriculum,¹⁰ both transfer fundamental values and encourage the pupils' learning to prepare them for living and working in society. This presupposes that democracy and fundamental value goals, i.e., promotion of democracy and the combatting of undemocratic expressions are integrated into the educational goals.¹¹ In order to identify the development potential in a school's work with democracy and values, the quality assessment has inspected how this is carried out in 17 chosen compulsory schools.

The inspection has included both school and classroom levels. The former concerns the overall communication climate of the schools, including the head teachers' responsibility to ensure that there is a comprehensive view and a common policy in the handling of questions related to democracy and fundamental values. The latter concerns the discussion climate in the classroom and the teachers' responsibility for how the democratic mission and fundamental values are integrated into the teaching of individual subjects.

The purpose of the inspection has been summarised in a general series of questions:

Does the teaching and communication climate provide the pupils the opportunity to acquire civic competence in the form of fundamental values, knowledge and abilities which they need according to the policy documents in order to live and work in a democratic society?

This question has in turn been divided into six more specific questions, which include the levels mentioned above concerning the individual schools' work with democracy and fundamental values:

- 1) Does the head teacher ensure that there is a common strategy that permeates the school's work with democracy and fundamental values?
- 2) Do the teachers and head teacher take responsibility for ensuring that there is a discussion climate at the school that allows different types of exchange of views?
- 3) Are the lessons structured and conducted in a manner that enables pupils to participate in both knowledge and value?
- 4) Are the lessons structured and conducted in a way that allows all pupils an opportunity to speak?

¹⁰ Lgr11, Chapter.1

¹¹ Cf. Zackari & Modigh ed. (2000)

- 5) Are the lessons structured and conducted in a manner that enables subject information to be critically and objectively evaluated, commented and discussed?
- 6) Are the lessons structured and conducted so as different opinions, norms and objectives are allowed, seen and where necessary discussed from a non-normative perspective?

The present inspection report aims to provide the reader with answers to these questions. In the following chapter (3), the mode of procedure is presented and thereafter (chapter 4), a presentation of the results from the inspection. This chapter is in turn divided into six sub-headings, that to the for the most part follow the questions above. In the final chapter of the report (5) an overarching discussion is held concerning the combined results and their possible implications for the future work in spreading democratic values in schools.

3. Method and Realisation

In this chapter, a brief description of the realisation of the quality assessment is provided as a background to the final evaluation of the results provided in the next chapter. The focus of the inspection has been on highlighting whether or not the school's missions of conveying knowledge and values are united in the teaching of the various subjects. This limiting, where focus is specifically placed on capturing how the democratic mission is integrated into the knowledge mission, has been necessary as the mission, as made clear previously, is complex. Through this choice of perspective, this assessment has been further defined in the school's inner context and in the senior years of compulsory school.¹² The work to spread democratic ideals has also been examined from an overall perspective, where the purpose has not been to focus on any specific school subject, pupil or group of pupils, but rather the education and classroom practice. This means that formal work surrounding participation and pupil influence, such as class council and school council have not been specifically inspected, nor has the work with equality or combatting of harassment or threatening behaviour.¹³ However, at the same time the inspection has not completely disregarded these areas.

Choice of inspection method and schools

The quality assessment was conducted in the form of case studies, where each individual school has been viewed as a separate 'case'.¹⁴ The case study has been used to study institutionalised processes within smaller, specific groups such as school organisations, with the ambition of highlighting, analysing and creating a description of the 'case' based on several different perspectives and using information from as many sources as possible. Part of the nature of case studies is that information for each individual case is unique in that it is based on specific circumstances and the information available concerning each case in question, i.e., each individual school. Consequently, the results cannot be generalised applied to schools in general.

The (17) compulsory schools (see Appendix 2) were selected at random from a number of municipalities in areas where there was a low turnout of voters for

¹² According to the directive, the later school years should be the focus of the inspection, in order to study the integration of democracy and knowledge missions in the different subjects. The choice therefore fell, on further limitation, on the intermediate school year out of the ones available, i.e., grade 8. According to the literature review on which the inspection was based (The Swedish Schools Inspectorate, 2011, pp. 23-24), the 'internal context' of the school is taken to mean work that takes place in school with the aim to develop the pupils' civic competence; including education and conversational climate in contrast to factors related to the external environment and the pupils' backgrounds.

¹³ The latter was noted in a previous inspection, cf. the Swedish Schools Inspectorate (2010:1).

¹⁴ Cf. Patton (1987), p. 54

the general election.¹⁵ Here, voter turnout can be viewed as a type of democratic indicator, in the form of how active the residents of a municipality are in exercising their civil freedoms and rights. Of the schools chosen, 16 were part of the public school system and one was independent. These schools came from a total of ten municipalities nationwide. Visits to the schools were carried out over a four day period. The first three days were dedicated to lesson observations and the fourth day consisted of group interviews with pupils, teachers and additional personnel, in addition to an interview with the head teacher and school management. The choice of classes for lesson observation and the staff, pupils and other personnel for the interview groups were chosen after consultation with the head teacher, when possible.

Completion of inspection

In total, teaching in 230 lessons was observed. In the majority of cases, two inspectors followed the same classes in grade 8 in all their subject lessons they had during the inspection period.¹⁶ This gave the inspectors a relatively good overall picture of the content of lessons offered to a group of pupils during a large portion of the ordinary school week.

In addition, the subject and/or characteristics of the teacher in the lesson could be more clearly seen when the pupil group were observed in various subjects, than if both teacher and pupils varied. On the other hand, this method implied that the inspectors risked missing any aspects of teaching that were not evident in that specific pupil constellation. This in turn is offset to some extent by the inspectors using additional sources to inform themselves about the situation at the school itself. For example before the visits, schools have been asked to complete an activity assessment and the inspectors have, in addition to this, been able to access available documents and lesson plans, within the framework of the assessment criteria. It has therefore been possible to conclude the lesson

¹⁵ Within the framework for all of the Swedish Schools Inspectorate (5) offices (i.e., Stockholm, Lund, Linköping, Göteborg and Umeå) a number of municipalities were chosen, corresponding to the five per cent of municipalities with the lowest turnout of voters. Within the framework for the chosen municipalities the schools were in turn selected at random

¹⁶ Altogether, ten inspectors from all departments of the Swedish Schools Inspectorate participated in this inspection. The inspectors have followed the same eight grade class or group of pupil at each school (cf. previous footnote 12). At two of the schools, Töcksfors skola in Årjäng and Kvistbergsskolan in Torsby, the inspectors followed ninth grade classes, as the eighth grade classes were on work experience during the inspection period. The advantage to following the same group of pupils became clear in the pilot study, where inspectors initially followed various pupil groups. It is of course important to attempt to separate the eventual 'teacher effect' of a lesson derived from variation as a result of the pupils; this can be difficult to carry out when both the observed pupils and teachers vary. It turned out that one way to solve this was to follow the same class in various lessons with different teachers. Using this method, the contribution and effects of teachers became clear (cf. King, Keohane & Verba 1994).

observations with short, supplementary conversations with the teachers concerned. During the inspection period, the inspectors have even observed pupils during break times and other free periods between lessons¹⁷, and have occasionally conducted more informal conversations with pupils, teachers and other personnel.

To promote equality in the assessments made by the inspectors, common interview guides and observation schedules were used (see appendices 4 and 5). The latter was supplemented by the notes made by the individual inspectors. Interviews were documented through continual note-keeping.

Both teachers and pupils were also able to answer a survey in conjunction with the lesson observations. The purpose of the surveys was to include more voices whilst providing pupils and teachers with the opportunity to express that which may not have been said in the group interviews. All in all, of the total schools inspected, 156 teachers and 337¹⁸ pupils have answered the surveys (see appendices 6a and 6b). The survey responses have been quantitatively categorised, though as a result of the nature of the subject and the formation of the survey and interview questions, these have been analysed qualitatively. There is a relatively large consensus between the teachers' and pupils' answers to the questionnaires.¹⁹

The first visit to a school was conducted as a pilot study.

¹⁷ The interaction and behaviour of the pupils can partly be viewed as an indication for the goal attainments regarding their civic competence. It should however be emphasised that it is not the pupils, but rather the teaching and the school's work linked to the democracy mission, that have been inspected.

¹⁸ In the case of individual statements there is a negligible internal dropout of less than one per cent. However, for this reason, the response frequency for the individual statements was noted and is presented in the report. When it comes to open questions included in the survey, both pupils and teachers were asked to reflect on the concept of *democracy* (pilot school)/*democratic competence* (other schools), *fundamental values*, *pupil influence/school democracy* (teachers only) and for teachers also *how the task is linked to their own teaching* (see appendices 5a and 5b)

¹⁹ In total, the answers of on average one in five of pupils differed from the majority answers, while the corresponding number for the teacher's survey were occasionally much lower and on average about one in ten. Only one statement contained a discrepancy in this respect; in statement no. 9 concerning whether or not the pupils feel that they are allowed to participate in deciding how they should work on different tasks, and whether or not the teachers allow the pupils to influence the teaching methods (cf. section 4.4). Statements in the pupil and teacher surveys have, while generally intended to capture the same phenomena, not been identically worded as they have been aimed at different groups. For wording and answer frequencies see appendices 6a and 6b.

4. Results of Quality Assessment

Overall, it is believed that at the schools that were inspected, awareness of the mission to foster democratic citizens is often vague and unclear on how the individual teachers should implement this mission in their lessons. Many teachers admirably integrate the task, as will be illustrated by good examples in the following section. However, as shown in previous studies, there are often great differences in how the work with democracy and fundamental values is implemented in different classrooms at different schools in different parts of the country. The integrated democratic mission as well as the influence and participation of pupils in lessons must therefore be clarified and strengthened. This will also be highlighted in this chapter.

4.1 The schools' collected missions need clarification

The inspection shows that the education system's legally mandated missions tend to be implemented in parts, where pupils' knowledge development forms one part, a proactive approach to fundamental values is another²⁰ and the fostering of democratic citizens is a third.

Many teachers and even pupils have a tendency to place their understanding of the democratic aspect of the task on an even footing to that of the pupils' influence on their teaching. In addition to this, it can be discerned that the inspected schools are relatively flexible in their work concerning fundamental values, primarily concerned with the promotion of equal treatment and prevention and management of incidents that conflict with the fundamental values, amongst which, threatening behaviour. Most often the awareness of the latter is greater than the awareness of the task to foster democratic citizens.

The democratic and fundamental values mission as latent and non-reflected

The fostering of democratic citizens or civic competence is linked to the educational goals of the syllabuses for all subjects²¹. At the schools inspected, this is reflected in the form of a more or less conscious presence of the requirements of the syllabus in the teaching. This is further supported by a fundamentally institutionalised structure and teaching culture where education generally takes place in democratic forms, based on non-hierarchical student-teacher relationships.²²

²⁰ See Appendix 3, 'values'. Cf. Swedish National Agency for Education (2012a).

²¹ Lgr11, Chapter 3

²² Cf. Öhrn (2012), pp. 45-46

The described division of missions is, according to the Swedish Schools Inspectorate's assessment probably a result of different interpretations of the concepts that the collected mission is constructed from. It is often difficult for teachers and pupils to find the right words for the topics when working with democracy and fundamental values. For example when it came to the concept of 'civic competence(s)', certain teachers have interpreted this as something new. This is not at all strange even though it is actually only a partially new term for something that has always been integral to the missions of compulsory schools.²³

It's worth noting that teachers in the open survey responses concerning how they view democracy and the democratic competences²⁴ have tended to emphasise certain aspects of the mission, whilst others have been notably absent (examples can be found in sections 4.4 and 4.6). In the same way it could be that many teachers have understood the concept of fundamental values to be something different than the democratic mission.

Both teachers and pupils have, judging by the survey answers, occasionally found it difficult to describe and explain more commonly accepted concepts or aspects of the work with democracy and fundamental values, such as what the democratic mission itself or the concepts of 'pupil influence' and 'fundamental values' stand for. This does not necessarily mean that they are not conscious of what is democratic in contrast to undemocratic values or that they are not working in accordance with the curriculum.²⁵

Work with democracy and fundamental values as conscious but separate concentrations

At the inspected schools where work with democracy and fundamental values is conducted in a more conscious manner, this is often not apparent in the everyday lessons. Instead it occurs in the form of theme-days, projects, study trips or specific lessons, sometimes with help from invited speakers. For applies to the schools' focus on working life. In the inspected schools, this was apparent in

²³ Cf. The internationally used term of *citizenship education* (e.g., the Swedish National Agency for Education 2010a; SICI 2012) which can also be viewed in relation to *civic education*, which is often integrated into subjects related to social sciences. According to Englund (1986, p. 18ff, p. 71ff) this can be said to represent a broader perspective as it deals with the fostering of democratic citizens and education in all school subjects, as well as how we behave towards each other and how moral dimensions are formed in the classroom. Cf. the development of the Swedish equivalent in the concept of 'civic and political education' in Englund (2005).

²⁴ The question was, except at the pilot school, worded as "describe (briefly) what democratic competences you believe to be most important to pass on to the pupils". At the pilot school the wording, which was subsequently adjusted as it was thought to be too vague and the majority of teachers already though they had provided answers linked to the democratic tendencies that were hoped the pupils would develop; "Briefly describe what democracy means to you".

²⁵ For example, this could be as a result of a general 'tiredness' with the survey, a lack of time or that pupils have simply given up answering or have not been able to formulate their thoughts in writing.

individual activities such as work experience, theme days and study visits. At some schools, a considerable proportion of this work was conducted in project form, partly in collaboration with other actors in the community. Collaboration with other municipalities and organisations also occurred in order to increase the pupils' safety and comfort. The strength of these types of lesson formats is that they clearly link the schools' task to the surrounding community. At the same time, there is a risk that the division of responsibility becomes unclear²⁶ and equality is lost; for example if the initiatives are not followed up on or the area does not permeate teaching in general. This appeared common, for example in schools where the pupils' work experience was concluded only a week before the inspection visit. In these cases, inspectors noted that almost nothing in the lessons was linked to the work experience.

Teaching in project form, theme days etc. can also be seen as a part of the current teaching culture, where the focus of schools has shifted from the knowledge mission to a 'doing' of a number of scattered tasks and activities that sometimes lack a clear link to the individual syllabuses' overarching aims and goals.²⁷ This can be felt as being chaotic and disjointed by both teachers and pupils, which was the case at some of the inspected schools according to the interviews

The overall subject perspective of the curriculum²⁸ also occasionally appears to contribute to a more consciously realised and lasting thematic collaboration within the framework of the normal teaching. For example, certain schools conducted their sexual education as part of a 'love' theme where various subjects were involved, while Grindstorpsskolan in Botkyrka have interdisciplinary work concerning environmental awareness²⁹.

