CRITICAL CHANGE LAB

Deliverable D1.2

Everyday democracy in formal and non-formal education institutions

Project Title	Democracy meets arts: critical change labs for building democratic cultures through creative and narrative practices
Grant Agreement No.	101094217
Project Acronym	Critical ChangeLab
EC Call	HORIZON-CL2-2022-DEMOCRACY-01-04
Work Package	WP1 MAP & DESIGN
Work Package Leaders	Marianne Kinnula, Eva Durall Gazulla (UOULU)
Deliverable Lead Beneficiary	ISRZ
Contractual Delivery Date	29.12.2023.
Actual Delivery Date	29.2.2024.
Delayed	Yes
Nature	R — Document, report
Dissemination Level	PU - Public
Partner(s) contributing to this deliverable	All partners
Authors	Boris Jokić, Zrinka Ristić Dedić, Jelena Matić Bojić, Nikola Baketa, Iva Odak, Jana Šimon, Klara Lovrečki (ISRZ)
Contributors	
Acknowledgments	
Reviewers	Kristijan Tkalec (KERSNIKOVA); Xavier Giró (UB)

Funded by the European Union

Log of changes

Date	No.	Who	Description
5.2.2024.	0.1	Boris Jokić (ISRZ)	Draft of the structure and content plan of the deliverable submitted for the internal review
9.2.2024.	0.2	Kristijan Tkalec (KERSNIKOVA); Xavier Giró (UB)	Feedback on the initial draft
20.2.2024.	0.3	Boris Jokić (ISRZ)	Revised draft submitted for internal review
27.2.2024.	0.4	Kristijan Tkalec (KERSNIKOVA); Xavier Giró (UB)	Feedback on the revised draft
29.02.2024.	0.5	Boris Jokić (ISRZ)	Revision based on the feedback
29.02.2024.	0.6	Heidi Hartikainen (UOULU)	Submission of the final version of the deliverable to the EC platform

Critical ChangeLab is funded by the European Union's Horizon Europe research and innovation programme under grant agreement number 101094217. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Research Executive Agency (REA). Neither the European Union nor the granting authority can be held responsible for them

Funded by the European Union

Glossary

AE	Ars Electronica
ALTEREURO	European Alternatives
Critical ChangeLab	Democracy meets arts: Critical change labs for building democratic cultures through creative and narrative practices
D	Deliverable
DHI	Democracy Health Index
DHQ	Democracy Health Questionnaire
ISRZ	Institute for Social Research in Zagreb
KERSNIKOVA	Kersnikova Institute
LATRA	LATRA
PAR	Participatory Action Research
T	Task
TCD	Trinity College Dublin
TT	Tactical Tech
UB	University of Barcelona
UOULU	University of Oulu
WAAG	Waag Futurelab
WP	Work Package

Funded by the European Union

Executive Summary

Critical ChangeLab (Democracy Meets Arts: Critical Change Labs for Building Democratic Cultures through Creative and Narrative Practices) is a Horizon Europe research and innovation project addressing democratic erosion trends by strengthening youth participation in society. The project is carried out by 10 partner institutions and examines the current state of democracy in learning environments across Europe, generating a robust evidence base for the design of a participatory democratic curriculum. Critical ChangeLab develops a model of democratic pedagogy using creative and narrative practices to foster youth's active democratic citizenship at a time when polarisation and dwindling trust in democracy are spreading across Europe. At the Critical ChangeLabs, diverse actors from formal and non-formal education and civic organisations work together with youth to rethink European democracy and envision futures that are justice-oriented.

Deliverable D1.2 *Everyday democracy in formal and non-formal education institutions* is an output of task T1.1 *Assessing education institutions' democracy health* under the work package WP1 *Map & Design*. Continuing the work described in previous deliverable (D1.1), D1.2 offers insights into implementation of Democracy Health Questionnaire (DHQ) in 10 countries and initial results from data collection.
More specifically D1.2 describes:

- Planning of the implementation of the DHQ, with a detailed description of the sampling design and the process of setting up the DHQ in different national contexts.
- Implementation of DHQ in different contexts with a depiction of tracking a progress in data collection over time and description of challenges in data collection.
- Report on the initial results from DHQ including construct validity of subscales probing democratic practices and values.
- Elements informing calculation of Democracy Health Index (DHI).
- Future steps regarding the use of DHQ and DHI.

Funded by the European Union

1 Introduction

1.1 About Critical ChangeLab

Critical ChangeLab (Democracy Meets Arts: Critical Change Labs for Building Democratic Cultures through Creative and Narrative Practices) is a Horizon Europe research and innovation project addressing democratic erosion trends by strengthening youth participation in society. The project is carried out by 10 partner institutions and embraces a transdisciplinary approach combining expertise from Arts and Humanities, Social Sciences, as well as Science and Technology.

Specifically, Critical ChangeLab develops a model of democratic pedagogy using creative and narrative practices to foster youth's active democratic citizenship at a time when polarisation and dwindling trust in democracy are spreading across Europe. The Critical ChangeLab Model for Democratic Pedagogy fosters learners' transformative agency and strengthens democratic processes in education through collaborations across formal and non-formal education and local actors around global/local challenges relevant for youth. The Model promotes creative and narrative practices to explore the historical roots of local and EU-wide challenges, understanding the value-systems and worldviews underlying distinct types of relations (human-human, human-nature, human-technology). At the Critical ChangeLab, young people are introduced to approaches such as theatre of the oppressed, transmedia storytelling, as well as speculative and critical design to rethink European democracy and envision democracy futures that are justice-oriented.

Throughout the project lifespan, Critical ChangeLab:

- examines the current state of democracy within educational institutions;
- identifies youth's perspectives on everyday democracy;
- designs a scalable and tailorable model of democratic pedagogy in formal and non-formal learning environments;
- co-creates and implements the model with youth and stakeholders;
- evaluates the model generating recommendations for policy and practice;
- develops strategies to sustain the model and its outcomes over time.

Critical ChangeLab combines in-depth quantitative and qualitative research on democracy and youth with participatory action research cycles to generate a robust evidence base to support democratic curriculum development using participatory, creative and critical approaches.

Funded by the European Union

1.2 Deliverable within Work Package Map & Design (WP1)

Deliverable D1.2 is a part of Work Package *Map & Design* (WP1) which has three main goals:

- to map democratic practices and values in institutions providing both formal and non-formal educational programmes;
- to explore perceptions regarding everyday democracy amongst youth;
- to design a model for democratic pedagogy.

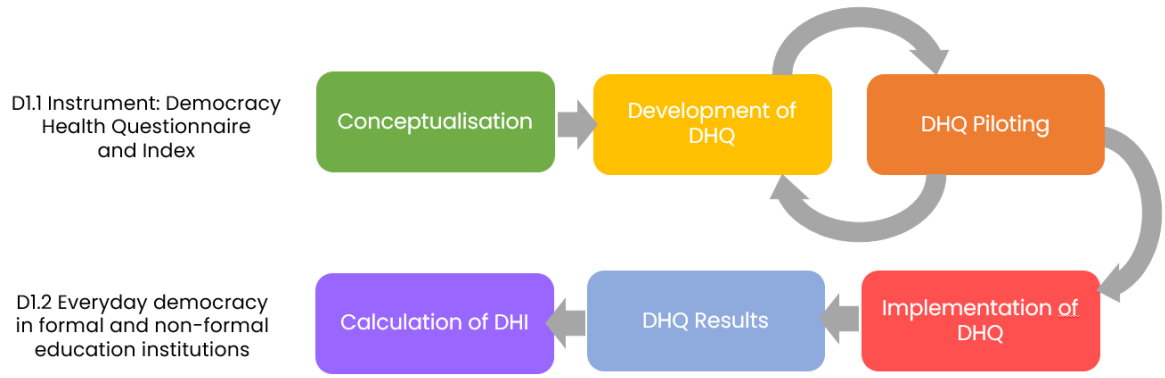
More specifically D1.2 is linked to the following WP1 objectives:

- advance knowledge on the current state of democratic practices in formal and non-formal learning environments within Europe;
- assess democracy cultures in various learning environments, improving institutional capacity for self-assessing and identifying opportunities for promoting democracy values.

To achieve these objectives, the Democracy Health Questionnaire (DHQ) and the Democracy Health Index (DHI) were developed (as presented in deliverable D1.1). D1.2 continues on the work presented in D1.1 (conceptualisation, development and piloting of the DHQ and DHI) with a presentation of the planning and the implementation of the DHQ, as well as reporting on the initial analyses and ideas on the future use of both the DHQ and DHI (Figure 1). As such, D1.2 provides the groundwork for further refinement and use of both the DHQ and DHI.

Figure 1

Stages of DHQ development



1.3 Relationship of the Deliverable to Other Work Packages

WP1, and D1.2 as its expected deliverable, provide a foundation for activities in WP2 *Implement*. D1.2 informs further work done in T1.2 on case studies of youth in contexts which are challenging for everyday democracy and in T1.3 related to the development of the framework of Participatory Action Research (PAR) Cycles. Consequently, it is also a base of the work done in T2.2 *PAR Cycle 2* and T2.3 *PAR Cycle 3*.

