



HOW DEMOCRATIC IS YOUR SCHOOL?

THEORETICAL FRAMEWORK FOR THE QUESTIONNAIRE

This questionnaire is part of the Erasmus+ project "LabSchoolsEurope: Participatory Research for Democratic Education". It aims to develop, evaluate and improve educational innovations in schools related to democracy. Indeed, "the recognition by educational centres of the need to improve democracy and student participation [...] is reflected in the creation of democratising educational experiences for all" [Simó-Gil and Tort-Bardolet, 2019]. As a result of the proliferation of these experiences, it is necessary to design a tool to measure their potential and limitations [Parareda-Pallarès et al., 2016] in a more general way, and possibly to allow comparisons both between the tools implemented and between the different schools involved.

This work is part of Feu's understanding of democracy and education based on four pillars [Feu et al, 2017]: governance (referring to the structures of participation and information in decision-making), inhabance (establishing socio-economic and cultural conditions conducive to democracy), otherness (recognition and acceptance of the other and of difference) and ethos (values and moral principles defined by/for the group).

This questionnaire makes it possible to evaluate the quality of each of these four dimensions within a school in order to understand the blind spots. It is intended for all school stakeholders: staff, students and their parents. It allows us to understand the way in which information circulates and to question the nature of decision-making within the school (governance): does the decision-making process favour a satisfactory consideration of all these actors?

In the same way, it is a question of questioning the habitability of the school in the sense of the material and human resources available in the school environment for each of the actors mentioned above: are these resources sufficiently developed to allow learning in conditions favouring well-being?

Finally, by focusing on issues of identity diversity and inclusion, this questionnaire is part of what Feu et al. call otherness and ethos: in addition to questions of well-being, it is a question of taking into account (in order to prevent) questions of discrimination and school harassment in the context of learning, in order to allow each actor to take a place that satisfies him or her in the decision-making process within the school.

Feu, J. Serra, C., Canimas, J., Lazaro, L. & Simo-Gil, N. (2017). Democracy and Education: A Theoretical Proposal for the Analysis of Democratic Practices in Schools. *Studies in Philosophy and Education*.

Parareda-Pallarès, A., Simó-Gil, N., Domingo-Peñafiel, L., & Soler-Mata, J. (2016). La Complejidad de Vivir la Ciudadanía en el Aula: Análisis en Cuatro Centros de Secundaria. *Revista Internacional De Educación Para La Justicia Social*, 5(1). Retrieved from <https://revistas.uam.es/riejs/article/view/4347>

Simó-Gil, N. & Tort-Bardolet, A. (2020). Els reptes de la participació democràtica a l'educació secundària. *Revista Catalana de Pedagogia*, Vol. 17, p. 99-120. Retrieved from <https://raco.cat/index.php/RevistaPedagogia/article/view/369589>

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