However at one school there was a teacher who stated they preferred to invite external speakers in for lessons about sexuality and xenophobia, as a result of their insecurity in handling potential ethical conversations within the framework of these areas. This has occasionally been stated as one of the reasons behind establishing the local 'life skills' subject that has never been included as a subject in the national syllabuses. In other words some teachers have found it

²⁶ Cf. Stoltz (2009)

²⁷ Ibid; also cf. Assarsson et al. (2011); Tallberg Broman (2011).

²⁸ Cf. Lgr11, Chapter 1, Fundamental values and tasks of the school, the tasks of the school, i.e., refers to a historical, international, ethical and environmental perspective.

²⁹ For details, see *Rapport efter kvalitetsgranskning av skolornas arbete med demokrati och värdegrund vid Grindstorpsskolan i Botkyrka kommun* on SIRIS, available at www.skolinspektionen.se/demokrati.

easier to manage areas such as sex education if it can be seen in a wider context.³⁰

At the school where anxiousness was expressed concerning ethical conversations there were also lessons in life skills, which had initially been conducted by external speakers. Here, as with any other school, there were traces of a 'fundamental values-strengthening programmes'. At one school, lessons in citizenship education were part of the framework of the pupil's choice of optional courses. However it generally seemed that the visited schools were not working with any specific programme or lessons in citizenship education during the inspection period. At the inspected schools in Botkyrka and Södertälje, during the past two years, lessons in life skills/similar initiatives outside of normal teaching had been discontinued. The fact that neither specific programmes nor lessons in fundamental values have been encountered to any great extent is most likely due to the fact that the Swedish Schools Inspectorate's approach in this inspection has not directly been aimed at identifying the existence of such forms of education.³¹

The stance of the Swedish Schools Inspectorate is that the features of the above named types, i.e., collaboration with the surrounding community in the form of project based work, theme days or specific lessons with external speakers do not encounter any barriers as long as work with democracy and fundamental values permeate teaching in all subjects. Teaching that is carried out must always be linked to the overarching goals of the curriculum, as well as to any of the applicable syllabuses.

In addition to this, the citizen fostering mission needs to be clarified. The previous assessment shows, with support from academic research within the educational field, that successful integration of the schools' educational goals and a school's democratic mission is a general success factor in the schools' work.³²

4.2 Variations between schools' work with democratic values

At 13 of the 17 schools inspected, the Swedish Schools Inspectorate observed that there is a lack of a common attitude regarding the tasks of democracy and

³⁰ Cf. Lóf (2011; 2009)

³¹ According to Englund & Englund (2012), the writer of the Swedish National Agency for Education knowledge overview (2011b) and the Swedish Schools Inspectorate overview (2011), Professor Joakim Ekman, disregards the evidence and occasionally manual-based commercial programmes. This in turn can be seen as a type of signal that they are not deemed to belong in the school's mission of fostering democracy. Cf. Swedish National Agency for Education (2011: 353).

³² Swedish Schools Inspectorate (2010:15), pp. 41-42.

fundamental values. This is expressed as internal variations when it comes to implementing the mission in the teaching, which to a great extent can be viewed as a consequence of individual teachers' initiatives, knowledge and competence as well as their own goals and interpretations of the mission.

It was noted that only a couple of the 17 schools inspected allow the democracy mission to permeate their activities, for example at Björkhaga skola in Botkyrka. There is a thread running from the national requirements, the vision of the head of the school via the school management to the teacher's planning and implementation of the mission into the lessons. During the inspection period at Videdalsskolan in Malmö, it was also apparent that they had successfully managed to integrate and implement fostering of citizens into the daily teaching.

The Swedish Schools Inspectorate can therefore ascertain that certain aspects of the task permeate activities at a few schools, foremost the equality work. At other schools where the work with the democracy mission was either fully or partially conducted in project form or another way than in regular lessons, the realisation was instead considered fragmented.³³

At the majority of schools, the lack of a common approach was as a result of poor rooting of the goals, guidelines and workplace visions among the staff due to, for example, a lack of forums for conversation or the work in this area not been systematised. A common attitude is not that everyone should do and think the same, rather in the goal-driven school it is implied that the mission is regularly addressed and followed up on in open discussions within the work teams and with the whole staff. In previous studies and assessments,³⁴ the importance of a process-oriented working method is emphasised, where everyone at the school participates and has a common understanding of the mission.

The difficulty for all schools to realise and reach a consensus on a mission such as the work with democracy and fundamental values occurs when school policy goals, in the form of, for example, the formulation of the curriculum, is to be put into practice while the day to day operations of the school need to flow smoothly. As described within academic research in the education field and other theories, there is in reality a continuous struggle for the preferential right of interpretation. Different interpretations, where eventually a general consensus will be reached, often risk becoming of false or forced type, i.e., not much

³³ Cf. Swedish National Agency for Education (2011) including Assarsson et al. (2011)

³⁴ Cf. Assarsson et al. (2011); The Swedish Schools Inspectorate (2010:1)

more than illusory as different interpretations remain and it is still highly unclear what has been decided.³⁵

The inspection has shown that at the schools visited, there was often a gap that needed to be bridged when it came to transforming the policy documents' theories, concepts and formulations into practical procedures. Partly, variations arise in the way teachers interpret the meaningful concepts in the mission. This is then believed to influence their success in transferring the skills and values to the pupils. Partly, according to the survey responses, there is a perception that they work with democracy and fundamental value issues to a great extent whilst classroom observations in contrast have shown that this is only partial or occasionally not at all.

In the opinion of the Swedish Schools Inspectorate, the lack of common attitudes in the work with democracy and fundamental values at the schools inspected results in the production of the task in lessons often becoming dependent upon the initiative of individual teachers. To a great extent, the above is in accordance with previous studies that show how the inconsistencies of a school's work with fundamental values is as a result of differences in questions of continuity and engagement within the school, in addition to the initiatives and aims of the individual teacher.³⁶

The following describes the partially overlapping variations in questions relating to the study climate and work with democracy and fundamental values that were noted in the inspection. This is to provide a comprehensive picture of the schools, whilst simultaneously illustrate similarities and differences as well as potential risk factors in the various school environments.

Work with democracy in favourably structured learning environments

At the inspected schools where a favourable climate was displayed, it appeared largely to be as a result of consistent work with fundamental values in relation to other studies. These focused upon equal treatment and encouragement of good relationships, in addition to the combat of harassment and where the adults in the school joined together. Qualities that have been highlighted in these school environments have included mutual trust and respect between pupils as well as between adults and pupils; a strong adult presence in addition to a common attitude with regard to the implementation of the school rules and work in general.

³⁵ Cf. Assarsson et al. (2011), p. 21; Assarsson (2007); Wahlström (2009), p. 29; Englund (2005), p. 152

³⁶ Cf. Swedish National Agency for Education (2011) in addition to Assarsson et al. (2011); Swedish National Agency for Education (2011b); Swedish Schools Inspectorate (2011)

The above are in line with previous studies of how work with fundamental values has been conducted. According to these studies, the focus has often been about noting and working with aspects of pupils' behaviour that to some extent violate the fundamental values.³⁷ Amongst these, as at a number of the inspected schools, is their use of language; to encourage them to be good and courteous to their classmates and show respect and loyalty to each other. Naturally, it is of top priority for the ideals of democracy to be clearly defined and promoted in schools.³⁸ The skills mentioned are also examples of such democratic values, however they are not always without problems. For example, superficial loyalty sometimes risks creating an all-too uniform general consensus at the cost of the approach where people's differences and differences in opinion are viewed as something positive and creative. Just as false consensus from a democratic perspective, such loyalty can be seen as questionable in the sense that it can mask and render attitudes invisible, such as latent xenophobia that could be sensed at some of the inspected schools (see: section 4.5).

One challenge for these schools is to not allow the permissible climate to stagnate and become a type of superficial 'culture of loyalty and submissiveness' that prevents differing exchanges of opinion from arising and being presented openly. Therefore, the work with democracy at these schools should aim to initiate critical and self-reflective democratic discourse amongst personnel and pupils to ensure an open and intellectually challenging climate of discussion, with high expectations on all pupils. To be able to respond to uncomfortable opinions that conflict with the curriculum, it is also important to allow such opinions to surface.

Although the study environment is generally favourable at the inspected schools, there are variations in issues of continuity and commitment in the overarching work with democracy and fundamental values, or in the integrating thereof in the teaching. For example there have been certain teachers who have expressed high awareness of the mission, but have not showed the same ability in integrating it into their teaching.

At a managerial level, some schools have had a good understanding and consensus surrounding the mission and how it should be implemented. However this has not been sufficiently established amongst the teachers and therefore they have only partially - if at all - succeeded in including the school management's vision in their lessons. An additional variant is that at a couple of

³⁷ Cf. Englund & Englund (2012); Swedish Schools Inspectorate (2011;2010: 1); Swedish National Agency for Education (2011)

³⁸ See Appendix 3, 'fundamental values'.

schools there appeared to be a consensus in the work, without any organisational efforts from the head teacher. This was in the form of a seemingly spontaneous and genuine, almost 'organic' collective understanding of the mission, which appeared to be ingrained at one of the schools.

Amongst the teachers at both these schools, there have also been real enthusiasts who have provided an expression of a clear vision of the pupils as independent, critically thinking individuals. At one school, the head teacher further expressed a seemingly genuine engagement with newly arrived pupils. The risk with work that is centred around individual persons or supported primarily by informal structures is that it ceases in the event of a re-organisation, as there are no preserved systems or structures.³⁹

Democratic work in schools characterised by weak structure

In contrast to the more favourable school environments, the inspection also encountered a number of less favourable, often chaotic, harsh and unsafe school environments. These different school environments have also been characterised by weak structures that are believed to create uncertainty and a lack of trust and influence among the pupils. Furthermore, in some places they have been characterised by discrimination⁴⁰ and use of offensive language, a destructive 'anti-school' culture that has led to pupils believing that school is not particularly important. They have also been partially characterised by traditional/patriarchal gender patterns and a general lack of common approaches, in addition to poor adherence to school rules among both pupils and adults.

The work with fundamental values that has been conducted in these schools is believed primarily to be of the same nature as that previously described. It has often been carried out in cooperation with external actors, for example in the forms of projects or study visits, and have often failed or not been systematically implemented. There is also a tendency to explain the pupils' and schools' weaknesses and failure to achieve the set goals by pointing to external factors, that is to say, a pupil's conditions at home and their background.

For example, at a couple of the schools there was a tendency for both personnel and school management to view the pupils from a stereotypical lack perspective, where the pupils' backgrounds were problematised and linked to low expectations, which also risk becoming self-fulfilling.

³⁹ Cf. Assarsson et al. (2011)

⁴⁰ In these cases, this has been dealt with separately by the relevant section of the Swedish Schools Inspectorate in accordance with the information provided in the relevant inspection reports.

As was evident in the inspected schools and previous studies, the 'traditional' work with fundamental values has often been linked to correcting the faults and deficits amongst pupils, for example in their behaviour or use of language.⁴¹ The downside to this attitude in the more favourable school environments is the potential development of democratically dangerous 'cultures of loyalty and submissiveness'. This creates a risk that schools in this group develop an infantile 'culture of care' where pupils are treated as poor helpless children rather than potentially active members of society. Both aspects express a kind of 'good behaviour ideal' where the given 'good' is rewarded and the 'bad' is problematised, punished or kept at a distance. Hence these schools must work to increase their expectations of pupils whilst also increasing their participation, influence and awareness of their rights. These schools should encourage pupil participation in lessons to a greater extent, by various communication methods, where the language, learning and identity development in addition to that stated in the curriculum are linked with each other.⁴²

Some of the school environments inspected can be described as specific in that they were extremely segregated in one way or another. Therefore they had the need to open up and either welcome in more of society's diversity or that of society's majority to be able to develop into a balanced, creative and intellectually stimulating study environment.

Some of the schools have tried to implement this through activities such as study visits, however there were also some schools where a greater extent of such contributions to lessons were necessary, in order to compensate for the diversity of different communities that were not present at the school. At one school, a culture of 'silence' was described that could in some ways be compared to the above mentioned loyalty culture, in that it required conformity to the school and community's traditions.⁴³ These schools often lacked discussion forums and a shared perspective on the mission. Any consensus has resembled the 'organic' type as described above, but based on of fear and unreflective preservation of traditions, in contrast to human curiosity.

At one of the schools, the inspectors described a sense of false consensus, where personnel believe they are in agreement instead operate according to different values. At another school, pupils stated that reactions from the personnel re-

⁴¹ Cf. Englund & Englund (2012); Swedish National Agency for Education (2011b); Swedish Schools Inspectorate (2011)

⁴² Cf. Lgr11, Chapter.1

⁴³ See section 4.6 for concrete examples of these phenomena.

garding harassment was unpredictable and based upon personal values. As a result the pupils had absolutely no trust in the adults at the school.

The assessment of Swedish Schools Inspectorate is that a fundamentally supportive and preventative spreading of fundamental values that permeates all levels of the organisation, is central to all school environments; in order to create and maintain a climate for discussion and studies where pupils are given the opportunity to develop their civic competence.

At the end of the day, it is natural that teachers are responsible for how the task is implemented into their teaching. Hence they need to be informed and aware of what the work with democracy and fundamental values entails. At the same time, another prerequisite for an equal and favourable climate for discussion in the classrooms are the attitudes concerning and interpretation of the mission that exist on a school and managerial level. The responsibility for strengthening or problematising, coordinating and spreading these attitudes and interpretations rests with the head teacher. One part of this is the responsibility of the head teacher to provide skills enhancement for the teachers and, as was highlighted in previous inspections⁴⁴, the head teacher's responsibility for initiating discussions about the mission and creating structures for communication, as well as clarifying roles and responsibilities. In order to secure and, in an equal way, develop the work, reflective and focused collegial discussions about the mission are needed. These should clarify, discuss, problematise, evaluate and re-evaluate the content, aims, visions and traditions relation to the composition of students and the requirements in the policy documents.

4.3 Fostering of citizens does not permeate the teaching

The quality assessment shows that elements of fostering democratic citizens are found in the teaching of all the subjects observed. However, all democratic competences were less commonly integrated into lessons actively and consciously. Such work seldom permeated the observed lessons.

Implementing the democratic mission into the education system is a matter of integrating aspects of the fostering of democratic citizens into the teaching of all subjects. This should spark interest and motivation amongst the pupils, encouraging them to learn and actively participate in their school work, both here and now and, by extension, in civic life. If and when such elements occurred, they have seldom been implemented with adequate permanence and/or on a level that the pupils find sufficiently intellectually stimulating.