WP3 *Evaluate* is also dependent on WP1 and D1.2. T3.2 *Socio-economic evaluation* will build on D1.2 and data collected via the DHQ to define the opportunities and challenges for democratic practices and values associated with different contexts.

WP4 *Communicate, Disseminate and Implement* also relies on D1.2 and the implementation of the DHQ. For instance, T4.2 *Implementation of communication activities* will include social media & newsletter communication about the DHQ and its results. The DHQ and DHI, as well as other data collected in this quantitative research phase, will be used in various forms of dissemination activities such as conference presentations, seminars, expert panels, and academic papers as a part of the task T4.4 *Dissemination activities.*

Funded by the European Union

2 Planning the Implementation of the Democracy Health Questionnaire (DHQ)

Planning of the implementation of the DHQ was carried out in four stages:

1. Development of the sampling design.
2. Setting up the DHQ in various countries.
3. Centralised model of data collection.
4. Tracking the data collection process.

All decisions related to the planning and the actual implementation of the DHQ were made in a participative manner, with all partners co-creating aspects of the implementation described in the following segments.

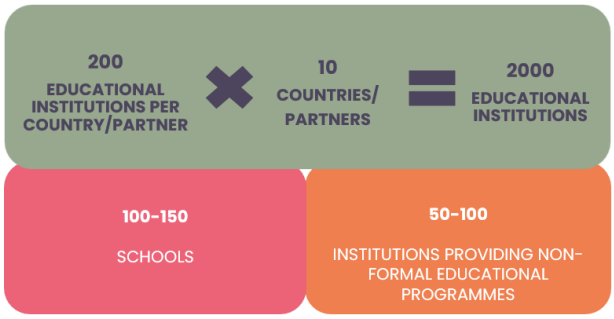
2.1 Development of the Sampling Design

Sampling design was developed gradually from the onset of the T1.1 meetings between April 24th and October 4th, 2023. As such, the sampling design was discussed throughout fourteen meetings which gave room for open discussions and inclusion of diverse perspectives. ISRZ as the T1.1 task leader invited all partners to contribute to the development of the sampling design.

The quantitative research phase of Critical ChangeLab aimed to reach approximately 2,000 institutions providing educational programmes as participants. This included both schools and institutions providing a wide range of non-formal educational programmes to youth aged 11 to 18. Each partner was responsible for the recruitment of 200 institutions within their national context. In order to ensure diversity of views, flexibility in the data collection process, as well as to include a sample of institutions heterogeneous by various characteristics, each partner was responsible for collecting data from between 100 and 150 schools and 50 to 100 institutions providing non-formal educational programmes to youth aged 11-18 (Figure 2).

Figure 2

Expected number of participating educational institutions in the DHQ data collection



Funded by the European Union

Regarding the sample characteristics, separate guidelines were agreed upon for the selection of the sample of schools and the sample of institutions providing non-formal educational programmes.

Guidelines for the invitation of the schools to be included in the research were:

- provision of services for learners between ages 11 and 18 (lower/upper-secondary level);
- participation of public, private and/or religious schools;
- geographic diversity of school locations and inclusion of both urban and rural schools;
- inclusion of single-gender schools, if applicable.

Regarding the institutions providing non-formal educational programmes, the following guidelines were set:

- provision of services for youth between ages 11 and 18;
- informal groups should not be invited to take part;
- provision of educational programmes which have significant length, as well as the stability in providing educational programmes;
- inclusion of institutions that serve groups of learners, not individuals;
- participation of institutions that offer free and/or paid educational activities;
- geographic diversity of institution locations;
- provision both in person and online;
- diverse area(s) of educational programmes (e.g., art and culture, sports and physical activity, STEM, sustainability, socio-emotional competencies, civic/citizenship competencies, assistance in learning/tutoring, etc.).

Respondents to the questionnaire were heads of institution or those in charge of educational programme(s).

2.2 Setting up the DHQ in Various Countries

All partners were required to translate the English version of the DHQ into their national/regional languages (for both schools and institutions providing non-formal educational programmes). After receiving the translation, ISRZ as a task leader set up 22 different versions of the DHQ in Alchemer[1], an online survey service (11 versions for schools and 11 versions for institutions providing non-formal educational programmes). Upon setting up different versions centrally, partners received the questionnaire links and were asked to give feedback on the language and format, with the ISRZ team responding and making necessary changes in each national/regional version. All partners approved the final form of the different versions of the questionnaires prior to the start of data collection. The DHQ was translated into 10 languages in total – English, French, German, Slovene, Greek, Spanish, Catalan, Finnish, Dutch and Croatian (Table 1).

Table 1

Questionnaire links per partner institution

Partner	Country/ Region	DHQ for schools	DHQ for institutions providing non-formal educational programmes
AE	Austria	https://survey.alchemer.eu/s3/90638885/Critical-Changelab-Schools-AUSTRIA	https://survey.alchemer.eu/s3/90638809/Critical-ChangeLab-Educational-institutions-AUSTRIA
ALTEREURO	France	https://survey.alchemer.eu/s3/90626938/Critical-Changelab-Schools-FRANCE	https://survey.alchemer.eu/s3/90626859/Critical-ChangeLab-Educational-institutions-FRANCE
ISRZ	Croatia	https://survey.alchemer.eu/s3/90631842/SKOLE-HRVATSKA	https://survey.alchemer.eu/s3/90631339/Edukacijski-programi-Hrvatska
KERSNIKOVA	Slovenia	https://survey.alchemer.eu/s3/90628441/Critical-Changelab-Schools-SLOVENIA	https://survey.alchemer.eu/s3/90628332/Critical-ChangeLab-Educational-institutions-SLOVENIA
TCD	Ireland	https://survey.alchemer.eu/s3/90625534/Critical-Changelab-Schools-TCD	https://survey.alchemer.eu/s3/90625535/Critical-ChangeLab-Educational-institutions-TCD
LATRA	Greece	https://survey.alchemer.eu/s3/90625733/Critical-Changelab-Schools-GREECE	https://survey.alchemer.eu/s3/90625745/Critical-ChangeLab-Educational-institutions-GREECE
TT	Germany	https://survey.alchemer.eu/s3/90638811/Critical-Changelab-Schools-GERMANY	https://survey.alchemer.eu/s3/90638765/Critical-ChangeLab-Educational-institutions-GERMANY
UB	Spain	https://survey.alchemer.eu/s3/90626739/Critical-Changelab-Schools-SPAIN	https://survey.alchemer.eu/s3/90626584/Critical-ChangeLab-Educational-institutions-SPAIN
	Catalonia	https://survey.alchemer.eu/s3/90627519/Critical-Changelab-Schools-CATALONIA	https://survey.alchemer.eu/s3/90626841/Critical-ChangeLab-Educational-institutions-CATALONIA
UOULU	Finland	https://survey.alchemer.eu/s3/90627225/Critical-Changelab-Schools-FINLAND	https://survey.alchemer.eu/s3/90626940/Critical-ChangeLab-Educational-institutions-FINLAND
WAAG	Netherlands	https://survey.alchemer.eu/s3/90628111/Critical-Changelab-Schools-NETHERLANDS	https://survey.alchemer.eu/s3/90627634/Critical-ChangeLab-Educational-institutions-NETHERLANDS

[1] https://www.alchemer.com/

UB, UOULU, and ISRZ collaborated in producing the cover letter for participants (Annex 1). This cover letter, sent with the questionnaire link, included all relevant information on the Critical ChangeLab project, the DHQ, as well as on the privacy policy and ethics issues. All partner institutions received the cover letter in English and translated it to their national languages. As some partners (WAAG, TCD, AE) used incentives to motivate participants to take part in the research (e.g., an opportunity to participate in training and/or education courses provided by the partner), cover letters and/or questionnaires included this additional information. Partners who used incentives collected personal information on participants via third-party websites, outside of the DHQ (in accordance with Critical ChangeLab ethics requirements).

2.3 Centralised Model of Data Collection

ISRZ organised a model of data collection where all 22 versions of the questionnaire were centrally administered on the Alchemer platform (in compliance with EC and national regulations). The decision to have a centralised model of data collection within a project was made for several reasons:

- better control over the data collection process in comparison to managing separate data collection efforts in 10 different contexts;
- higher levels of comparability between 22 different versions of the DHQ;
- easier transfer to a common database thus reducing the possibility of errors if this process was conducted by 10 different institutions.

3 Implementation of the DHQ

The timeline of the implementation of the DHQ is presented in Figure 3.

Figure 3

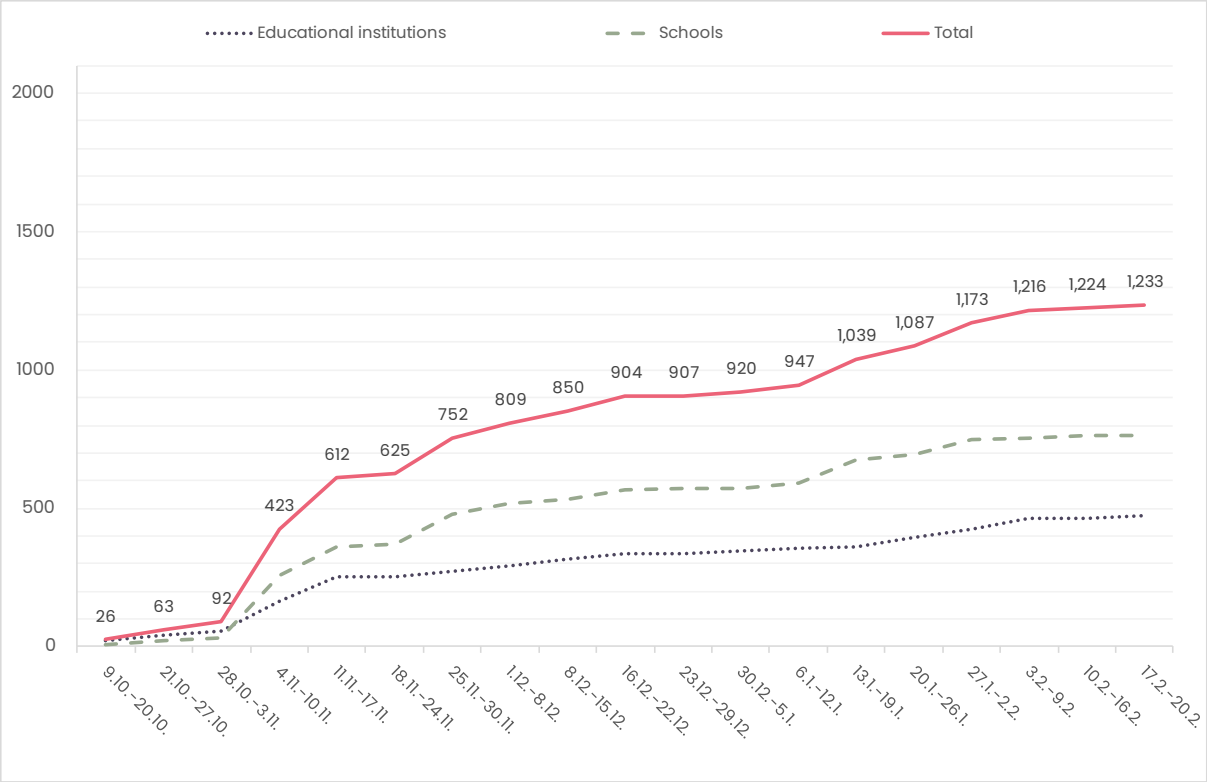
Timeline of the implementation of the DHQ

Data collection started on October 9th, 2023, and was expected to end on December 14th, 2023. Each partner was responsible for the strategy of recruitment and contacting schools and institutions providing non-formal educational programmes. To ensure that the targeted number of institutions was reached, the data collection progress was tracked continuously. The ISRZ team sent out weekly updates individually to each partner every Friday, starting October 20th, 2023, until the end of the data collection. This weekly report included the number of complete responses, as well as descriptive statistics descriptors (range, mean and standard deviation of the collected data, number of total answers) for each item. ISRZ also informed consortium partners on the national level data collection progress during T1.2 and project management group meetings.

At the initial deadline, 850 responses were collected at the consortium level (with only one partner achieving the target number of 200). As most partners reported challenges in data collection (described in section 3.2), the consortium asked for the extension for this deliverable. Extension was granted by the project's Project Officer (PO) A new deadline was set for February 16th, 2024. A graphical representation of the data collection progress on a consortium level can be found in Figure 4.

Figure 4

The DHQ data collection progress on a consortium level



Funded by the European Union

3.1 Samples Across Partner Institutions

By February 20th 2024, 1,233 educational institutions had participated in the DHQ data collection, including 761 schools and 472 institutions providing non-formal educational programmes. The total number of participating institutions per partner on a national level and by the type of educational institution is presented in Table 2.

Table 2

Total number of educational institutions participating in the DHQ data collection

Partner	Country	Schools	Non-formal Institutions	Total
AE	Austria	81	19	100
ALTEREURO	France	32	31	63
ISRZ	Croatia	194	53	247
KERSNIKOVA	Slovenia	59	26	85
LATRA	Greece	18	135	153
TCD	Ireland	87	45	132
TT	Germany	2	2	4
UB	Spain	78	39	117
UOULU	Finland	92	113	205
WAAG	Netherlands	118	9	127
TOTAL		**761**	**472**	**1,233**

The overview of accomplished samples by the partner institutions indicates a wide diversity in achieving the target number of responses. Two partners (ISRZ and OULU) reached and exceeded 200 participants, while five partners (AE, LATRA, TCD, UB, WAAG) have collected between 100 and 150 responses, and two are close to 100 (ALTEREURO, KERSNIKOVA). One partner (TT) has only been able to collect a few responses. A majority of partners collected more responses from schools in comparison to institutions providing non-formal programmes. OULU and ALTEREURO have approximately an equal number of responses in each category, whereas LATRA collected more responses from institutions providing non-formal educational programmes.

Detailed information on the characteristics of both the schools and non-formal programmes samples is presented in Table 3. Most schools which participated in the DHQ data collection were public schools (91.79%), located in small towns of 3,000 to 15,000 people (29.61%), towns of 15,000 to 100,000 people (27.09%), or cities of 100,000 to 1,000,000 people (21.12%). The median number of pupils in participating schools was 440.

Table 3

The characteristics of the schools and non-formal programmes samples

		School sample		Non-formal programme sample	
		N	**%**	**N**	**%**
Source of funding	Public	693	91.79	170	36.80
	Private	62	8.21	292	63.20
Location size	In a rural area, village, or settlement with fewer than 3,000 people	97	12.88	28	6.05
	In a small town (3,000 to 15,000 people)	223	29.61	70	15.12
	In a town (15,000 to 100,000 people)	204	27.09	155	33.48
	In a city (100,000 to 1,000,000 people)	159	21.12	94	20.30
	In a large city (with over 1,000,000 people)	70	9.30	44	9.50
	In a larger region	-	-	29	6.26
	Whole country/nationally	-	-	36	7.78
	Internationally	-	-	7	1.51
Type of institution	For-profit	-	-	44	9.52
	Non-profit	-	-	418	90.48
Provision of educational programmes	Completely onsite	-	-	285	61.69
	Primarily onsite, but some programmes are online	-	-	159	34.41
	Primarily online, but some programmes are onsite	-	-	14	3.03
	Completely online	-	-	4	0.87
Median number of learners		440		182	

Institutions providing non-formal educational programmes included in the sample were dominantly privately funded (63.20%) and were located in towns of 15,000 to 100,000 inhabitants (33.48%), cities of 100,000 to 1,000,000 people (20,30%), or small towns of 3,000 to 15,000 inhabitants (15.12%). Participating institutions providing non-formal educational programmes were mostly non-profit (90.48%) and provided their educational programmes completely or primarily onsite (96.10%). The sample included institutions which provide educational programmes in various areas, with most pertaining to arts and culture, digital competencies, STEM, and practical skills (Table 4). The median number of participants in non-formal educational programmes was 182.

Table 4

Number and percentage of institutions providing a specific type of non-formal educational programme (institutions were able to choose more than one type of educational programme)

Type of educational programme	N	%
Arts and culture	259	55.94
Digital competencies	160	34.56
STEM	151	32.61
Practical skills	149	32.18
Sport and physical activity	134	28.94
Sustainability	107	23.11
Socio-emotional competencies	98	21.17
Civic/citizenship competencies	98	21.17
Media literacy	98	21.17
Language competencies	92	19.87
Assistance in learning/tutoring	69	14.90
Health	65	14.04
Cognitive development	64	13.82
Entrepreneurial competencies	62	13.39
Other	37	7.99

3.2 Challenges in Data Collection

The number of respondents presented in Table 2 indicates that, at the consortium level and by February 20th, 2024, we reached 62.05% of the target number of 2,000. Furthermore, the sample numbers across partners indicate diverse levels of success in the data collection process.

The analysis of the challenges in the data collection process offer several reasons for this:

- *Research fatigue by educational institutions.* Many contacted institutions replied they are being invited to participate in various research endeavours on a daily basis and that they have a policy of limited participation.

- *Challenging time for data collection in schools and other educational institutions.* Data collection coincided with the end of the first term in most of the countries and public holidays which may have caused hesitance in participation.
- *Perception of lack of relevance for institutions providing non-formal programmes.* Some contacted institutions reported that at first sight they did not find the topic of democratic practices and values relevant for their programmes (this is especially true for sports clubs, STEM programmes, etc.).