⁴⁴ Cf. Swedish Schools Inspectorate (2010:15; 2012:1); also the Swedish National Agency for Education (2011).

In the open survey answers, teachers have further had the tendency to highlight certain aspects relating to the democratic competences⁴⁵ they wish to develop amongst the pupils, such as their ability to express themselves and listen to others. Whereas other aspects such as personal responsibility and engagement in democracy, courage and the ability to set democratic knowledge and values into practice are highlighted in their absence from the teachers' responses. Nevertheless, the inspectors have seen good examples of how the work with democracy is integrated into the teaching and they have listened to interviews with teachers who have reasoned on an advanced level concerning of the task. Some of these teaching situations are presented below

Both structure and spontaneity as conditions for the collected task

At the visited schools, the Swedish Schools Inspectorate has participated in lessons and teaching of varying character. The teachers are responsible⁴⁶ for ensuring that the lessons follow the policy documents and that pupils are offered teaching that is structured and encourages individual reasoning. The teaching at the schools inspected can generally be described as relatively structured and based in the syllabuses and the various parts of the curriculum. In the best cases, it has been initiated with the teacher clearly explaining the aim of the lesson in relation to the subject in question, just as explained in the syllabus, and/or with a re-connection to previous lessons in order to place the lesson in a greater context. In the best instances, lessons have been concluded with a short summary that has made reflection possible as well as an insight into forthcoming lesson(s). However, this has not always been the case.

The inspectors have seen examples of well-planned lessons, such as in Botkryka municipality at Björkhaga skola. Here, the lessons were structured so that each area in accordance with the teacher's planning was rooted in the aims and central content of the syllabus, just as in the capacity and values that pupils should develop in accordance to that stated in the syllabus and curriculum. The connection between various elements of teaching and the knowledge, skills and values that, according to the syllabuses, pupils should be given the opportunity to develop have not always been sufficiently clarified. This became particularly apparent in the interviews with pupils.

The task is also about more than just teaching from the syllabus. There needs to be room for spontaneous contributions, for example in an otherwise structured lesson, the teacher has the ability to be responsive to the pupils and their ques-

⁴⁵ Cf. footnote 25.

⁴⁶ In accordance with Chapter 5, Section 2 of the School Ordinance as it is interpreted in the Swedish National Agency for Education's general guidelines, chapter 'Implementation'.

tions and thus temporarily deviate from the plan.⁴⁷ The essence of this is captured by one of the open survey answers from a teacher at Oxievångskolan in Malmö, concerning the linking of the democratic mission to one's own teaching using the reality and daily life of the pupils as a starting point. The teacher in question writes, "Also the extension of what we do in the lessons (for example in the form of questions, conversations and discussions⁴⁸) is central, not only in relation to democracy but [also] the development of knowledge". The way in which teachers address such occasions can be said to be of importance for the development of the pupils' civic competences, such as independent reflection, analysis and understanding on a deeper level; in addition to this it can more or less promote real learning, rather than instrumental conditioning. For example the choice can be whether or not to dare to take advantage of such occasions and use them for deepened learning through discussions about what lies behind different opinions and interpretations.

The lessons that were observed included a number of spontaneous and unplanned elements, but on the whole, these were surprisingly few and/or brief. This could be as a result of the inspectors' presence. Spontaneous elements of the type requested here require the overall lesson to be well-planned and thought through, whilst the teacher has solid competence in the subject so as he/she is able to deviate from the planning without losing sight of the subject.

A commonly occurring deficit in the lessons observed is that teachers miss or avoid developing spontaneous elements. One example is a discussion about the French Revolution and the UN Declaration of Human Rights, where the pupils asked questions about the role of homosexuals in society at the time of the French Revolution and the role of the aristocracy in modern society - which the teacher avoided answering.

At the same time at other schools there were disorganised and non-structured lessons, where the pupils came and went or sat in the lesson without beginning any school work and visibly not acquiring knowledge or values - rather viewing the school as boring and meaningless. Lessons that stimulate participation by drawing on the pupils' conditions and needs and give them a successively increased responsibility for their own learning, appear on these occasions to be mistaken for individual work in groups or independently. The pupils had therefore unduly been left to their own devices which can be counterproductive as this usually leads to less engagement in schoolwork.⁴⁹ At some of the schools,

⁴⁷ cf. Arevik & Hartzell (2007), pp. 25-26

⁴⁸ In accordance with the interpretation and additional clarifications of the Swedish Schools Inspectorate.

⁴⁹ Swedish National Agency for Education (2011c), p. 18

the inspections showed that lessons which lacked planning or where the planning was too general tended to be disorganised with a poor climate for discussion.

The teachers should always recognise the pupils' questions and answers, regardless of whether they are complete or too challenging. If they are not comprehensive, teachers should carefully ensure that they are developed and clarified. The inspectors saw many good examples of this. If the content is challenging, the task of the lesson should be open to problematisation in addition to in-depth and broadened reasoning, rather than simply taking a stance for or against.⁵⁰ In addition to this, the inspectors also noted that spontaneous discussions are often interrupted rather quickly. It was suggested that this was because there was not enough time if the lesson plan was to be followed. This shows part of the width of the collected mission.

Good and bad examples from lessons observed

Thus, the Swedish Schools Inspectorate have noted measures to foster democratic citizens in all the subjects observed. Previous studies and/or inspections have⁵¹ mainly focused on subjects within social studies. However work with democracy tends to be viewed as a given with teachers of these subjects, just as in Swedish; probably as the syllabus for these subjects is clearly linked to knowledge for fostering citizens, values and abilities. It is therefore almost inevitable that such elements would not be prominent in the teaching of these subjects, such as in discussions about the news or fiction, to name but a few examples.

In Swedish lessons at Töckfors skola in Årjäng, where the lessons had a high and intellectually challenging level according to inspectors, the pupils practiced different skills within the framework for the school's work with democracy and fostering of citizens. They were first introduced to recordings of different ministerial speeches about acts of terrorism and thereafter analyse these speeches and finally produce and present their own speeches. In a Swedish lesson at Björkhaga skola in Botkyrka a similar task was conducted, but with images as the basis. In both cases pupils were provided with theoretical tools which gave them the opportunity to complete the tasks whilst at the same time develop their understanding of how different perspectives, norms and ideologies create various ways of understanding and describing reality.

⁵⁰ cf. Arevik & Hartzell (2007), p. 74-76

⁵¹ Cf. Swedish National Agency for Education (2012;2011b); Swedish Schools Inspectorate (2011;2011:3)

During Home Economics lessons that were observed, pupils at the various schools were able to independently and in groups learn how to prepare meals based on the aims for sustainable development in the syllabus and within the framework for the environmental perspective of the curriculum. In the same way, during textiles lessons at Björkhaga skola in Botkyrka, old clothes were recycled by fixing, changing and remaking them into new garments. At Munkhätteskolan in Malmö, textiles classes worked together with Save the Children by producing toys throughout the school year. These were then sent to a children's home in Bulgaria. At Malmöskolan they were able to conduct ethical discussions on this basis.

At the time of inspection, science teachers at Rörbroskolan in Storuman collaborated in the teaching of classes in sex, health and relationships. Here, the balance between the requirements of the syllabus and curriculum – including objectivity and comprehensiveness – is particularly difficult, given the age and maturity of pupils in the 8th grade. They succeeded in creating the balance by creating dynamic teacher/pupil learning where the pupils were invited to participate and influence the contents of the lesson. Teaching of the entire class was divided up with teaching in half classes and the pupils were challenged to reflect upon both their own values and those of their classmates, in relation to the fundamental values of society. The teachers' planning within the framework this for often interdisciplinary teaching has also included efforts to potentially challenge both the pupils' norms and understandings as well as the teacher's personal ability to direct and balance discussions. Unfortunately the inspectors did not see this at other inspected schools.

One such an example is the presentation of contraceptives that was designed as an attempted at both teacher and pupil dialogue. This partially included a historic perspective and, according to the plan, was also intended to be approached from a gender perspective. In another example, there was a school where pupils were to discuss issues such as teenage abortions and sex changes in small groups decided by the teacher. Then they were to debate these topics in groups with the teacher. These ambitions, the results of which the inspectors were not able to witness, highlight one of the dilemmas in teaching; namely that teaching is, and should preferably be, normative whilst at the same time it should be objective, comprehensive and therefore sometimes needs to avoid being normative⁵². However even teaching without guidance from the teachers and an adult perspective can risk becoming indirectly normative if a certain

⁵² Cf. Arevik & Hartzell (2007)

pupil perspective is allowed to take over.⁵³ This places high demands on the competence of teachers and that the school management provide teachers with the opportunity to reflect, follow up and develop in their work.

Efforts to teach the whole class in the form of dialogue existed in all the science based subjects. During the inspection period, it was noted that these subjects often integrated civic competences in the form of ethical approaches and reasoning, for example in areas such as environmental issues, use of resources and sustainable development; also in the form of laboratory teaching that also trains the pupils' ability to work together.

One good example of how both pupil and teacher-active teaching in Mathematics was provided by Munkhätteskolan in Malmö. The inspectors were able to follow a few mathematics lessons, where expressions of high expectations for the students were given. These also included laboratory work and from this, the inspectors were able to note that the style of teaching varied from lesson to lesson in order to exercise all the skills mentioned in the syllabus. One of these lessons can be described as concept-developing whole-class education in dialogue form, which were characterised by examples from day to day life. Here the teacher taught through conversing with the pupils about mathematics whilst providing the pupils with the opportunity to interrupt and ask questions.

At Björkhaga skola in Botkyrka, the inspectors were able to observe a similarly active and varying teacher-pupil mathematics teaching; here the teacher continually helped visualise the pupils' thought processes.

In contrast and somewhat surprisingly, lessons in English and foreign languages that were observed sometimes showed worse examples of integrating the knowledge and democracy missions into the teaching. There were only a few exceptions, despite the fact that such aspects, for example creating comparisons from a global perspective, are clearly outlined in the syllabuses for these subjects. This can be compared to the previous English subject audit carried out by the Swedish Schools Inspectorate, which shows that the sociocultural and sociolinguistic perspectives are neglected in English lessons.⁵⁴ At some schools this was exemplified by films being shown in English and modern language lessons. According to the syllabuses, this can form the basis for perception training, but these opportunities were not fully utilised. In almost all cases, feature length films with strong content, such as graphic violence, social suffering,

⁵³ Cf. Swedish National Agency for Higher Education 2010, chapter 2; also Trondman (2011; 2009)

⁵⁴ Cf. Swedish Schools Inspectorate (2011:7)

sexual assault, incest, paedophilia and bullying were shown over several lessons. All of these films could have been fantastic starting points for democracy and communication training in the form of trying conversations, discussions or collected reflections and problematisation of norms and values. In all cases these points were left completely ignored. After some of the films, a number of short control questions regarding the content were asked. At one point, the pupils were each asked to prepare a brief review in English. However in general the pupils were left alone to assess the thoughts and ethical stances or their own experiences connected with the film.

It should however be pointed out that the inspectors had observed language lessons where the work with democracy had successfully been integrated. During one English lesson at Björkhaga skola in Botkyrka, the pupils were given the opportunity to practice their critical and norm-critical thought through taking personal ethical standpoints where general ethical principles must be balanced with personal morals; pupils assumed the role of prison guards at an overcrowded prison, who had to decide which prisoners should be released. At other schools, it was clear that the work with democracy and knowledge had permeated the Spanish lessons and the pupils' communicative civic skills were trained.

From the assessment of the teachers' planning, the Swedish Schools Inspectorate can ascertain that good conditions exist for pupils to be able to gain knowledge and values that develop their democratic, civic competence. The plans are well rooted in the aims and central content of the syllabus as well as in the abilities and values that, according to both curriculum and syllabus, pupils should develop. At the same time, lessons must also provide the space for spontaneous and problematised contributions linked to the subject. In order to ensure that all of this characterises the teaching of all subjects, the head teacher is required to keep up-to-date with the activities in the classrooms. The teaching can also be developed through collegial learning. Here teachers as critical friends visit other classrooms and thereafter hold open discussions under the direction of the head teacher about teaching at the school in relation to the composition of students and the requirements in the policy documents.

4.4 Formal and real pupil influence needs to be strengthened

The quality assessment shows that the pupils at all of the schools inspected need to be given increased influence or possibilities to contribute to the teaching. However, in the surveys provided during the inspection period to both

teachers and students⁵⁵, a majority of teachers suggested that they allow pupils to participate and influence the lesson structures in addition to allowing them to discuss and debate within the framework of the subject in question. In the corresponding pupil survey, the pupils agreed and responded that they are able to discuss and debate various topics in the lessons. However approximately one third of the 377 pupils who answered the question believed that they are not able to participate and decide themselves how they wish to work with various school tasks. This portion of pupils was even higher in the Swedish Schools Inspectorate's school survey from spring 2012, where almost half of the pupils in the equivalent age groups provided the same answer.⁵⁶ According to previous academic research in education, it is not uncommon that there is such a gap between teacher and pupils concerning this question.⁵⁷ Through regular monitoring and previous quality assessments the Swedish Schools Inspectorate has also found that⁵⁸ the pupils' voices are not heard to a suitable extent in their lessons.

"To be able to participate and make decisions" is generally a common answer from the pupils in the open survey sections where pupils have been asked to describe what they think of some of the concepts that constitute the work with democracy and fundamental values; in this case "democracy" and "pupil influence."⁵⁹ When interviewed, many teachers, and also pupils tended to compare the school's work with democracy to the influence of students and student democracy. Primarily concerning formal influence but to a certain extent also concerning the pupils' influence over the teaching, the teaching's contents and the ways and means of working.⁶⁰

The inspected schools are also thought to have the formal system for pupil influence as they should have in accordance with what the school's constitution should include. Class and school council activities are often said to be an important aspect of the school's work with democracy. However during the

⁵⁵ 148 and 153 teachers and 369 and 373 pupils have answered the surveys in question (cf. appendix 6a and 6b).

⁵⁶ The Swedish Schools Inspectorate (2012). In the School survey the statement is, "In lessons, we are included and decide how we will work with different school tasks". 49 per cent of the 5823 pupils in grade 9 who answered, stated that they disagree or strongly disagree, 47 per cent stated that they completely agree or partially agree. The remainder did not know.

⁵⁷ Cf. Swedish Schools Inspectorate (2011); Öhrn et al. (2011)

⁵⁸ Cf. Swedish Schools Inspectorate (2012:1; 2011: 1).

⁵⁹ In the survey, pupils were also asked to provide a short description of how they understand the concepts of *democracy, fundamental values* and *pupil influence*.

⁶⁰Cf. Almgren (2006)

school visits, it became apparent that class council activities at some schools in practice were sporadic in nature or did not function at all. For example inspectors at some schools who participated in the class council discovered that sometimes meetings are not directed towards lesson-related issues. Furthermore, pupils have suggested that they do not receive any feedback from the school on issues that they have raised. This is also common in the regular observations conducted by the Swedish Schools Inspectorate.⁶¹ However it sometimes thought that class and school councils discuss important aspects of lessons or, as at Grindstorpsskolan in Botkryka, achieve concrete results within the framework for the overall work with democracy in the school. At Gunnarsbyskolan in Eda, a class council was observed, where conflict management was conducted with help of in-depth conversations. On other occasions, the topics brought up during the meetings appear to have been more superficial or irrelevant to teaching.⁶²

Pupil influence was lacking at the inspected schools; both in the more disorganised and un-structured school environments and those school environments that were mentioned as seemingly loyal. At the latter schools, this appeared to apply to a great extent to the formal influence; whilst at the un-structured environments it primarily applied to the pupils' influence on the teaching. It could therefore be interpreted that pupils in the superficially 'loyal' environments adapt to the requirements of the school in an obedient and rational manner. There are also other signs of this in the inspection (cf. sections 4.5 and 4.6) Pupils in the non-structured environments on the other hand believe that they lack information and are therefore unaware of their rights.⁶³

Amongst the answers to the open survey questions about the meaning of the concept 'pupil influence' there were several examples of incorrect interpretations which point to the risk of normalising internal bringing up among students, where sufficient guidance from teachers was not present. In these cases there were pupils who appeared to place great importance on the opinions of

⁶¹ Cf. Stoltz (2011)

⁶² Cf. Almgren (2006) who shows that pupil influence is often thought to be negative or counterproductive for the pupils' knowledge results regarding civic knowledge; whilst on the other hand that which is thought to have a favourable impact on this is an open classroom climate. See also Swedish Schools Inspectorate (2011), p. 16; Swedish National Agency for Education (2011b), p. 89.

⁶³ Cf. the above footnote. Almgren (2006) also shows that pupils in some contexts tend to be given more such influence than in others (which seems to be in agreement with this inspection concerning formal pupil influence). Cf. similar results in Öhrn et al. (2011) relating to pupils at vocational upper secondary education programmes. At the same time, Öhrn (2012;2005) shows that pupils who have received active support and help in school to be able to remain critical to and influential concerning their situation also believe they have benefitted greatly from this knowledge and experience.

other pupils. Some examples of such pupil answers about the meaning of 'pupil influence' are "[That] there can be group pressure and some pupils have a bad influence on each other", "[My] classmates have a great influence on me" as well as "[If] they don't agree with me, I keep quiet". In lessons where teachers decide the order in which people are to answer or chooses the groups for group work, all pupils feel that they have more of an opportunity to express themselves and participate in the lesson. One example of how this can occur is from a wood-work lesson, where a dominant pupil tried to convince other pupils that his idea was the correct one. The teacher who was aware of this and was walking around the classroom stepped in and said "[So] you think this, but maybe there's someone else with a different opinion" and subsequently provided some alternatives causing the dominant pupil to re-assess their attitude.⁶⁴

While the inspectors encountered a great deal of articulate pupils who were able to express relatively advanced reasoning within the assessment areas, there were also many survey responses that showed that pupils found relatively simple concepts, that the schools are responsible for developing, difficult. In an analysis of the civic competence of 8th grade students by the Swedish National Agency for Education, it was apparent that citizens who due to lacking conceptual understanding do not fully understand what they read or hear may find it difficult to orientate themselves into society.⁶⁵ Additionally, according to the assessment of the Swedish Schools Inspectorate, this can be viewed as a threat to democracy. It should be the responsibility of each individual to manage the flow of knowledge and orientate themselves based on the knowledge basis on which society rests.

Regarding the democratic competences viewed to be important for pupil development,⁶⁶ many teachers submitted responses to the open survey questions that related to the ability of being able to listen to others, show empathy and respect the opinions of others to the ability to develop answers. Approximately the same amount of teachers highlight the ability of pupils to express themselves/take a stand and make their (own) voices heard, as well as argue for their case. When put together, these survey responses in relation to what was observed during the school visits correspond relatively well with the, partially

⁶⁴ Cf. *Rapport efter kvalitetsgranskning av skolornas arbete med demokrati och värdegrund vid Björkhaga skola i Botkyrka kommun*, p. 11, on SIRIS, available from www.skolinspektionen.se/demokrati.

⁶⁵ Cf. Swedish National Agency for Education (2012), pp. 111-113: In the analysis, there is a discussion concerning the importance of literacy and language skills for general learning in areas, concluding that cooperation the teaching of Swedish and other subjects is important. This does not primarily concern verbal skills – according to the recent analysis report a good understanding of and ability to use written language are considered essential civic competences.

⁶⁶ Cf. footnote 25.

interdisciplinary, school research⁶⁷ that shows that schools demand a certain kind of pupil who voluntarily regulates their behaviour in accordance with certain desirable ideals.

Responses from teachers at both schools in Norrland differ from the corresponding answers at other schools. Teachers highlight civic competence as a given to a much greater extent⁶⁸, in the form of "dare to stand by an opinion", critical thought, individual responsibility and commitment. During the inspections at both Rörbroskolan and Gränsskolan in Haparanda, teachers clearly expressed that they value independence and critical thinking. They also challenged pupils to think independently in their lessons and to stand by opinions and be able to motivate them.

One example of this was highlighted when the pupils in the observed Haparanda class collectively expressed a wish to be excused from lessons to participate in the annual Europe Day, a tourism exhibition on the Finnish border that occurred during the inspection period. This was first met with scepticism from the teachers questioned, partially from a planning perspective (the request was made on the same day). The pupils were then required to provide a series of good arguments for their motivation to be excused from school. After which they were given permission to attend the exhibition. Arguments such as the fact that other pupils or classes were attending were not accepted. In other words, serious negotiation and good arguments with independent reasoning were the deciding factor to grant the pupils permission.

The experience of actual influence in the school should be in accordance with the assessment of the Swedish Schools Inspectorate; with support from the curriculum as well as previous academic research on education.⁶⁹ It should also be of importance for the future attitudes of pupils toward work with democracy, participation and influence; in other words their motivation and wish to actively participate in future society and its development. One part of this is that democracy is really 'lived' and realised in the schools' activities and that school-work is carried out in democratic forms so as pupils can be trained in a democratic working method.

However, the Swedish Schools Inspectorate would like to emphasise that influence is not simply a matter of democratic rights, but also responsibilities in the

⁶⁷ Cf. Swedish National Agency for Education 2010, Chapter 2; Bartholdsson (2008); Stoltz (2009)

⁶⁸ Altogether, 'independence/moral courage' were named in only 6 of 310 marked keywords/comments according to a very rough categorisation of the open survey answers.

⁶⁹ Lgr 11 2.3 Responsibility and Influence of Pupils Cf. Swedish Schools Inspectorate (2011); Öhrn 2012;2005); Öhrn et al. (2011); Stoltz (2011)

form of each individual's responsibility for democracy; for example to be able to orientate themselves and make their voice heard in society's flow of knowledge. Few open survey responses highlighted anything about individual responsibility nor that of all people's personal activities and responsibility for democracy. However there were pupils who reflected on this when interviewed.

In all situations, each individual has the choice to react in a democratic, solidary, rational or selfish manner. Sometimes these coincide, however if the choice and purpose are highlighted intellectually to a greater degree, which could be considered a responsibility of the school, chances are higher that interests of the issue or 'the other' is also made a focal point. This in turn becomes the responsibility of schools and individual teachers, not simply to teach but also live up to and embody this in their own actions.

4.5 Pupil participation in lessons needs to increase

The inspection showed that some teachers strive for pupil participation more than others. Even the pupils who do not usually participate should be invited to speak and participate in the lessons, regardless of whether they are boys or girls, silent or low performing and unmotivated pupils. At almost all the schools there were teachers who skilfully demonstrated how to recognise and utilise the pupils' answers in lessons and give them the opportunity to develop their reasoning; both in issues related to knowledge and values. In one home economics lesson at Munkhätteskolan in Malmö, the teacher invited pupils to take a retrospective stance and refer and reflect in discussions about what they had learnt up until this point. One pupil gave what was clearly an unexpected answer to one of the teacher's questions. This was not dismissed, instead the teacher recognised it by in a few words describing it as an interesting point of view and "a different way of viewing things". After which the teacher continued, along with help from other pupils, to develop the reasoning. It is important that this is done if the answers are not comprehensive, so it becomes clear to everyone what is accepted, but also in cases where there are other valid points of view and interpretations. A similar situation occurred in a music lesson at the same school. The pupils had been asked to choose a music video to discuss in class and the task was related to the syllabus. One girl showed a video with a female artist who was dressed in a provocative, rather skimpy outfit. The teacher then asked the pupil what the artist was signalling, to which the answer was "she shows female independence and strength" It was clear that the teacher had expected a different answer, but by taking the pupil seriously and

asking "what do you mean by that?" a discussion was initiated without the teacher imposing a normative perception.

At Röbbroskolan in Storuman, the teacher interviews emphasised the importance for all pupils to be coached in testing and defending their thoughts and opinions. They also emphasised the importance of creating a climate for discussion where even difficult opinions can surface and be met openly. This corresponded to how the majority of lessons were observed at the schools in question.

Varying gender patterns met with varying gender awareness

While many teachers strive to allow all pupils to have their voices heard, the inspection shows that not all teachers have the same conscious aim to provide girls and boys with an equal presence in the teaching. At the inspected schools, both traditional and varying gender patterns were expressed. Generally speaking, with a few exceptions, it was the high performing pupils (of both genders) and boys who had the greater presence. However at one school, it appeared that the girls were dominant. This was clear not least in the interviews, but could have been as a result of them being high performers. In one school report this was described as there appearing to be a dominant school code that was primarily managed by girls. From interviews with pupils, this code was thought to be similar to a type of goal-driven, instrumental thought; achieve the highest possible grades; but without valuing participation or interruptions for conversation and discussion.⁷⁰ In contrast, it was apparent in at least two of the inspected schools that there was a pronounced 'anti-school' culture. This was not unexpectedly observed in conjunction with a 'macho' boy culture where school and schoolwork were not valued, but where boys were given great room in lessons.

Other schools also displayed the presence of a smaller group of boys that were allowed to dominate. As a result, the classroom climate was dependent on whether these pupils were present or not. During less structured lessons at some schools, even the girls displayed a restless 'anti-school' attitude by seemingly coming and going as they pleased, as was the case with the boys. In at least two cases the inspectors noted that in un-structured and disorganised lessons, girls had taken it upon themselves to decide when the lesson ended by standing up and leaving the classroom before the end of the lesson, closely followed by other pupils.

⁷⁰ Cf. reasoning in the Swedish Schools Inspectorate (2011: 1)

At some schools, the girls and boys tended to sit separately in the classroom, whilst at other schools it was obvious that they had been mixed, which at one school was confirmed by the teachers. This could probably have a favourable outcome, for example when teachers decide groups for group work, however it can soon be viewed as questionable if certain girls were placed next to certain boys in order to have a calming influence on them, instead of being able to work with other boys (or girls) with the same level of ambition.

At some schools, sports lessons were divided into gender groups which in the lessons observed tended to reproduce the 'macho' ideal among the boys; but it could possibly be viewed as giving the girls a greater chance to participate and experience enjoyable learning. Sometimes the woodwork lessons were thought to be influenced by traditional, conservative gender patterns while almost the opposite - i.e., openness and inclusion - was observed the textiles lessons.

Attitudes and expectations among teachers and pupils

Both pupils and teachers agreed to the same degree (approximately one quarter of those who answered)⁷¹ that if a pupil is perceived as being different, it can affect whether or not they are treated poorly in school.⁷² Note that this statement was formulated with the addition of 'other pupils' in the teacher survey, however this was omitted from the pupils' survey, which is why the teachers' expectations can be included in the pupils' answers. In the pupil survey, an equal number of pupils, i.e., 26.5 per cent, answered that racism and/or xenophobia exist at their schools, despite the fact that the majority of teachers stated that there is a zero tolerance concerning these things.⁷³ One does not fully need to exclude the other. At a couple of the schools visited, there was a particularly large portion of pupils who answered that racism/xenophobia were present at the school.⁷⁴ These answers should be taken seriously as information from interviews and/or observations also indicated that there is a tendency to hide attitudes of this nature in these schools and/or in certain school cultures.⁷⁵

General expectations on behalf of the teachers and head teacher also became clear from the interviews and conversations conducted during the inspection

⁷¹ Corresponding to 26.4% and 26.8% respectively.

⁷² In total, 150 teachers and 371 pupils have answered the statements. (cf. Appendix 6a and 6b)

⁷³ Cases of zero-tolerance towards racism/xenophobia (no. 10 on both surveys) were only present at 16 of the 17 schools. The survey was re-formulated after a pilot visit and these statements, that were not included in the pilot survey, were added. In total, 138 teachers and 283 pupils have answered the statements. (cf. Appendix 6a and 6b)

⁷⁴ At one of these two schools, almost half of the pupils answered the question in the affirmative. At the other there were almost twice as many pupils who affirmed this rather than replied in the negative.

⁷⁵ These answers should however be viewed with certain caution as they could have been a means to express something else, for example trivialising or inflating the use of certain concepts.

period. For example, newly arrived students at both of the Norrland schools were described as valuable additions and sources for new influences and perspectives that the schools stated they needed.

The head teacher at Gränsskolan in Haparanda highlighted courtesy as a civic competence. This clearly signals positive expectations on the pupils as well as an expectation for a mutual responsibility for respect filled relationships. At the same time there should be an awareness that 'exoticisation' is a form of stigmatisation, which in turn risks creating feelings of negativity. At one of the two schools one or two pupil voices expressed this. This can at the same time be viewed in contrast to the pronounced lack of vision that has also been expressed for example at one of the more 'multicultural' inner-city schools where pupils were described by teachers and/or school management as 'locked up' in ghetto-like environments without any knowledge of their surroundings, which also sends signals in the form of expectations and attitudes. A more inclusive and also acknowledging description could possibly be to imagine that the pupils' view-points do not necessarily emanate/originate from where they are currently living (in this case the suburbs or the city), but from completely different areas of the world. This will give another perspective and the view of the world will accordingly be different, not necessarily worse, but possibly even wider and richer in some respects.