In addition to this, some partners initially did not employ a 'personalised' strategy to data collection in which specific persons (heads of institutions or education programmes) were invited to participate in the research.
Based on the aforementioned, an elaborated strategy was shared among partners in order to increase the number of responses. Elements of this strategy included:

- a more precise mapping of institutions in each specific setting;
- personalising invitation emails (addressing the heads of institutions or education programmes, mentioning previous collaborations and partnerships);
- assigning a staff member to the specific task of communicating with educational institutions;
- in some cases, contacting educational institutions on the phone;
- using incentives (e.g., offering tickets to a festival organised by a partner, the possibility to participate in a workshop, etc.).

This strategy yielded immediate results and has increased the number of responses in almost all countries, with the exception of one partner.
Reaching a 62.05% of the targeted sample allows all of the analytical procedures at the consortium and instrument development level. However, at this point it does not allow for the comparison between countries.
All partners will continue with the data collection, and with the use of the aforementioned strategy, reach the targeted number of 200 respondents per country by the beginning of the next academic year.

4 DHQ Results

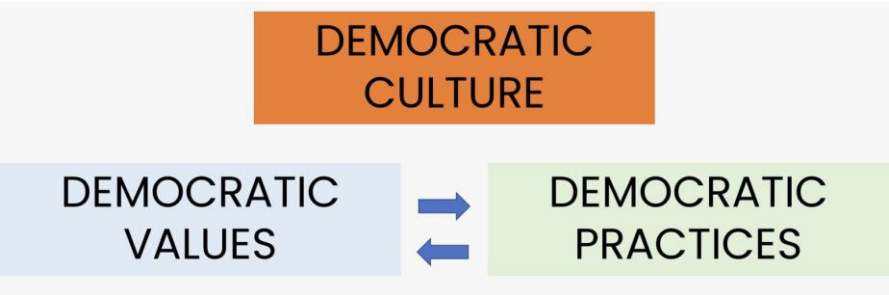
Two versions of DHQ were developed, one for schools and one for institutions providing non-formal educational programmes. These two versions are comparable regarding all conceptual elements and, at the same time, allow for the gathering of specific data from educational services within formal and non-formal educational environments.
Two broad areas were defined to encompass an institutions' democracy health or its democratic culture:

- democratic values
- democratic practices

These are conceptualised to be in reciprocal relationship, with democratic values of the institution influencing the implementation of institutional democratic practices, and with the use of democratic practices fostering the institutional democratic value orientation (Figure 5).

Figure 5

Broad areas indicating democracy health of an institution



Within the DHQ the democratic values indicative of the democratic culture of an institution are:

PARTICIPATION - Refers to the active involvement of students, staff, and other stakeholders in the programme development, learning process, and overall functioning of the institution. It goes beyond mere attendance and encompasses engagement, interaction, collaboration, and contribution within the educational community.

ACCOUNTABILITY AND TRANSPARENCY - Ensures that the institution is responsible for its actions, decisions, and outcomes while maintaining an open and honest relationship with its internal and external stakeholders. It fosters openness and accessibility of information related to the functioning, decision-making processes, and performance of an educational institution.

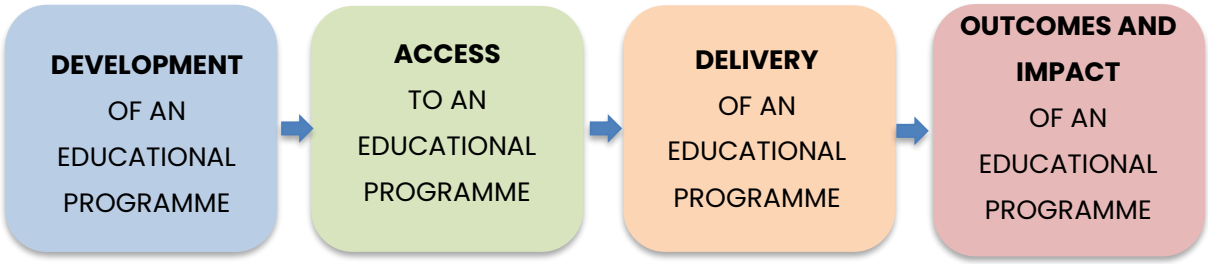
EQUALITY, DIVERSITY, AND INCLUSION (EDI) - Presumes institutional dedication towards equal representation and opportunities, as well as respect and justice for students from various backgrounds, such as ethnicity, gender, sexual orientation, and abilities. Institutions that value EDI foster a sense of belonging, seek diverse perspectives, and encourage engagement to maximise the potential of every individual.

ECO-SOCIAL RESPONSIBILITY - Refers to the ethical obligation and accountability the institution has towards the environment and society, recognising their interconnectedness and advocating for sustainable practices that minimise harm to both. Eco-social responsibility encourages actions that prioritise environmental conservation, social justice, and the wellbeing of the wider community, aiming for a more equitable and sustainable future.

Each of four values is related to the set of items developed to reflect democratic practices within the four domains representing the life cycle of an educational programme, and are presented in Figure 6.

Figure 6

Domains representing the life cycle of an educational programme within an institution



In line with self-assessment orientation, within the DHQ participants were asked to estimate each democratic value and practice in their respective institutions on the following three dimensions on a scale from 0% (not at all) to 100% (very much):

DIMENSION	EXPLANATION
IMPORTANCE	*How important do you consider this practice/value to be?*
CURRENT LEVEL	*To what extent is this practice/value currently present in your school/educational programmes of your organisation?*
EXPECTATION IN 5 YEARS	*To what extent do you expect this practice/value will be present in your school/educational programmes of your organisation in 5 years?*

4.1 Results Overview

In this section, the first results on democratic values in both schools and institutions providing non-formal educational programmes are presented. This is followed by the presentation on the initial results of democratic practices in the four domains representing the life cycle of an educational programme (Development, Access, Delivery, Outcomes and Impact). In all segments, results for schools and institutions providing non-formal educational programmes are presented separately. In each segment, descriptive statistics regarding three dimensions (Importance, Current State, Expectation in 5 Years) is followed by the visual presentation of results, which allows readers to inspect differences between dimensions. More elaborate analytical procedures are presented in Appendix 2 where for each segment (on the dimensions of Importance and Current State) principal component analysis factor analyses with varimax rotations were calculated. Reliability analyses are provided for each subscale. These important analytical procedures indicate the quality of the DHQ as an instrument.

4.2 Democratic Values

The descriptive statistics for the dimensions of Importance, Current State and Expectation in 5 Years for the four democratic values in the school sample are shown in Table 5. All democratic values were considered as very important, with the averages ranging between 88.04 and 92.82. The most important democratic value was Equality, diversity and inclusion (EDI). As for the estimates of the current state of democratic values, it is evident that, though all are considered almost equally important, there is some variation in their current state in schools in our sample. Equality, diversity and inclusion, as well as the value of Accountability and transparency, seem to be more present than the values of Eco-social responsibility and Participation. Finally, the average expectation estimates of the listed democratic values ranged between 76.91 and 85.96, with EDI and Accountability and transparency being assessed higher than Eco-social responsibility and Participation.

Funded by the European Union

Table 5

Average estimates of Importance, Current State and Expectation regarding democratic values - School sample

DEMOCRATIC VALUES	IMPORTANCE		CURRENT STATE		EXPECTATION	
	M	SD	M	SD	M	SD
Equality, diversity, and inclusion	92.82	13.82	78.28	20.33	85.96	17.52
Eco-social responsibility	89.45	16.40	68.06	21.41	79.47	19.85
Accountability and transparency	89.43	15.92	74.02	21.38	81.58	19.44
Participation	88.04	17.25	66.1	21.77	76.91	20.24

Note: M - Arithmetic Mean; SD - Standard Deviation

Differences between the current state and the 5-year expectation appear fairly even across democratic values, with Eco-social responsibility having a slightly larger gap than the others (Figure 7).