Inclusive language development and deliberative discussion

At the schools in Botkyrka Municipality a form of 'language development work' was used aimed at supporting the pupils' understanding of language and concepts, regardless of their background. Nonetheless, the ability of teachers varied when introducing new concepts in a solid context with meaning and sense. New concepts and concepts that are abstract to the pupils, as well as the previously mentioned concepts of democracy, fundamental values and pupil influence appear, according to the open survey answers, to need a clearer rooting in concrete activities in the day to day life at school.

During the visits to the schools, the inspection noted that certain schools had a gap between theory and practice in teaching situations as well. This gap was deemed, in accordance with what is advocated in educational research as well as in a number of school policy documents, to be bridgeable through participation in the teaching, for example with the help of 'deliberative discussions'.⁷⁶ In such open and investigative conversations, which is what this concept entails, all opinions, perspectives and perceptions as well as different ways to ap-

⁷⁶ For a definition of 'deliberative discussion' see Appendix 3. Cf. Englund (2000); Swedish National Agency for Education (2000); Swedish National Agency for Education (2011a), p. 64ff

proaching phenomena should be sufficiently expressed before a decision is made. Another thought is that these discussions should be possible to include in all the school subjects, in such a way as to integrate the democratic mission. Consequently contributions to deepened learning of new and abstract concepts would be made enabling independent thought which would probably increase the intellectual level in the classroom.⁷⁷ Ideally and in the best case scenario, this should subsequently spark the will to learn that in turn leads to conversations – and learning – being voluntarily continued outside of the classroom.⁷⁸ Such conversations were barely noticed during the inspection period. In a few observed lessons during the inspection period, the inspectors saw obvious attempts at something similar, such as in a Swedish lesson at Oxievångskolan in Malmö and a music lesson at Gunnarsbyskolan in Eda. However at Björkhaga skola in Botkyrka, they continued to plan for interdisciplinary collaboration that would result in philosophical conversations.

The responsibility and duty of the school is to create equal conditions for all pupils, so that during their education they can achieve the goals set concerning knowledge, democracy and fundamental values as described in the policy documents.⁷⁹ The challenge for pedagogical leaders at differing levels, according to the assessment made by the Swedish School Inspectorate, should most likely lie in promoting structures and teacher guidance in the teaching, following the requirements of the school legislation. This is to create conditions for all pupils in all subjects and lessons to acquire civic competence and express their opinions. The challenge also involves simultaneously promoting and balancing the pupils' voices, whilst combatting any potential tendencies toward authoritarian teacher roles that set aside the influence and participation of pupils in the lessons. It is a task that requires a lot from the individual teacher's democratic competence.

4.6 An assignment that places high demands on teacher competence

The inspection shows that in almost all visited schools there is a need to develop both a critical and a 'norm-critical approach'⁸⁰, at the schools in general, among the head teacher and the teachers themselves and/or in the teaching, as these elements most often have been conspicuous by their absence in the ob-

⁷⁷ Englund & Englund (2012); Englund (2009); see also Arevik & Hartzell (2007).

⁷⁸ Englund (2009)

⁷⁹Cf. Swedish Schools Inspectorate (2010:15), pp. 41-42.

⁸⁰ For a definition of 'critical and norm-critical thinking' see Appendix 3. The norm-critical can be considered as a specific part of the generally critical.

served lessons. This means that the pupils' conceptions have not been sufficiently challenged in the teaching in relation to the different forms of knowledge, perspectives, standards, values and traditions.⁸¹ This in turn places high demands on the teachers' own civic competence, concerning the handling of the pupils' questions, relationships and controversies in relation to the many dilemmas included in the school's mission and diversity, such as non-negotiable cultural and contextual values in relation to the pupils' freedom of opinion and self-interest.

The lesson observations have shown that teachers often avoid following up comments by the pupils, which could lead to discussions about existing social norms or sensitive topics, such as homosexuality and xenophobia.⁸² There have been teachers who have said that they find this difficult and that they feel insecure when it comes to dealing with critical and ethical discussions in the teaching and the school's everyday life. At the inspected schools, there have also been students who have said that they have felt a desire among some teachers to, in some situations, advocate a specific – normative – opinion. This corresponds to what is alleged in Educational Scientific Democracy Research, that a kind of normative participatory democracy for "the sake of the greater good", based on ideological or culture-specific assumptions about what is right and just, thus far has to a large extent characterised the schools' discussions of fundamental values, at the cost of approaches that recognise the differences and controversies as something positive.⁸³ The task of teaching should therefore be urgently opened up for problematisations in addition to in-depth and broadened discussions, not to take a position for or against, unless it is unambiguous that the inalienable democratic values are violated/exceeded.⁸⁴ The school system can and must never be value neutral in relation to these fixed values.

Critical thinking and the ability to criticize norms in teaching

Almost all teachers who answered the statement in the survey that they were asked to answer during the inspection visits, state that they encourage their pupils to reflect critically, but about 1/5 of the pupils do not agree with this.⁸⁵ When it comes to the statement of whether the pupils get to practice in making ethical positions in teaching, the student and teacher responses, however, agree. Nearly 4/5 of both students and teachers who responded to the statement

⁸¹ Cf. Swedish National Agency for Education (2011), p. 18.

⁸² Cf. Öhrn (2012), p. 48

⁸³ Cf. Englund & Englund (2012); Ljunggren & Unemar Öst (2010); Englund (2009; 2000)

⁸⁴ Cf. Arevik & Hartzell (2007), pp. 74-76

⁸⁵ In total, 152 teachers and 370 pupils have answered the statements. (cf. Appendix 6a and b).

agree with this.⁸⁶ Based on the lesson observations, it has also primarily tended to be ethical rather than critical aspects that have been touched upon. The same can be seen in the teachers' open survey responses, concerning how they view democracy/democratic competences.⁸⁷ Relatively many of the teachers' responses can be associated with ethical positions, but fewer mention the importance of being able to be self-critical, use critical thinking or critically evaluate the opinions of others and ultimately reconsider one's own.⁸⁸ The fact that it looks like this may be due to a variety of things, which apply to all open survey responses, not least the time available in relation to this being a wide area and that there were several other open questions in the survey. In such a situation, one would perhaps rather resort to a general phrasing concerning the 'equal rights of everyone', which relatively many teachers have done. The inspectors have, nevertheless, also visited lessons where good examples of what critical thinking is and should be have occurred.

During an art class at Rörbroskolan in Storuman, pictures of modern art were shown. The various works of art were during the lesson linked to sex education, equality and language among other things, while the teacher alternated between lecturing and encouraging discussion. A picture of a pink tracked vehicle was shown, among other things, and the students were reflecting on what the artist might want to say with this work. Furthermore, the teacher told about 'the art of the winners' and that the losers of the war do not have any monuments, which led to a discussion based on the question "[D]oes this mean that the losers are worth less?"⁸⁹

In the inspection, there has also been given examples of how an instrumental thinking sometimes can risk taking over at the cost of the development of the critical thinking. On a few occasions, for example in teaching, the teachers have had a major focus on the upcoming tests, such as the national tests in the next grade. Considering the students' right to influence, it is of course imperative that students in a goal-oriented system have knowledge of current grades and/or assessment criteria, but the teachers should not forget the purpose and central content of the subjects and should also be aware of their own roles as promoters of a certain view of knowledge and a certain approach to knowledge.

⁸⁶ In total, 150 teachers and 368 pupils have answered the statements. (cf. Appendix 6a and b)

⁸⁷ Cf. footnote 25.

⁸⁸ All in all, 16 of 310 marked keywords/comments according to a very rough categorisation of the open survey answers.

⁸⁹ For details, see *Rapport efter kvalitetsgranskning av skolornas arbete med demokrati och värdegrund vid Grindtorspskolan i Botkyrka kommun*, p. 8, on SIRIS, available from www.skolinspektionen.se/demokrati.

At one school, as was evident, the girls had generally adopted a more instrumental way of thinking, and the pupils themselves here stated that they took for granted that teachers know what is best for them and, furthermore, that most of the pupils at the school were goal-oriented and focused on getting as high grades as possible, why it was preferred that the teacher informed of what should be done. Another example is schools where the pupils were provided with laptops that they brought with them to all the lessons, which to a great degree can be seen as an instrument for enabling participation in society. However, the pupils often appeared absent due to their computers. They stared hard at the computer screens and searched for answers in class discussions as well as in group discussions, in ways that neither signalled independent thinking, nor critical or social competence. Moreover, surprisingly few source critical arguments were conducted in relation to the students' use of computers, and in general when it came to teaching materials and other sources. When it comes to the use of computers, it may be due to the fact that this had occurred earlier.⁹⁰

Norm-critical thinking in teaching and in schools

The need for developing a norm-critical approach, which involves highlighting norms, values, traditions and different perspectives, has especially been noticeable in the discrepancy between the teachers' survey answers and what has been noticed in the observed lessons at the inspected schools. Elements of the teaching that encourage critical reflection have been relatively invisible in many lessons, while almost all teachers in the questionnaire say they encourage this. In addition to this, hardly any teachers answered anything in this direction in the open survey questions. In this case, the gap between the theory and the realisation of this in teaching practice is illustrated, as well as an apparent lack of awareness among the teachers about this gap.

One example is Töcksfors skola in Årjäng. During the school visit, it became clear in the interviews that the school works in an exemplary way concerning the development of the pupils' awareness and solidarity, based on the area's history of accepting Norwegian refugees during Nazi Germany's occupation of Norway. At the same time, it became clear that a negative attitude towards people from the municipality's chief town existed at the school, both among the pupils and the teachers. The question is whether you in such a situation really have managed to develop tolerant attitudes among the pupils, including the

⁹⁰ Cf. Almgren (2011: 1). In addition, there were teachers at a school who stated that they used e-mail and/or social media in order to keep in touch with the pupils, particularly pupils who otherwise might be difficult to get in contact with, and teachers who used digital learning platforms for communicating with all pupils.

ability to implement them into their own actions, which should be essential in the development the pupils' civic competence.

At another school in the same part of the country, where a large percentage of the pupils who answered the questionnaire have stated that xenophobia/racism exists, and where half of the pupils state that they get mistreated if they are perceived as different⁹¹, local history in their work with fundamental values was not used, as in the Töcksfors skola. The knowledge of Norway appeared to be mainly based on contemporary and local conditions at the Norwegian border, and additionally in classic Norway jokes. "[E]veryone jokes about Norwegians here and we always have", the teachers explained. According to the inspectors, this also appeared to be legitimate in the observed lessons, despite the fact that there were pupils at the school with a Norwegian background.⁹² The tradition and current jargon of the school was not problematised, instead the Norwegian pupils were considered to have difficulties fitting into the peer group structure.

Another example that similarly highlights the importance of a norm-critical approach, is a school in another part of the country where the inspectors noted that the pupils, during a classroom discussion on a theoretical level, could present both a (norm) critical reasoning concerning sexual orientation, while in the day to day life at school conveying intolerance towards homosexuals. Therefore, none of these schools seem to have succeeded in having the pupils develop the ability to implement their theoretical and applied learning experiences into their own actions or as a foundation for critical analysis and critical thinking.⁹³

Another area where the need for (norm) critical reflection on the audited schools has been highlighted, is the teachers and the school management's view and expectations of students or prospective student groups, which among other things is reflected in the way they talk about and descriptions of pupils or some community members, as well as the in teachers' ways of speaking and relating to students in the observed lessons. On one of the aforementioned 'multicultural' inner city schools, it was stated during the teacher interview, that another problem with the pupils at the school was that "the kids [from

⁹¹ In the survey 15 out of 23 pupils either strongly agree or partially agree with the statement "There is racism and xenophobia at my school" and 11 out of 23 students agree that "In my school you get treated poorly if you are perceived as different".

⁹² Cf. *Rapport efter kvalitetsgranskning av skolornas arbete med demokrati och värdegrund vid Röbroskolan i Storumans kommun*, p. 5, on SIRIS, available from www.skolinspektionen.se/demokrati.

⁹³ Cf. Arevik & Hartzell (2007), pp. 59-76

some countries⁹⁴] do not have the time in their bodies".⁹⁵ The fact that the teachers themselves did not follow the timetable during the visit days, but regularly ended the lessons prematurely, should in that case almost reinforce this among the pupils.

The same teacher behaviour as above was also observed at one of the inspected schools in another district in the same city.⁹⁶ The fact that working with democracy, in order to be reliable, must be *lived* and shaped in contrast to only being *taught*, i.e., that the teachers themselves need to be role models with regard to the civic skills being taught, is clearly illustrated by both these schools.

At another school, the inspectors participated in a religious studies class, where the pupils had worked with Islam and the task was to select and explain specific words and phrases that are part of this religion. According to the previous inspection of the subject religion⁹⁷ by the Swedish Schools Inspectorate, a teaching method with a good balance between objectively describing and analysing from different perspectives is the one that the pupils experience as combating prejudice. The lesson in question, however, soon resulted in a stereotypical and prejudiced generalisation of Muslims in general, when the teacher instead of, for example, initiate a conversation about the similarities and differences between religions, told the pupils that Muslims smoke more than non-Muslims, but do not eat pork because they think that "the pig is scary."⁹⁸ The few spontaneous reflections that the pupils made were, for example, on a question of how many Muslims there are in the province in question, however, was left un-commented. At a similar school, where there is a lack of the kind of ethnic and socio-cultural diversity that exists in much of the rest of the country, and where nothing has been done to compensate for this, a teacher's words could probably, in this regard, affect pupils' knowledge and approach to a higher degree than in a more heterogeneous environment.

At some of the inspected schools, there were head teachers who, during the interviews, showed an attempt at adopting a problematising and self-reflecting approach, in which the school norms and traditions are being reconsidered. The big challenge for these head masters, as well as for all school leaders, should

⁹⁴ Clarifications of the Swedish Schools Inspectorate

⁹⁵ Cf. *Rapport efter kvalitetsgranskning av skolornas arbete med demokrati och värdegrund vid Björkhaga skola i Botkyrka kommun*, p. 10, on SIRIS, available from www.skolinspektionen.se/demokrati.

⁹⁶ Cf. *Rapport efter kvalitetsgranskning av skolornas arbete med demokrati och värdegrund vid Röbroskolan i Storumans kommun*, p. 7, on SIRIS, available from www.skolinspektionen.se/demokrati.

⁹⁷ The Swedish Schools Inspectorate (2012:3)

⁹⁸ Cf. *Rapport efter kvalitetsgranskning av skolornas arbete med demokrati och värdegrund vid Kvistbergsskolan i Torsby kommun*, p. 8, on SIRIS, available from www.skolinspektionen.se/demokrati.

according to the Schools Inspectorate assessment, lie in developing and supporting (norm) critical attitudes among their personnel groups and the school cultures. A common approach is probably less desirable if it does not also contain a norm-critical perspective, as it may otherwise risk being founded in false or forced consensus. Ultimately, this is a task for both the teacher education programmes as well as for head teachers and heads of schools.

5. Concluding discussion

In this concluding chapter, a discussion is presented based on the opening questions of whether or not the teaching and communication climates at the 17 schools inspected provide pupils with the conditions to acquire civic competences, in the form of fundamental values, knowledge and abilities that, according to the policy documents, are needed to be able to live and work as active members of a democratic society.

The schools' collected missions need clarification

According to both the curriculums that have been in place for nearly twenty years, in order to reach the goals relating to democracy and fundamental values, i.e., to promote democracy and combat undemocratic expressions, it is necessary that fundamental values permeate all school activities and are integrated into lessons together with other educational goals.

The quality assessment shows that the collected, yet complex mission at the inspected schools tended to be carried out in separate parts, most likely as a result of this intrinsic complexity. According to previous studies, work concerning fundamental values that permeates school activities is thought to be a prerequisite for attaining and maintaining safe and beneficial study environments. These in turn provide the conditions for conducting democratic teaching. This is in agreement with this assessment.

The promotion and preventative work with fundamental values, which admittedly has not been the focus for this inspection, is however still usually conducted 'on the side' at the investigated schools, not as an integrated part of the key task of the school, i.e., the regular teaching. This has also been the case for example when it comes to practical occupational experience. These parts of the task are often consciously implemented and separated from the daily classroom teaching in the form of theme days, projects, study visits etc. Furthermore, many teachers and pupils tend to equate the democratic aspects of the mission with pupil influence – in particular the formal side of such influence. This also often takes place 'on the side' of the regular teaching in the special, often sporadically occurring forums created for this purpose.

On the other hand, civic competences specified in the syllabuses for each subject are expressed more or often less explicitly in the teaching, as well as by what is basically a democratic structure and educational culture. This is thought to be relatively unconscious, which is why it does not need to be clarified, according to the assessment of the Swedish Schools Inspectorate. The Swedish Schools Inspectorate has nevertheless found that the citizen-fostering

element occurs in all the subjects observed. Previous studies have primarily focused on the social science-related subjects.

According to the assessment of the Swedish Schools Inspectorate, the link to the knowledge mission and those civic competences that are to be developed in the various subjects need to be clarified at the majority of schools. Currently the visible presence of the mission in lessons varies from classroom to classroom at the inspected schools. This is most likely a result of the individual schools seldom being in agreement concerning how the task should be interpreted, approached and conducted in a similar manner. For the most part, it is left to the teachers themselves to integrate this into their teaching as best they can. This matches the tendencies that could be seen in other, earlier studies⁹⁹. Ultimately this is – and should be – the responsibility of the individual teacher, however even if many teachers successfully manage this, it will inevitably result in variations and lack of equality, as has been shown in previous studies. One condition for greater equality and a favourable climate for discussion in the classroom is, to a great extent, the way in which the mission is interpreted at the overarching school and management level. This is also the case with the attitudes and approaches that exist, such as the way in which the ideals of democracy are acted upon and embodied.

A larger awareness of the meaning of the democratic mission

However, the quality assessment shows that all the qualities that the pupils are supposed to develop and train, such as knowledge, values and skills – qualities which the work with democracy and fundamental values is responsible for integrating into education – do not always permeate lessons in practice. For example, among the neglected skills we seem to find the training of pupils to think abstractly and critically and to translate educational experiences and theoretical knowledge into practice, along with letting pupils take part in unbiased and challenging conversations and discussions. Primarily, such features, if and when they occur, have often not been implemented with sufficient permanence or at a suitably high intellectual level for the pupils. Good education should be conducted just above the pupils' current level of knowledge in order to challenge their thoughts and beliefs.¹⁰⁰ It is through overcoming the endeavour and exceeding the limit of what pupils think they can handle that learning becomes pleasurable, and this is possibly most important for pupils whose teachers least believe that they can achieve this.¹⁰¹

⁹⁹ Cf. Swedish National Agency for Education (2011;2011b); Swedish Schools Inspectorate (2011)

¹⁰⁰ Cf. Vygotsky for example in Arevik and Hartzell (2007)

¹⁰¹ Cf. Arevik & Hartzell (2007)

In the inspection there are also examples of the opposite, that is to say occasions where lessons have almost maintained a level that is too advanced for certain pupils in grade 8. In all these cases, the subject matter and issues have been difficult and sensitive subjects in which pupils have widely been left to themselves or their classmates. These include classes in sex education at one school, or when films with graphic content were shown in Swedish, English or modern language classes without any follow-up. The risk of school's mission is that it can become counter-productive if, as appears to be the case at some of the inspected schools, it is too heavily based on the insecurity and subjective interpretations of the individual teachers. This is not to say that everyone should go about it the same way, but there needs to be a collective starting point and structure for the work.

According to the assessment, the challenge for the teachers is to create a dynamic educational situation through consciously integrating the democratic mission with the knowledge mission in the teaching of all subjects, as is laid out in the syllabuses, but the challenge is also to encourage and utilise a pluralistic and intercultural perspective.¹⁰² In the integrated educational situation, according to both research and experience,¹⁰³ potential is created for the pupils' knowledge development to be linked to the development of their own identity, if the teaching is linked to the pupils' own experiences and actions. The close connection between language, learning and development of identity is highlighted in the curriculum.¹⁰⁴ This should also allow pupils to experience personal growth as they put in the effort to learn, just as a pupil in one of the reviewed schools said in an interview. Even if the intercultural aspects are clearly accentuated, all pupils can access different perspectives and civic competences, regardless of their background and school environment. They are provided with the tools that are needed to be able to live and work in a diverse society.

Pupils need to practice influence and participation in lessons

Teachers also need to ensure that all pupils are genuinely provided with the opportunity to express themselves and practice their democratic competence in the classroom. A functioning class council can be seen as such an opportunity to practice both formal and real influence.¹⁰⁵ It is of particular importance that the possibility to assert a real influence and to participate is recurring in the teaching of all subjects. Some teachers in the review seem to endeavour to in-

¹⁰² For a definition of 'intercultural learning/intercultural teaching' see Appendix 3.

¹⁰³ Cf. Arevik & Hartzell (2007)

¹⁰⁴ Lgr11, chapter 1

¹⁰⁵ Lelinge (2011)

clude all pupils more than other teachers do. However, not all teachers problematise current gender patterns or purposefully strive to allow equal space for boys and girls while teaching.

What is mentioned above can, both on a school and classroom level, be connected to the approach that is recommended in some works on school policy as well as in educational science research, the 'deliberative discussions'.¹⁰⁶ In those open and challenging conversations, the intention is for opinions to be discussed thoroughly in order to achieve real (as opposed to fake and forced) consensus. This is the reason such conversations can be said to form the core of the democratic mission and democratic process. They highlight the open and genuine meaning of communication for democracy and fundamental values. A starting point for such authentic interpersonal communication is self-consciousness or self-reflection. It is here that the norm-critical perspective is introduced. This should be understood as the basis for communication in general and democratic communication in particular. This is not about a lack of norms, rather it is about being aware of society's norms including one's personal norms and the fact that few relationships are actually equal – for example those between teachers and pupils. The goal is to combat inequality and continuously strive for balance in the form of equal, democratic relations.

An assignment that places high demands on the teachers' own civic competence

An educational perspective that is both critical and norm-critical places great demands on the teachers' own civic competence. According to the Swedish National Agency for Education, teaching should be structured and implemented in a way that challenges the pupils' conceptions, both in relation to scientific and experience-based knowledge and also in relation to norms, values and different perspectives. The key lies in language, both in the shape of formal language mastery and of a critical awareness of language that stretches beyond this mastery¹⁰⁷, and which should form a component in the democratic mission of schools, i.e., ensuring that the students acquire knowledge. This is important in part because power structures - as has been shown in this review - are expressed through language and in part because language itself contains norms which can be oppressive, e.g. for those who do not master the correct linguistic code.

Some head teachers at various inspected schools showed attempts at having a norm-critical approach. The likely challenge for all school leaders lies in captur-

¹⁰⁶ Englund & Englund (2012) ; Swedish National Agency for Education (2011a), p. 64ff; Englund (2000); Swedish National Agency for Education (2000);

¹⁰⁷ Cf. Fairclough (1995)

ing and developing an approach in work groups and the school cultures, which are closely related to the need to develop a common stance on the work with democracy and fundamental values that was present at the majority of the schools. By this the Swedish Schools Inspectorate do not mean that everyone should do the same thing, but rather that the concepts, aims and guidelines for the work should be discussed openly with the work groups and the entire personnel group, in order to create a common understanding from which the work of the schools can start and return to. However, a consensus without a reflective, norm-critical approach not desirable to the same extent. Instead it can become counter-productive and result in a false and forced consensus as has been shown in the assessment. It is the responsibility of the head teacher to initiate and lead discussions at the schools, whilst establishing and maintaining essential communication channels and discussion forums.

Responsible, communicative and norm-critical pedagogy

According to the assessment from the Swedish Schools Inspectorate, deliberative discussions can be viewed as fruitful for the school's work with democracy in two ways by approaching issues from different perspectives. They can create a starting point for collegial discussions that root and re-evaluate the assignment in relation to the policies' demands and a changing composition of pupils. They can also be used in the classrooms as a means to integrate the work with democracy into the lesson. The problem is that deliberative discussions, as well as any in-depth communication, is incredibly time consuming. It also demands patience and personal maturity. To a certain extent, this creates something of a utopia and could be a reason why, up until now, they have not been given the room in school they should have been given. In the strictest sense this was hardly observed in the inspection. Instead a parallel, more instrumental approach has developed during the recent decade and has been allowed to take over. This can be exemplified by the recently highlighted and criticised manual-based value-strengthening programmes,¹⁰⁸ which despite everything have not been particularly evident in the inspection. However there is a risk that they will return in a different form.

To counteract this and overall increase the intellectual and democratic level in the classrooms, whilst linking this to an academically grounded perspective, it is the view of the Swedish Schools Inspectorate that more academic discussions inspired by philosophy are needed in teaching of all subjects, for example with

¹⁰⁸ Cf. Englund & Englund (2012)

reference to the historical and ethical perspectives of the curriculum and previous experiences with of child-philosophical discussions.¹⁰⁹

At one of the inspected schools, they were planning for such a discussion, however it did not take place during the inspection. Such discussions would improve the conditions for the schools' work, as required by the Education Act, to be based on an academic foundation.¹¹⁰

In the end this is all about democracy, both from an individual and a relationally communicative perspective, where the democratic civic responsibility of each individual has to be brought forward. An individual needs to be able to make his voice heard and to handle both the flow of knowledge in society along with the knowledge and values on which society rests in order to be an active part of societal development. In equal, democratic relationships, individuals must be aware of their own responsibility concerning all relationships and by extension democratic ideals. This requires them to be successively made aware of these responsibilities during their education. This should be included in the content in of the educational legislation's requirements for pupils to have successively increasing influence as they age and mature¹¹¹, as equal and fair relationships should be the goal in a democratic society, both at school and in adult life.

The inspection has also found a number of risks and threats to democracy. The greatest threat of all is probably the silent consent, which can be a result of anything from consensus and indifference, to egotism and fear.¹¹² The inspection has encountered a number of school environments that can be viewed as risk-filled in this sense, as they can be said to nurture superficial loyalty and silence. To be able to respond to uncomfortable opinions in conflict with the curriculum, it is also important to allow such opinions to surface. However, the education system can and should never be value neutral.

One challenge for all schools must therefore be to create a safe and balanced study environment, where human differences are valued, without allowing the climate of acceptance to stagnate and transform into cultures that hinder different exchanges of opinions from being brought into the open. The democratic responsibility that lies with the individual, which the school is responsible for promoting and developing, therefore deals with an individuals' contribution to

¹⁰⁹ Lgr11; Karlsson (2012); Swedish National Agency for Education (2011a), p. 72ff; See also, Brandt (1993); Hasso (1992)

¹¹⁰ The Education Act (2010:800) Chapter 1 Section 5

¹¹¹ The Education Act (2010:800) Chapter 4, Section 9

¹¹² Cf. Heberlein (2010)

society and their participation in the development of democratic society. This is conducted by speaking out and expressing opinions, rather than deflecting responsibility or passively accepting.

Fostering of democracy and fundamental values is a condition for everyone to be able to live and work in a peaceful society, characterised by openness, equality and respect for both human rights and differences. Future inspections should therefore be directed towards which democratic competences should be coached, for example at upper-secondary schools, in certain school environments or within the framework of a specific subject.

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Appendix 2, Schools and municipalities inspected

Botkyrka Municipality:

Björkhaga skola (Tumba), Grindtorpsskolan (Norsborg) och Kvarnhagsskolan (Norsborg)

Eda Municipality:

Gunnarsbyskolan (Charlottenberg)

Haparanda Municipality:

Gränsskolan

Högsby Municipality:

Fröviskolan

Ljusnarsbergs Municipality:

Kyrkbacksskolan (Kopparberg)

Malmö Municipality:

Linnéskolan, Munkhätteskolan, Oxievångskolan (pilotskola), Rosengårdsskolan 7-9 och Videdalsskolan

Storumans Municipality:

Röbroskolan

Södertälje Municipality:

HeleneLundskolan and Solvikskolan independent school (Järna)

Torsby Municipality:

Kvistbergsskolan (Sysslebäck)

Årjängs Municipality:

Töcksfors skola (Töcksfors)

Appendix 3, List of terms and concepts

Central concepts

Active citizenship is viewed as citizenship that emphasises the right of each individual, the responsibility and duty to influence and participate in society and at the same time act ethically, with solidarity, unselfishly and self critically in all relationships, for the good of others.

Deliberative conversations are open conversations characterised by tolerance and mutual respect, where participants may provide opinions and deliberate upon both their own opinions and arguments and those of others, whilst questioning authority and traditional understanding in order to strive after a (temporary) consensus. The roots of the discussion model can be found in the *deliberative model of democracy*, which in accordance with all decision-making processes should set an example for all the fundamental discussions. The inspection uses the concept of *deliberative learning* when an equivalent ambition or initiative is taken in the teaching of various subjects. This is to stimulate the deeper learning and independent thoughts of the pupils.

Pupil influence denotes pupil participation in the school's activities and is comprised of two parts; 1) actual influence over the individual learning and teaching situation; 2) influence via bodies for formal pupil influence.