Funded by the European Union

Figure 7

Average estimates of Importance, Current State and Expectation regarding democratic values - School sample

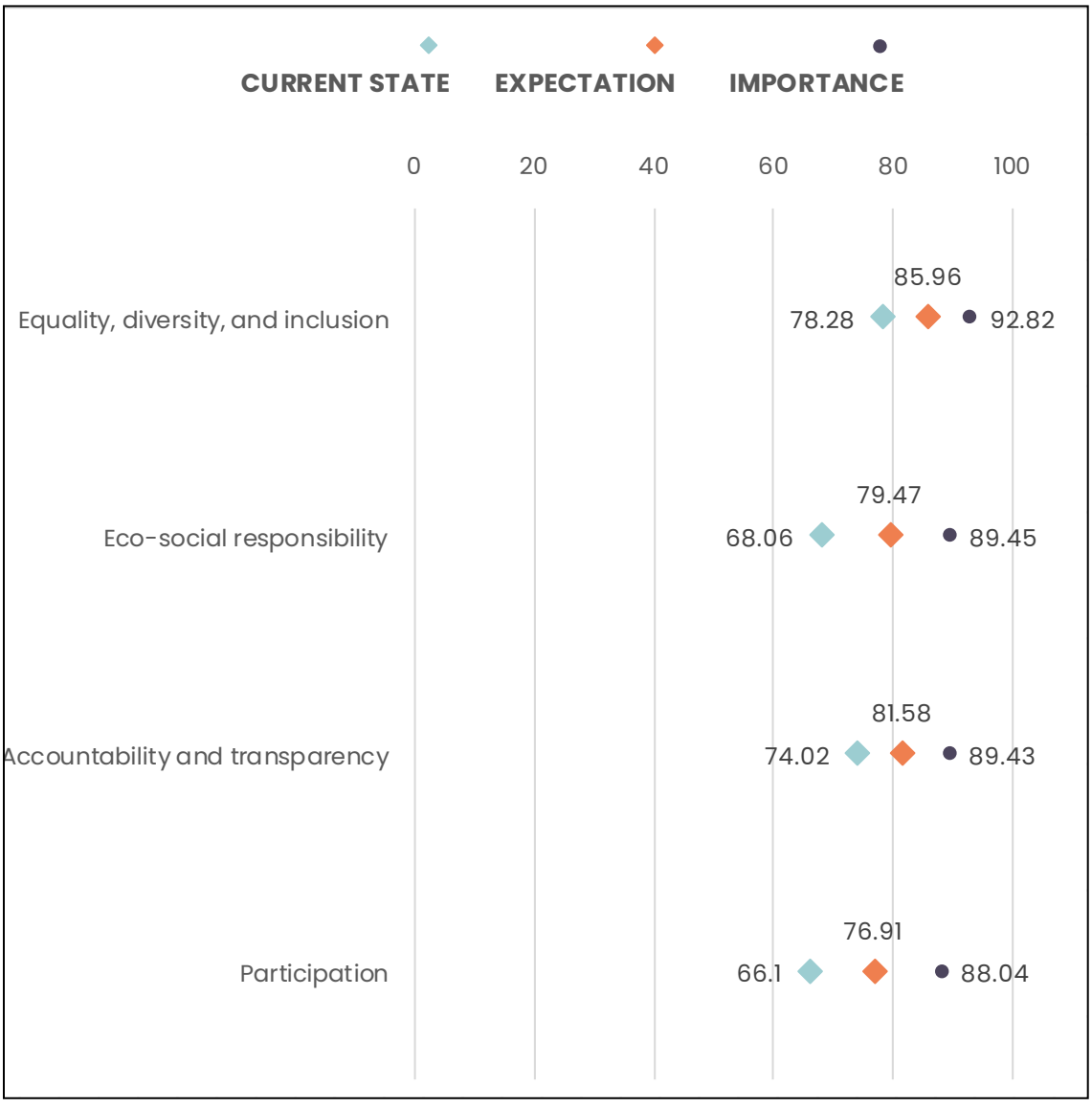


Table 6 presents the estimates of the Importance, Current State and Expectation for the four democratic values in the sample of institutions providing non-formal educational

programmes. As in the school sample, all democratic values were considered fairly important, with averages between 87.55 and 91.44. The most important democratic value was again Equality, diversity and inclusion (EDI). The importance hierarchy of the democratic values in institutions providing non-formal educational programmes replicated the one obtained for schools. Average scores for the current state of democratic values ranged between 72.75 and 80.38, suggesting a predominantly democratic value orientation of the sampled institutions providing non-formal educational programmes. Regarding the expectation dimension, the averages of the listed democratic values were somewhat higher in the non-formal programme sample compared to the school sample, as they ranged between 81.78 and 87.85. This outlines the inclination of the institutions providing non-formal educational programmes towards the further democratisation of their work.

Table 6

Average estimates of Importance, Current State and Expectation regarding democratic values – Non-formal programme sample

DEMOCRATIC VALUES	IMPORTANCE		CURRENT STATE		EXPECTATION	
	M	SD	M	SD	M	SD
Equality, diversity, and inclusion	91.44	12.87	80.38	17.84	87.85	14.35
Eco-social responsibility	89.48	13.21	75.11	18.50	84.51	15.44
Accountability and transparency	89.03	14.19	78.74	18.91	85.32	16.03
Participation	87.55	15.72	72.75	20.65	81.78	17.92

Differences between the current state and the 5-year expectation for democratic values are fairly even across democratic values (see Figure 8).

Figure 8

Average estimates of Importance, Current State and Expectation regarding democratic values – Non-formal educational institutions sample

Funded by the European Union

4.3 Democratic Practices

4.3.1 Development of the Educational Programme

Table 7 contains the estimates of the Importance, Current State and Expectation for six items describing democratic practices in the domain of school's educational programme development. As for the importance, all practices were estimated as very important, with averages ranging between 79.21 and 82.01 on the scale from 0 (not at all) to 100 (very much). Collaborative decision-making was revealed as the democratic practice of the highest importance in the process of school's educational programme development. In the assessment of the current state of democratic practices implementation within the domain of schools' educational programme development, all practices were assessed as fairly present. Average current state estimates range between 60.40 and 64.28 on the scale from 0 to 100, again with collaborative decision-making holding the highest current state average. This points out the predominantly democratic orientation in schools' educational programme development, but also outlines some areas for improvement. Finally, the average expectation estimates of the listed democratic practices for the domain of school's educational programme development range between 70.28 and 72.97, denoting school representatives' orientation towards the further improvement of the democratisation of their practices in the area of school's educational programme development.

Funded by the European Union

Table 7

Average estimates of Importance, Current State and Expectation regarding democratic practices within the domain "Development of the school's educational programme" – School sample

DEVELOPMENT DOMAIN	IMPORTANCE		CURRENT STATE		EXPECTATION	
	M	SD	M	SD	M	SD
Decisions about the school's educational programme are collaborative	82.01	20.04	64.28	25.31	71.85	25.04
Responsibility for the natural and social environment is taken into account in the development of the school's educational programme	80.76	20.06	61.84	23.03	72.92	22.53
The school's educational programme is developed through open discussion and exchange of views between staff members	80.52	22.01	61.68	25.46	71.19	24.99
The school's educational programme is developed to address the needs of diverse groups within the wider community	79.97	20.36	60.40	23.13	70.28	23.18
A variety of approaches and/or viewpoints are considered in the development of the school's educational programme	79.97	20.04	60.90	23.48	70.38	22.91
Staff members are encouraged to propose ideas for the school's educational programme	79.21	20.28	62.45	23.85	72.97	23.17

Differences between the current state and the 5-year-expectations are largely equivalent across the items, as illustrated in Figure 9.

Figure 9

Average estimates of Importance, Current State and Expectation regarding democratic practices within the domain "Development of the school's educational programme" – School sample