Intercultural learning/intercultural teaching refers to learning/teaching that draws on the capacities of a multicultural (school) environment and emphasises mutual learning between pupils from various backgrounds; i.e., an inclusive pedagogical relationship with focus on the importance of multiculturalism for *all* pupils' learning and socialisation processes, regardless of their backgrounds. In accordance with the parliamentary decision of 1985 where this was approached, this should influence all teaching and include all pupils at Swedish schools, however in general this has not been done..¹¹³

In this assessment/report, *Critical Thought* is viewed as a way of independently and critically reflecting over facts, information and knowledge and to retain authority, structures and power relations in society in general. A *norm-critical attitude* is deemed to be a specific aspect of this, aimed to clarify, problematise and reflect over which norms, values and privileges that apply personally; to what extent they can change whilst constantly striving for equal relationships. A critical and norm-critical perspective in teaching implies that which can be interpreted from the general advice of the Swedish National Agency for Education.¹¹⁴ Lessons should be structured and conducted so as they challenge the pupils' ideas

¹¹³ Cf. Stier (2009), p. 32; Eklund (2008)

¹¹⁴ Swedish National Agency for Education (2011c)

in relation to both academic and experienced-based knowledge; norms; values and other perspectives; whilst simultaneously providing the pupils with the opportunity to express and reflect over their own opinions in relation to this.

Quality is defined from a national leadership perspective, where high quality means that the national aims are achieved. The Swedish National Agency for Education¹¹⁵ defines the concept of quality partly from how well activities achieve goals and guidelines; partly to what extent the activities "are characterised by ambition for renewal and continual improvements based on the conditions that are available". The inspection has been based on this definition.

Civic (democratic) competence relates to the combined practical skills made of certain knowledge, values and abilities that are needed by citizens in a democratic society. One example of such is the civic ability to be able to conduct an argument, listen to others, feel solidarity and trust whilst thinking critically and independently (cf. the introduction to the report, in addition to the *The school's democratic mission* below).

Citizens: In the report, the concept of 'citizen' (citizen of society) is used synonymously with the concept of 'member of society'; i.e., for individuals who openly have a national belonging; however with focus upon a more comprehensive belonging in society, regardless of nationality/citizenship of the country and part of the world where the individual lives and works and subsequently, as part of the global society. As a citizen, all humans are subject to certain rights and responsibilities in relation to the nation/state which provides the national belonging of the individual, but also certain universal democratic rights and responsibilities that are regulated by the UN Convention for Human Rights and the Convention on the Rights of the Child. According to this definition, these universal rights/responsibilities often collide with those that are culturally specific.¹¹⁶

The *The school's democratic mission* aim to promote the civic competence of pupils, by working to encourage pupils to share the fundamental democratic values as established in fundamental values; develop knowledge about society and politics and possess certain civic competences required to live and work in a democratic society. One aspect of this is that schoolwork is conducted in a democratic form, so pupils are trained in a democratic working method, where awareness is raised for all the democratic rights and responsibilities of the individual in the form of influence, participation and accepting responsibility.

¹¹⁵ Swedish National Agency for Education (2008)

¹¹⁶ cf. Stoltz (2011)

Fundamental values are the basic, inalienable democratic values that should permeate all activities of a school. The supporting documents specify five fundamental values; the integrity of human life; the freedom and integrity of the individual; the equal value of all humans; equality between men and women; solidarity with the weak and excluded. The work with fundamental values in the school should be divided into encouraging, preventive and active sections,¹¹⁷ which is what the report refers to with the term '*work with fundamental values*'. The proactive promotion in the work involves the promotion of equal treatment of all individuals, i.e., tolerance and respect for human differences and the equal value of all; it includes gender-based discrimination, ethnic origin, religion or faith, disabilities or sexual orientation. The preventative work involves the combatting of discrimination, harassment and abusive behaviour based upon the current mapping of the activities in question. The preventative work approaches routines for both investigation and documentation of both the measures that are to be taken immediately should it arise that a person is subject to discrimination, harassment or abusive behaviour.

Teaching refers to those goal-motivated processes, which under the guidance of a teacher, aim to anchor knowledge and values in the pupils as well as contribute to civic competence and a life-long wish to learn.

¹¹⁷ cf: Swedish National Agency for Education (2012a).

Appendix 4, Organisational assessment

Not translated – only available in Swedish

Verksamhetsbedömning/självvärdering avseende (skolans namn) arbete med demokrati och värdegrund

Denna verksamhetsbedömning kommer att användas som ett av flera underlag i kvalitetsgranskningen av er skola. För Skolinspektionen är det värdefullt att innan skolbesöket få ta del av skolans egen redogörelse och bedömning av skolans arbete med området demokrati och värdegrund.

Verksamhetsbedömningen innehåller ett inledande avsnitt med faktauppgifter och i övrigt omfattas värderande frågor. Dessa frågor tar sin utgångspunkt i nationella mål och krav som finns uttryckta i skollagen, läroplan, kursplaner, övriga skolförfattningar och aktuell forskning.

Var vänlig och svara genom att *markera det alternativ mellan [stämmer inte alls] och [stämmer i hög grad], dvs. 1, 2, 3 eller 4, som bäst överensstämmer med er uppfattning om verksamheten*. Komplettera gärna bedömningarna med kommentarer, exempelvis för att nansera svaret, beskriva avvikelser eller skillnader mellan årskurser samt om olika uppfattningar råder på skolan. Om någon fråga inte är aktuell för er skola kan denna lämnas obesvarad gärna med en kompletterande förklaring/kommentar.

Skolinspektionen önskar även att skolan tillsammans med den ifyllda verksamhetsbedömningen bifogar följande dokument:

1. Skolans arbetsplan
2. Lektionsplaneringar för de lektioner som kommer att besökas [*kan eventuellt i stället erhållas under själva besöket, vilket i så fall anges*]
3. Några exempel på arbetsuppgifter och prov avseende de ämnen/lektioner som kommer att besökas [*kan eventuellt i stället erhållas under själva besöket, vilket i så fall anges*]
4. Skolans senaste kvalitetsredovisning eller motsvarande dokument
5. Skolans plan mot kränkande behandling/likabehandlingsplan
6. Kompetensutvecklingsplan för skolans lärare.
7. Övrigt material som skolan själv bedömer som väsentligt med tanke på granskningsområdet.

Faktauppgifter om skolan

1. Vilken omfattning har verksamheten innevarande läsår? Ange antal elever.

2. Beskriv kortfattat skolans organisation i form av exempelvis enheter, program, arbetslag och rektors ansvarsområde.

3. Beskriv kortfattat skolans upptagningsområde och elever?

4. Beskriv kortfattat det värdegrundsarbete som har bedrivits på skolan under det senaste läsåret.

5. **Beskriv kortfattat det arbete som har bedrivits på skolan under det senaste läsåret för att främja elevernas medborgarkompetens.**

6. **Beskriv kortfattat hur man på skolan definierar begreppet värdegrund?**

7. **Beskriv kortfattat hur man på skolan definierar det demokratiska uppdraget?**

8. **Eventuell övrig information av vikt för Skolinspektionens granskning.**

Skolans kommunikationsklimat

1. Det råder högt i tak på skolan i allmänhet, vilket också präglar undervisningen i de enskilda klassrummen.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

2. All verksamhet i skolan utgår från demokratins värdegrund och präglas av respekt, förståelse och solidaritet mellan människor.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

3. Skolan är en lugn och trygg miljö, där det råder ett gott studieklimat.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

4. Skolans värdegrund diskuteras regelbundet i lärarlagen och tillsammans med rektor.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

5. Skolan arbetar aktivt och målinriktat för att ha ett öppet klimat där olika värderingar och ställningstaganden tillåts, uppmuntras och omprövas.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

6. Skolan har ett ständigt pågående arbete avseende brister i studiemiljön som rör förhållningssätt, attityder, språk och jargong.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

7. På skolan förekommer det attityder och handlingar som strider mot skolans värdegrund, såsom diskriminering och/eller kränkningar.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

8. Skolans personal har en gemensam uppfattning om innebörden i begreppen mobbning, trakasserier och kränkningar.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

9. Lärarna och skolans övriga personal reflekterar återkommande tillsammans över sitt förhållningssätt, sina värderingar och normer.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

10. Det förs en diskussion med huvudmannen och andra skolor i kommunen om skolans/skolornas demokratiska uppdrag och arbetet med värdegrunden.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

11. Det demokratiska uppdraget och elevernas medborgarkompetens diskuteras regelbundet i lärarlagen.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

12. Skolans personal har en gemensam och tydlig bild av det demokratiska uppdraget.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

13. I undervisningen arbetar man med att skolan ska vara en social och kulturell mötesplats/gemenskap, som präglas av ett interkulturellt förhållningssätt.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

14. Skolan arbetar för att motverka traditionella könsmönster.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

15. Skolan arbetar systematiskt för att alla som arbetar på skolan ska ha beredskap att möta värderingar, attityder och handlingar som strider mot skolans värdegrund.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

Skolans arbete med elevernas medborgerliga kompetens

16. Skolan arbetar systematiskt med att eleverna ska tillägna sig grundläggande demokratiska värderingar, kunskaper och färdigheter

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

17. Undervisningen ger eleverna möjlighet att förankra och praktisera demokratins värdegrund.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

18. Skolan är medveten om vilka kunskaper, värden och förmågor som eleverna behöver utveckla för att nå målen avseende medborgarkompetens och kunna utveckla ett aktivt medborgarskap.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

19. En strävan att främja elevers medborgarkompetens är en medveten del av skolans arbete som integreras i alla ämnen.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

20. Undervisningen utvecklar elevernas möjlighet att förstå hur olika perspektiv och ideologier skapar olika sätt att uppfatta samhället.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

21. Deliberativa, dvs. öppna, prövande och kritiska, samtal används regelbundet i undervisningen.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

22. Skolan bedriver ett systematiskt arbete för att eleverna ska utveckla ett självständigt och kritiskt tänkande.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

23. Undervisningen ger eleverna möjlighet att utveckla förmågan att formulera frågor, argumentera och uttrycka ståndpunkter för att aktivt kunna delta i samhällslivet och påverka samhällsutvecklingen.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

24. Undervisningen ger eleverna möjlighet att utveckla ett kritiskt och självständigt tänkande samt att kritiskt granska och värdera påståenden, mediebilder, texter/läromedel och andra olika källor.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

25. Undervisningen ger eleverna tillfälle och möjlighet att träna sig i att arbeta i demokratiska former.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

26. Undervisningen ger eleverna möjlighet att utöva ett reellt inflytande över sin utbildning.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

27. Undervisningen ger eleverna möjlighet att diskutera och ta ställning till etiska frågor och förhållningssätt.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

28. Undervisningen präglas av genusmedvetenhet.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

29. Undervisningen uppmuntrar kritisk reflektion kring åsikter, normer och värderingar.

Stämmer inte alls 1 2 3 4 stämmer i hög grad

Eventuell kommentar:

Appendix 5a, Questionnaire pupils

Not translated – only available in Swedish

Jag är elev i klass _____

Hur väl stämmer nedanstående påståenden överens med vad du tycker?

Sätt kryss i den ruta som du tycker passar bäst.

	Stämmer mycket bra	Stämmer ganska bra	Stämmer ganska dåligt	Stämmer mycket dåligt
1. I min skola får vi diskutera och debattera om olika frågor på lektionerna.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I min skola bryr sig lärarna om vad vi elever tänker och tycker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I min skola uppmuntrar lärarna oss elever att reflektera över vad vi hör och läser.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I min skola talar vi ofta om alla människors lika värde.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I min skola får vi öva på att ta ställning till vad som är rätt och fel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I min skola tar lärarna killars och tjejers åsikter på lika stort allvar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I min skola blir man dåligt behandlad om man uppfattas som annorlunda.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I min skola respekterar elever och lärare varandra.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I min skola är eleverna med och bestämmer hur vi ska arbeta med olika skoluppgifter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I min skola förekommer det rasism och främlingsfientlighet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I min skola reagerar de vuxna på skolan om de får reda på att en elev blivit illa behandlad av någon annan elev.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. De lektionerna som Skolinspektionen har varit med på har varit som vanliga lektioner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vänd!

Om du inte tycker att lektionerna har varit som vanligt, beskriv (kortfattat) varför inte. Vad har varit annorlunda jämfört med "vanliga lektioner"?

Beskriv (kortfattat) vad **demokrati** betyder för dig?

Beskriv (kortfattat) vad **värdegrund** betyder för dig?

Beskriv (kortfattat) vad **elevinflytande** betyder för dig?

Tack för din hjälp!

Appendix 5b, Questionnaire teachers/personnel

Not translated – only available in Swedish

Jag undervisar i (ämne/n) _____

Hur väl stämmer nedanstående påståenden?

Sätt kryss i den ruta som du tycker passar bäst.

	Stämmer mycket bra	Stämmer ganska bra	Stämmer ganska dåligt	Stämmer mycket dåligt
13. På lektionerna har jag och eleverna diskussioner och debatter inom ramen för undervisningen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Jag uppmuntrar mina elever till kritisk reflektion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. På den här skolan pratar vi ofta om mänskliga rättigheter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. På den här skolan pratar vi ofta om jämställdhet mellan könen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Mina elever får öva på att göra etiska ställningstaganden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. På den här skolan ges killar och tjejer samma förutsättningar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. På den här skolan blir elever som uppfattas anorlunda dåligt behandlade av andra elever.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. På den här skolan respekterar elever och lärare varandra.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Jag låter mina elever påverka arbetssätten i undervisningen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. På den här skolan ställer alla upp på att det ska råda nolltolerans mot alla former av rasism och främlingsfientlighet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. På den här skolan bedrivs ett målinriktat arbete för att förhindra kränkande behandling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. På den här skolan råder det ett öppet och tillåtande samtalsklimat bland personalen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vänd!

1) Beskriv (kortfattat) vilka **demokratiska kompetenser** du anser vara viktigast att ge eleverna?

2) Beskriv (kortfattat) vad **värdegrund** betyder för dig.

3) Beskriv (kortfattat) hur du ser på **elevinflytande** i relation till **skoldemokrati**.

4) Hur kopplar du demokratiuppdraget till ditt ämne och din egen undervisning?

5) Lyckades du, enligt din åsikt, genomföra det du avsåg under den/de observerade lektionerna?

Gick det som du tänkt dig?

6) Hur upplevde du att bli observerad under lektionen/lektionerna? Har du något gott råd till Skolinspektionens inspektörer som de bör tänka på när de observerar lektioner?

Tack för din hjälp!