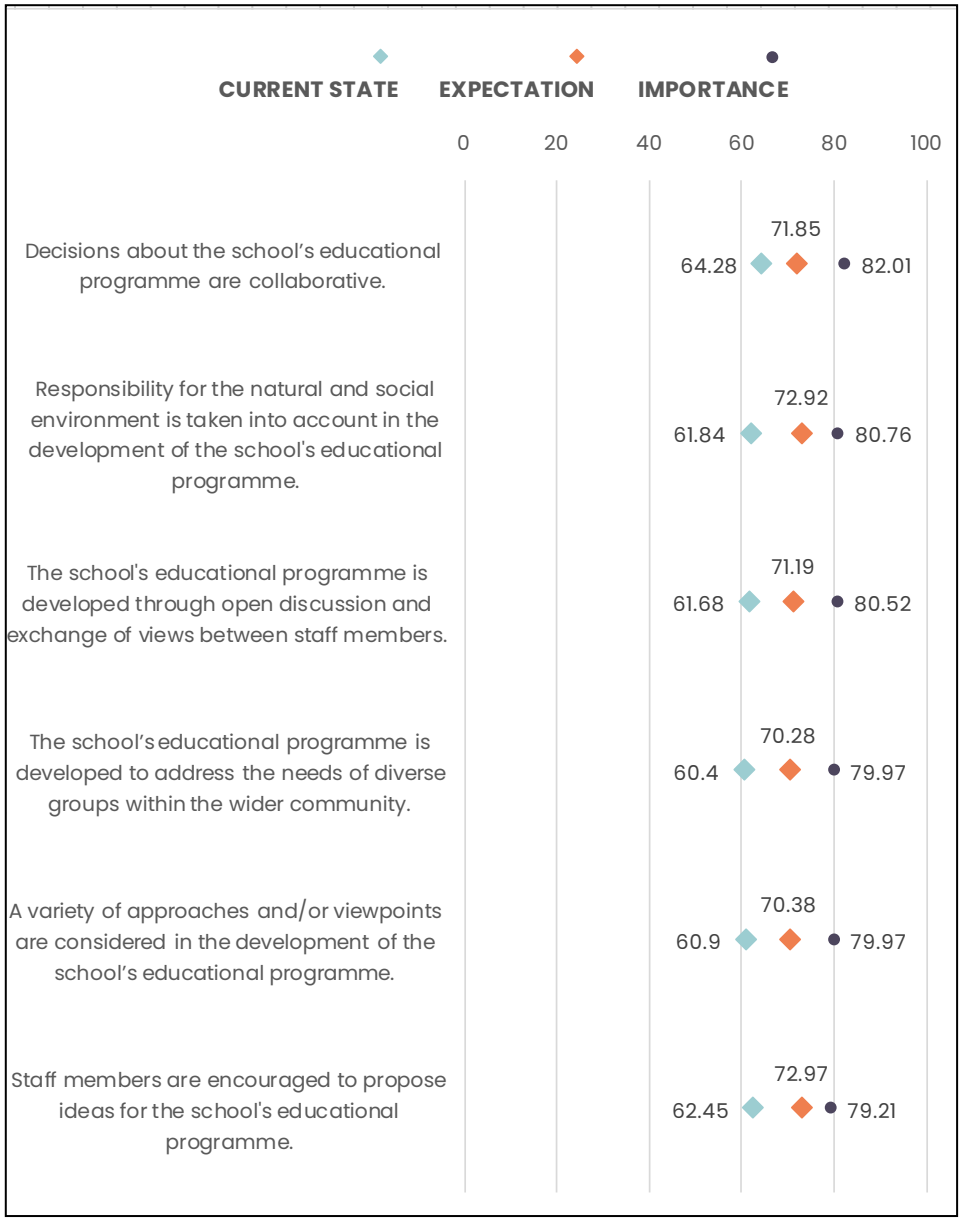


Table 8 contains the estimates of the Importance, Current State and Expectation for six items describing democratic practices in the domain of non-formal educational programme development. Regarding the importance dimension, all practices were estimated as very important, with average values ranging between 81.49 and 85.15 on the scale from 0 to 100, which is slightly higher compared to the respective estimates in the school sample. Considering a variety of approaches and/or viewpoints was revealed as the democratic practice of the highest importance in the process of non-formal educational programme development. Interestingly, the same democratic practice was considered second to lowest in terms of importance in the school sample. At the same time, collaborative decision-making, which was regarded as the most important by schools' representatives, was deemed the least important in the context of non-formal educational programmes development. In the assessment of the current state of democratic practices related to non-formal educational programme development, all practices were assessed as quite present. With average current state estimates ranging from 67.06 to 70.54 on the scale from 0 to 100, institutions' providing non-formal educational programmes current state estimates were slightly higher than the respective estimates in the school sample. Finally, the average expectation estimates of the listed democratic practices for the domain of non-formal educational programme development ranged between 75.93 and 80.12, which is again higher than in the school sample. Similarly to the school sample, differences between the current state and the 5-year-expectations are largely equivalent across the items, as illustrated in Figure 10.

Table 8

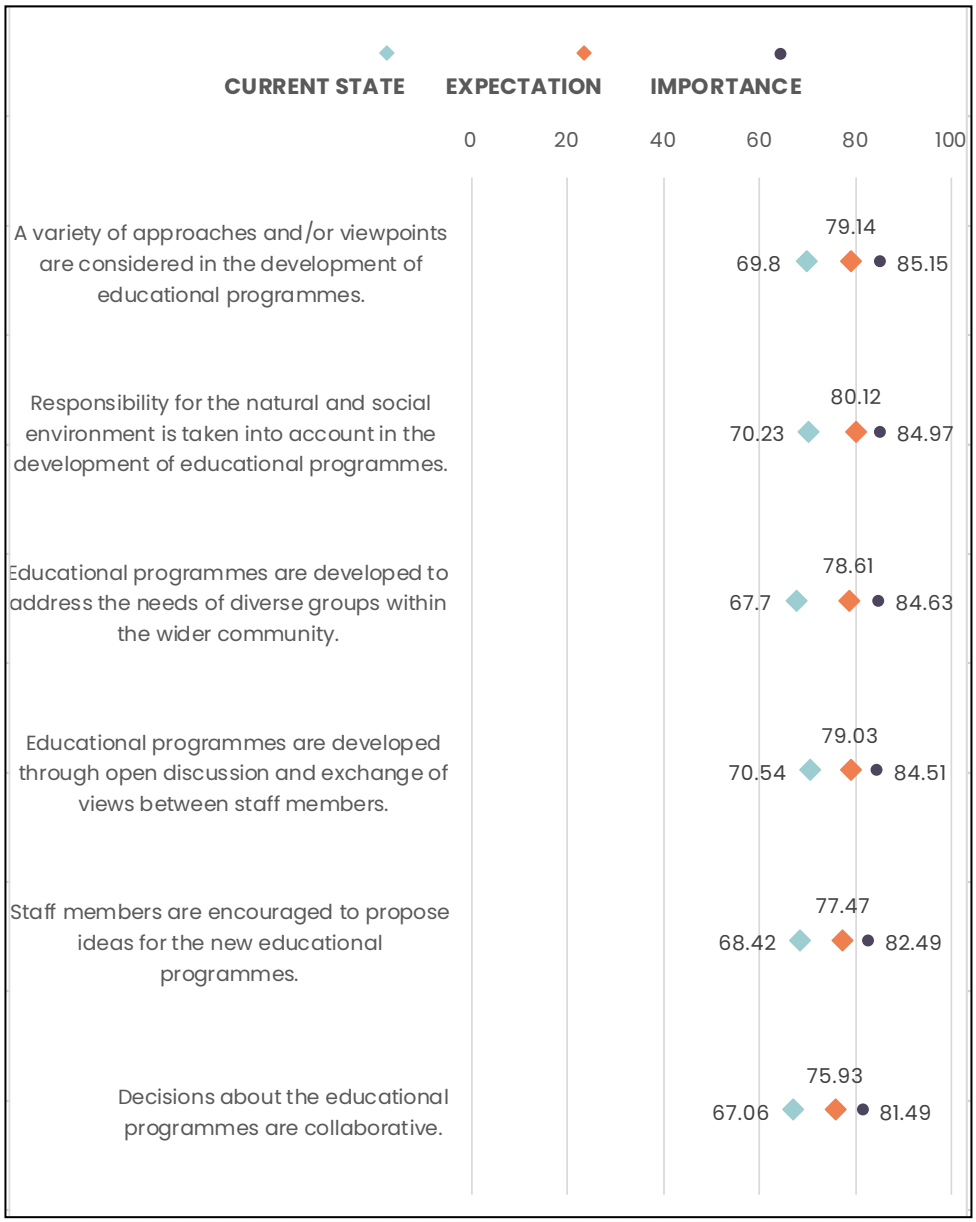
Average estimates of Importance, Current State and Expectation regarding democratic practices within the domain "Development of educational programmes" – Non-formal programme sample

DEVELOPMENT DOMAIN	IMPORTANCE		CURRENT STATE		EXPECTATION	
	M	SD	M	SD	M	SD
A variety of approaches and/or viewpoints are considered in the development of educational programmes	85.15	15.75	69.8	21.17	79.14	18.61
Responsibility for the natural and social environment is taken into account in the development of educational programmes	84.97	16.03	70.23	21.05	80.12	18.30
Educational programmes are developed to address the needs of diverse groups within the wider community	84.63	16.67	67.70	22.12	78.61	18.57
Educational programmes are developed through open discussion and exchange of views between staff members	84.51	17.15	70.54	23.92	79.03	20.63
Staff members are encouraged to propose ideas for the new educational programmes	82.49	18.35	68.42	22.31	77.47	19.81
Decisions about the educational programmes are collaborative	81.49	19.36	67.06	24.27	75.93	21.73

Funded by the European Union

Figure 10

Average estimates of Importance, Current State and Expectation regarding democratic practices within the domain "Development of educational programmes" – Non-formal programme sample



4.3.2. Access to the Educational Programme

The estimates of the Importance, Current State and Expectation for the three items describing democratic practices in the domain of access to the school's educational programme can be found in Table 9. As for the importance dimension, all practices were deemed highly important, with average ratings falling between 89.77 and 93.93 on the scale from 0 to 100. Equality of opportunities for access to school educational programmes for individuals from different socio-economic backgrounds emerged as the most important democratic practice in this domain. When it comes to the current state of the democratic practices in the realm of access to the school's educational programme, all practices were, on average, reported to be fairly present (with current state estimates ranging from 79.35 to 83.77). However, the practice of ensuring that access for students from diverse groups within the community is embedded in institutional policies and procedures was rated slightly lower than the other two practices. Finally, the average expectation estimates for the specified democratic practices related to the access to school's educational programme fall within the range of 83.71 to 87.54, indicating the school representatives' aspiration towards the further democratisation of their practices in this domain.

Table 9

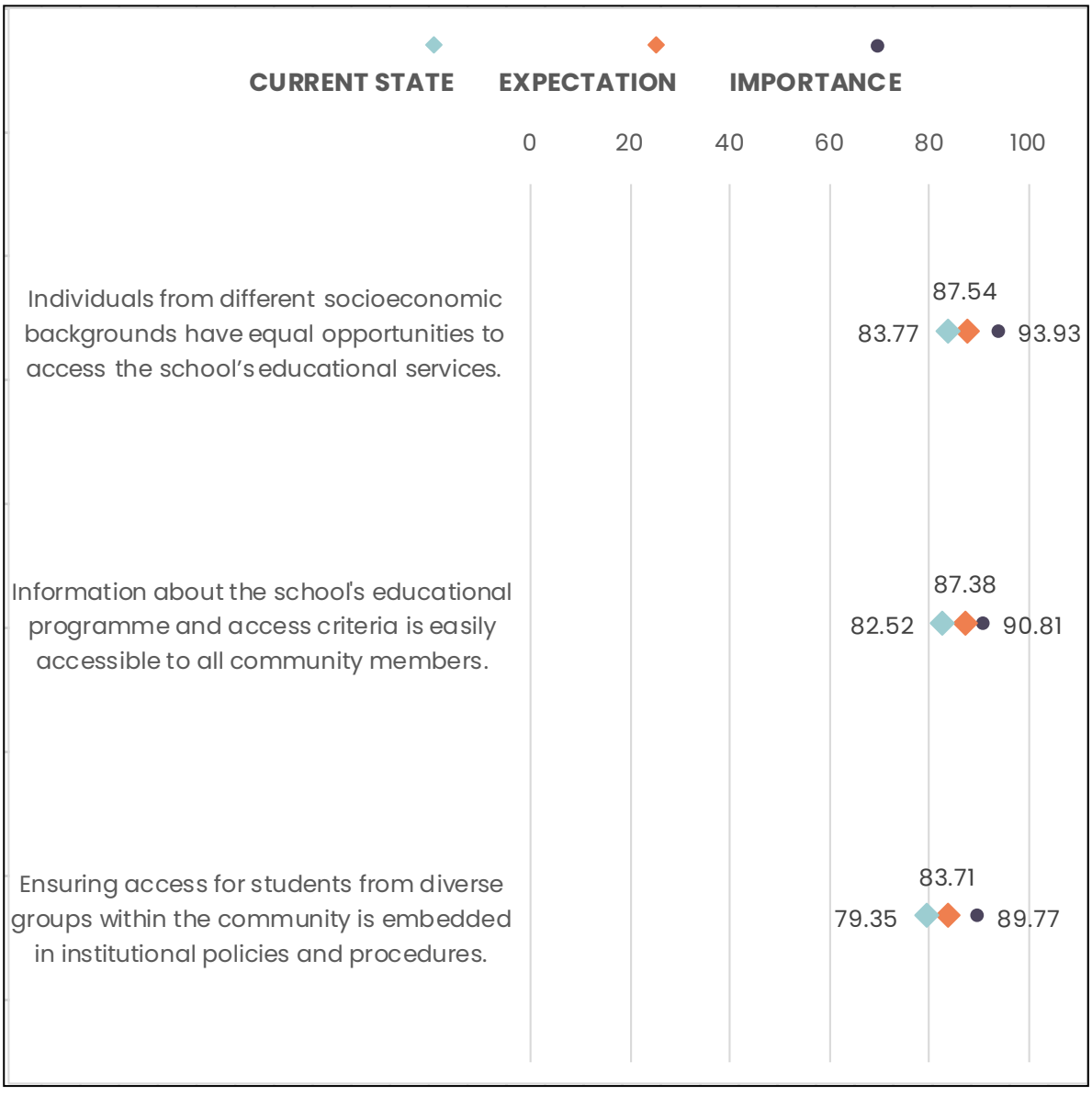
Average estimates of Importance, Current State and Expectation regarding democratic practices within the domain "Access to the school's educational programme" – School sample

ACCESS DOMAIN	IMPORTANCE		CURRENT STATE		EXPECTATION	
	M	SD	M	SD	M	SD
Individuals from different socioeconomic backgrounds have equal opportunities to access the school's educational services.	93.93	13.12	83.77	20.95	87.54	19.07
Information about the school's educational programme and access criteria is easily accessible to all community members.	90.81	15.02	82.52	20.82	87.38	18.68
Ensuring access for students from diverse groups within the community is embedded in institutional policies and procedures.	89.77	17.32	79.35	23.82	83.71	22.50

The disparities between the current state and the anticipated 5-year progress are largely consistent across items, as depicted in Figure 11.

Figure 11

Average estimates of Importance, Current State and Expectation regarding democratic practices within the domain "Access to the school's educational programme" – School sample



Funded by the European Union

Table 10 contains the estimates of the Importance, Current State and Expectation for the three items describing democratic practices in access to non-formal educational programmes. All practices were evaluated as highly important, with average ratings falling between 89.77 and 90.82 on the scale of 0 to 100. As for the current state of democratic practices in the realm of access to the non-formal educational programmes, all practices were on average estimated as considerably present (ranging from 70.62 to 74.18). The practice of ensuring that access for participants from diverse groups within the community is embedded in institutional policies and procedures was (on average) reported to be slightly less present than the other two practices, presenting the same pattern as observed in the school sample. Overall, the access to the educational programmes seems to be more aligned with the democratic practices in schools (rather than in non-formal programmes) sample. This could, at least partly, be attributed to the different nature of the formal and non-formal educational programmes, with the former being obligatory for all until lower or upper secondary level in most of the countries which participated in the data collection. Finally, rather high expectations were set for the democratisation of the access to non-formal programmes, with estimates between 79.62 and 84.69.

Table 10

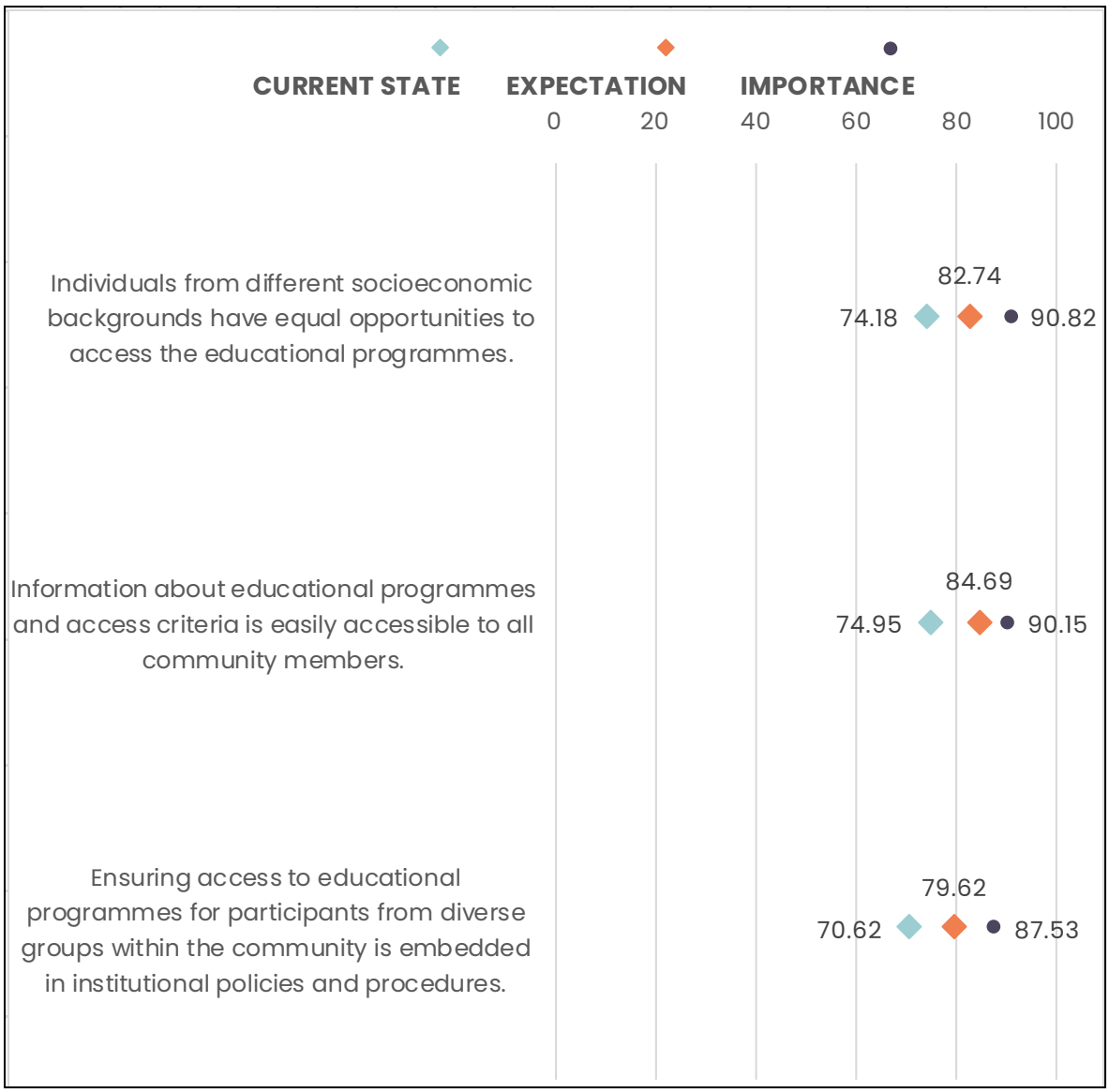
Average estimates of Importance, Current State and Expectation regarding democratic practices within the domain "Access to educational programmes" – Non-formal programme sample

ACCESS DOMAIN	IMPORTANCE		CURRENT STATE		EXPECTATION	
	M	SD	M	SD	M	SD
Individuals from different socioeconomic backgrounds have equal opportunities to access the educational programmes	90.82	13.86	74.18	22.48	82.74	18.99
Information about educational programmes and access criteria is easily accessible to all community members	90.15	13.81	74.95	19.05	84.69	15.71
Ensuring access to educational programmes for participants from diverse groups within the community is embedded in institutional policies and procedures	87.53	15.90	70.62	23.59	79.62	20.91

The gap between the current state and the 5-year expectation is the biggest for the accessibility of information and access criteria for the non-formal educational programmes (Figure 12).