Appendix 6a, Summary questionnaire pupils

Not translated – only available in Swedish

Elevenkät, n=377		Svar redovisas i: ANTAL			
		Hur väl stämmer nedanstående påståenden?			
Kvalitetsgranskning - Skolans arbete med demokrati och värdegrund		Sätt 1 i den ruta eleverna svarat.			
Påstående	Svar 1: Stämmer mycket bra	Svar 2: Stämmer ganska bra	Svar 3: Stämmer ganska dåligt	Svar 4: Stämmer mycket dåligt	
På lektionerna får vi diskutera och debattera om olika frågor på lektionerna.	109	214	46	4	
I min skola bryr sig lärarna om vad vi elever tänker och tycker.	124	185	47	20	
I min skola uppmantrar lärarna oss elever att reflektera över vad vi hör och läser.	111	180	71	8	
I min skola talar vi ofta om alla människors lika värde.	102	184	84	7	
I min skola får jag öva på att ta ställning till vad som är rätt och fel.	91	198	71	8	
I min skola tar lärarna killars och tjejers åsikter på lika stort allvar.	152	149	58	16	
I min skola blir man dåligt behandlad om man uppfattas som annorlunda.	22	76	151	122	
I min skola respekterar elever och lärare varandra.	98	209	51	12	
I min skola är eleverna med och bestämmer hur vi ska arbeta med olika skoluppgifter.	62	183	85	39	
I min skola förekommer det rasism och främlingsfientlighet.	18	57	97	111	
I min skola reagerar de vuxna på skolan om de får reda på att en elev blivit illa behandlad ...	142	168	48	13	
De lektionerna som Skolinspektionen har varit med på har varit som vanliga lektioner.	157	146	43	28	

Observera att: * fråga 7 ger ett negativt svar * fråga 10 hade en annan formulering på Oxievångsskolan, varför dessa svar inte är jämförbara och därför inte redovisas.

Elevenkät, n=377		Svar redovisas i: ANDEL *				
		Hur väl stämmer nedanstående påståenden?				
Kvalitetsgranskning - Skolans arbete med demokrati och värdegrund		Sätt 1 i den ruta eleverna svarat.				
Påstående	Svar 1: Stämmer mycket bra	Svar 2: Stämmer ganska bra	Svar 3: Stämmer ganska dåligt	Svar 4: Stämmer mycket dåligt	Antal svar	
På lektionerna får vi diskutera och debattera om olika frågor på lektionerna.	29%	58%	12%	1%	373	
I min skola bryr sig lärarna om vad vi elever tänker och tycker.	33%	50%	13%	5%	373	
I min skola uppmantrar lärarna oss elever att reflektera över vad vi hör och läser.	30%	49%	19%	2%	370	
I min skola talar vi ofta om alla människors lika värde.	27%	49%	22%	2%	377	
I min skola får jag öva på att ta ställning till vad som är rätt och fel.	25%	54%	19%	2%	368	
I min skola tar lärarna killars och tjejers åsikter på lika stort allvar.	41%	40%	15%	4%	375	
I min skola blir man dåligt behandlad om man uppfattas som annorlunda.	6%	20%	41%	33%	371	
I min skola respekterar elever och lärare varandra.	26%	57%	14%	3%	370	
I min skola är eleverna med och bestämmer hur vi ska arbeta med olika skoluppgifter.	17%	49%	23%	11%	369	
I min skola förekommer det rasism och främlingsfientlighet.	6%	20%	35%	39%	283	
I min skola reagerar de vuxna på skolan om de får reda på att en elev blivit illa behandlad ...	38%	45%	13%	4%	371	
De lektionerna som Skolinspektionen har varit med på har varit som vanliga lektioner.	42%	39%	12%	7%	374	

* Andelen beräknad efter antal svar på respektive fråga. Internt bortfall ej åskådligt i redovisningen då detta utgör en försumbar andel

Appendix 6b, Summary questionnaire teachers/personnel

Not translated – only available in Swedish

Lärarenkät, n=156		Svar redovisas i: ANTAL			
		Hur väl stämmer nedanstående påståenden?			
Kvalitetsgranskning - Skolans arbete med demokrati och värdegrund		Sätt 1 i den ruta lärarna svarat.			
Nummer	Påstående	Svar 1: Stämmer mycket bra	Svar 2: Stämmer ganska bra	Svar 3: Stämmer ganska dåligt	Svar 4: Stämmer mycket dåligt
1	På lektionerna har jag och eleverna diskussioner och debatter inom ramen för undervisningen.	80	66	7	0
2	Jag uppmuntrar mina elever till kritiskt reflektion.	69	78	5	0
3	På den här skolan pratar vi ofta om mänskliga rättigheter.	31	95	26	2
4	På den här skolan pratar vi ofta om jämställdhet mellan könen.	41	90	19	2
5	Mina elever får öva på att göra etiska ställningstaganden.	34	82	32	2
6	På den här skolan ges killar och tjejer samma förutsättningar.	83	60	8	0
7	På den här skolan blir elever som uppfattas som annorlunda dåligt behandlade av andra elever.	4	36	74	36
8	På den här skolan respekterar elever och lärare varandra.	33	111	8	1
9	Jag låter mina elever påverka arbetsätten i undervisningen.	54	78	16	0
10	På den här skolan ställer alla upp på att det ska råda nolltolerans mot alla former av rasism	67	58	11	2
11	På den här skolan bedrivs ett målinriktat arbete för att förhindra kränkande behandling.	63	80	10	0
12	På den här skolan råder det ett öppet och tillåtande samtalsklimat bland personalen.	76	60	16	1

Observera att: * fråga 7 ger ett negativt svar * fråga 10 hade en annan formulering på Oxievångsskolan, varför dessa svar inte är jämförbara och därför inte redovisas.

Lärarenkät, n=156		Svar redovisas i: ANDEL *				
		Hur väl stämmer nedanstående påståenden?				
Kvalitetsgranskning - Skolans arbete med demokrati och värdegrund		Sätt 1 i den ruta lärarna svarat.				
Nummer	Påstående	Svar 1: Stämmer mycket bra	Svar 2: Stämmer ganska bra	Svar 3: Stämmer ganska dåligt	Svar 4: Stämmer mycket dåligt	Antal svar
1	På lektionerna har jag och eleverna diskussioner och debatter inom ramen för undervisningen.	52%	43%	5%	0%	153
2	Jag uppmuntrar mina elever till kritiskt reflektion.	46%	51%	3%	0%	152
3	På den här skolan pratar vi ofta om mänskliga rättigheter.	20%	62%	17%	1%	154
4	På den här skolan pratar vi ofta om jämställdhet mellan könen.	27%	59%	13%	1%	152
5	Mina elever får öva på att göra etiska ställningstaganden.	23%	55%	21%	1%	150
6	På den här skolan ges killar och tjejer samma förutsättningar.	55%	40%	5%	0%	151
7	På den här skolan blir elever som uppfattas som annorlunda dåligt behandlade av andra elever.	3%	24%	49%	24%	150
8	På den här skolan respekterar elever och lärare varandra.	22%	73%	5%	0%	153
9	Jag låter mina elever påverka arbetsätten i undervisningen.	36%	53%	11%	0%	148
10	På den här skolan ställer alla upp på att det ska råda nolltolerans mot alla former av rasism	49%	42%	8%	1%	138
11	På den här skolan bedrivs ett målinriktat arbete för att förhindra kränkande behandling.	41%	52%	7%	0%	153
12	På den här skolan råder det ett öppet och tillåtande samtalsklimat bland personalen.	50%	39%	10%	1%	153

* Andelen beräknad efter antal svar på respektive fråga. Internt bortfall ej åskådligt i redovisningen då detta utgör en försumbar andel, omkring 1 procent

Appendix 7, Observation schedule

Part 3 (for digital archiving)

Background information

School/municipality: Form(s): Subject: Number of pupils present:	Observation no.: Date: Inspector:
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Short summary of the inspector's note, provide examples of discourses

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Short summary of the two inspectors' assessment with regard to the (4) quality aspects If the indicators occur in the majority of the lessons observed, this is marked with an (X) in the designated column and, if they do not occur to the sufficient extent, with a (0). Where they occur, this can be evaluated qualitatively with a + or - after the X.	Occurs (= X, X+, X-)	Does not occur (=0)
1. Classroom climate in the form of a safe, supportive, encouraging and empowering learning environment. The teacher ... a) creates a positive atmosphere b) treats all pupils with respect and promotes respect between the pupils c) expresses positive expectations of the pupils and supports their self-reliance d) creates motivation prior to various activities e) gives all pupils the chance to speak f) ensures that there is a climate for discussion in the classroom that allows all kinds of exchange of opinion g) has the ability to deal with diversity and controversy		
2. The structure and execution of teaching, with the focus on teaching pupils to be good citizens. The teacher ... a) starts lessons in a structured way, clarifying the purpose of the lesson b) allows the teaching to convey democratic knowledge c) allows the teaching to convey democratic values d) ensures that the work during the lesson is intellectually developmental e) gives pupils the opportunity to train their ability to understand civil rights f) lets the pupils evaluate, comment on and discuss information in a critical and objective manner g) allows and demonstrates different points of view, norms and outlooks and to discuss them while challenging the norms, if necessary		
3. Pupil influence, adapting to individuals, support and challenges. The teacher ... a) ensures that the pupils are kept informed and have a real influence over their own course. b) adapts the teaching to the pupils in the group		
4. Feedback and time for reflection. The teacher ... a) uses formative assessment during the lesson b) gives the pupils the opportunity to reflect on the teaching and their learning		
5. Any comments in relation to the syllabus focus		
Any other comments:		

Bilaga 8, Interview guide

A short version of the interview guide Approach and climate of communication in the school

- 1. The school's work with democracy and fundamental values – how is it carried out and how are the different parts ensured?**
 - The school's work with fundamental values
 - How is the school's democratic mission interpreted? Is it possible to educate pupils to become democratic citizens? How is the democracy's ideal explained to the pupils?
 - Civic competence(competencies) – how is this promoted, what is most important?
 - Follow-up, analysis and documentation of the DV mission. How does the school succeed?
 - Competence development concerning the DV mission? The teachers' ability to handle the mission? How does the principal receive information about what goes on in the classrooms?
 - Knowledge of legislation and steering documents concerning DV. Minority languages?
 - Does internal consensus prevail, is there a common ethos? Do the school's teachers discuss with each other the difficulties and possibilities of building an education which includes/is influenced by DV?

- 2. The climate of communication at the school – what is it like and how is a propitious climate ensured?**
 - Calm, safe and stimulating study environment?
 - The discussion climate at the school? Accepting/challenging? Are there any banned topics?
 - Respect between pupils/pupils, teachers/pupils? Is diversity appreciated? Can pupils and personnel be themselves? Give examples. Are there any pupils/groups of pupils which are not fully respected/included? Why not?
 - Are the school's norms and rules being made clear to the pupils (e.g., school/classroom rules, fundamental values)?
 - The personnel's readiness, ability and competence to meet differences/diversity as well as different values?
 - How are built-in paradoxes/dilemmas balanced in the democracy mission/diversity? Inalienable democratic/undemocratic values? Handling of that which violates the fundamental values? Homophobia/racism/sexism/traditional gender roles?
 - The school's work with preventing and counteracting degrading treatment? (e.g., the pupils' activities online)

- Are the prerequisites for performing the DV mission experienced as favourable?
- 3. Pupil influence – *what form does this take and how is it ensured?***
- Pupil influence in the planning of the activities? What is meant by pupil influence?
 - Does the teaching provide pupils with the opportunity to practice working in democratic forms?
 - Do the pupils get to learn how to influence things here and now, in school and in society?
 - Is pupil influence desirable/realistic within all areas? What is most difficult?
 - Information to pupils and parents? Do class councils/pupil councils/parent meetings take place?
 - What is the purpose of class councils/pupil councils? What are we supposed to learn? Does the principal take part in pupil council meetings?
 - How are the pupils encouraged to want to participate in making decisions?
 - How do you take the pupils' views into consideration? How do you know if the pupils think they have enough influence? How do you find out?
 - Is the United Nations Convention on the Rights of the Child discussed in school?

The teaching and climate of communication in the classroom

- 4. Knowledge and values – *focus on what forms these take and how the lessons are planned/implemented so that this is ensured?***
- The connection between DV and the knowledge requirements in the subjects.
 - What knowledge, values and abilities do the pupils need to achieve to have acquired "civic competences"?
 - Are discussions about the fundamental values/democracy included in all subjects? (For example, are the contents of terms such as human rights – freedom of speech – courage/moral courage – tolerance – equality – respect – solidarity, discussed?)
 - Is the following included/discussed, i.e. *do the pupils get to learn about*, different perspectives, norms, ideologies, hierarchies and traditions (e.g., religious, cultural, those of the school)? (compare area 7)
 - How is behaviour which violates the school's fundamental values handled (e.g., racism, homophobia, sexism, devaluation of women) (compare area 2)
 - Subject integration? (Overall perspective as well as areas)

- 5. All pupils' ability to voice their opinion and to speak and be heard** – *focus on the current situation and how lessons are planned/implemented so that this is ensured?*
- How is the lesson normally conducted: small groups – the entire class – individually – other? Are teachers aware of each other's teaching?
 - How is an open and accepting classroom climate achieved, where all different opinions and values are allowed and encouraged? What is the ideal – what does it look like?
 - How do you work so that all pupils get the same amount of attention and the same room for expression? (e.g., quiet pupils)
 - Are there classroom rules? How have they been developed? Variation between different classes?
 - Individual adaptation?
 - What are the attitudes to gender and how does the school work with gender issues?
- 6. Comprehensiveness, objectivity and critical discussion** – *focus on the current situation and how the lessons are planned/implemented so that this is ensured?*
- How and when are the purpose and objectives, etc. of the teaching clarified to the pupils?
 - Are the pupils invited to submit opinions and suggestions for e.g., planning, contents, examination?
 - Are the pupils invited to have questions about/question the subject the teaching concerns, in dialogue and discussion?
 - Is critical and independent thinking encouraged (e.g., is there fear of conflict, is consensus problematized, contents of teaching material, how are internet/IT/computers used?)
 - Time and space for reflection, discussion and debate in class?
- 7. An approach that criticizes the norm** – *focus on the current situation and how lessons are planned/implemented so that this is ensured?*
- Do the personnel together reflect over their approach, work method, traditions, norms and values?
 - Are different perspectives, ideologies, structures, norms in society and hierarchies included/discussed, *i.e. are they problematized/how do you let the pupils learn about them?* (compare area 4)
 - Do pupils get to practice taking ethical standpoints?
 - Does the teacher account for, problematize (when necessary) and discuss openly different values, views and approaches – or is this avoided?
 - How does the teacher, in their lessons, challenge the pupils' views in relation to both scientific knowledge and that based on experience, as well as to norms, values and different perspectives?