Figure 12

Average estimates of Importance, Current State and Expectation regarding democratic practices within the domain "Access to educational programmes" – Non-formal educational institutions sample



4.3.3. Delivery of the Educational Programme

The estimates of the Importance, Current State and Expectation for the eleven items describing democratic practices in the domain of delivery of school's educational programme are presented in Table 11. There is a considerable diversity in the importance ratings recorded for the listed items, with averages ranging from 60.83 to 94.69. Ensuring that all students have an equal opportunity to complete their education emerged as the most important democratic practice, followed by the practice of encouraging respect for diversity in learning groups. The least important practices were related to the students' influence on the choice of teaching and learning methods, and learning content, indicating less focus on students' participation in the delivery of the school curriculum. The distribution of means regarding the current state of democratic practices in the delivery of schools' educational programmes is wider than the distribution of importance ratings, with the average scores ranging from 38.27 to 84.81. This demonstrates a great variety in current state ratings for the specific democratic practices. The lowest average score was assigned to the practice of students' influence on the choice of learning and teaching methods, evidencing a lack of students' voices in the shaping of the learning process. Finally, 5-year expectation averages ranged from 50.95 to 87.68, with all democratic practices estimated higher than the current state.

Table 11

Average estimates of Importance, Current State and Expectation regarding democratic practices within the domain "Delivery of the school's educational programme" – School sample

DELIVERY DOMAIN	IMPORTANCE		CURRENT STATE		EXPECTATION	
	M	SD	M	SD	M	SD
All students, regardless of their attributes, have an equal opportunity to complete their education	94.69	12.86	84.01	20.05	87.68	19.13
Students are introduced to and encouraged to respect the diversities within their teaching and learning group(s)	92.60	12.74	77.24	19.77	84.38	17.81

DELIVERY DOMAIN	IMPORTANCE		CURRENT STATE		EXPECTATION	
	M	SD	M	SD	M	SD
Conflicts that arise during teaching and learning are resolved in a constructive and inclusive manner	92.54	13.27	76.93	18.92	83.88	18.00
Clearly defined procedures exist in the case of a potential violation of either students' or teachers' rights	92.48	13.46	81.15	19.95	86.70	18.13
Students' rights and responsibilities are clearly defined and communicated	92.37	13.18	80.77	19.08	87.61	16.02
Individualised support is provided for students with additional educational needs	91.04	14.85	76.91	22.37	83.31	20.55
Teaching and learning incorporate responsibility for the natural and social environment	88.95	16.04	70.54	19.71	80.39	19.34
Teaching and learning are grounded in methods that encourage students' active participation	87.41	16.13	64.24	20.49	76.52	19.05
The teaching and learning environment encourages open discussion and the expression of diverse opinions	86.48	16.72	64.51	20.83	75.96	19.69
Students have the opportunity to influence the content of teaching and learning	64.95	24.20	42.90	24.39	55.57	25.44
Students have the opportunity to influence the choice of teaching and learning methods	60.83	25.58	38.37	23.84	50.95	25.47

Differences between the current state and expectations vary across the democratic practices. Practices with lower estimates of the current state have bigger gaps towards the expected state, compared to the practices that were assessed as currently highly present (Figure 13). This is evidencing schools' aspiration towards further democratisation of their programme delivery practices.

Figure 13

Average estimates of Importance, Current State and Expectation regarding democratic practices within the domain "Delivery of the school's educational programme" – School sample

Table 12 presents the estimates of the Importance, Current State and Expectation for the eleven items describing democratic practices in the domain of delivery of non-formal educational programmes. Averages related to the importance of specific democratic practices range between 71.45 and 91.30). Though this represents a considerable variation in the importance ratings, it is not as substantial as in the school sample. Unlike in schools, the most important democratic practice in the institutions providing non-formal educational programmes is resolving the conflicts that arise during the course of the programme delivery in a constructive and inclusive manner. The least important practices, just like in the school sample, are related to the participants' influence on the choice of teaching and learning methods, and learning content. The distribution of means regarding the current state of democratic practices in the delivery of non-formal educational programmes resembles the distribution of their importance, with average scores ranging from 56.28 to 81.05. This indicates that, although not all democratic practices are equally present, they tend to be generally more present in comparison with the school practices. As for the 5-year expectation scores, they range from 65.76 to 87.42. Similarly to schools, all democratic practices score higher on the dimension of expectation than on the dimension of current state.

Table 12

Average estimates of Importance, Current State and Expectation regarding democratic practices within the domain "Delivery of educational programmes" – Non-formal programme sample

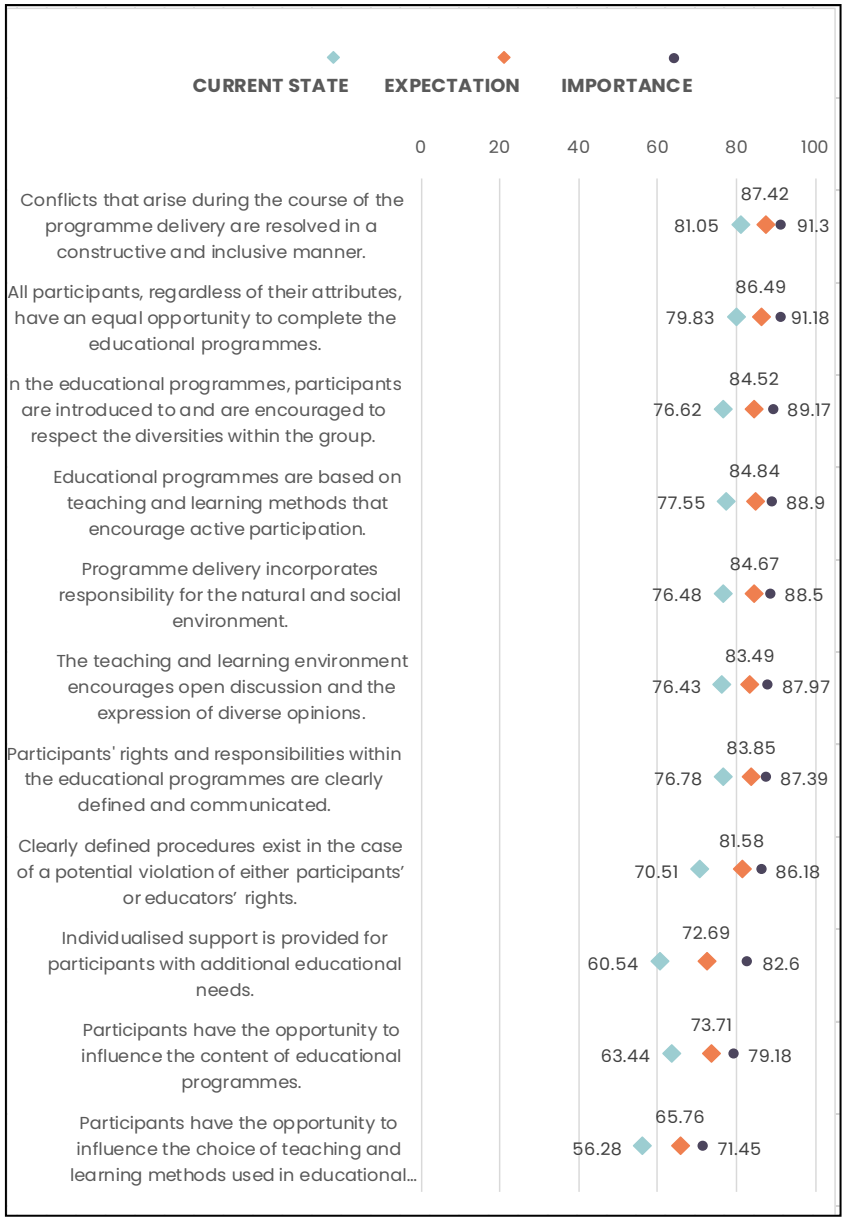
DELIVERY DOMAIN	IMPORTANCE		CURRENT STATE		EXPECTATION	
	M	SD	M	SD	M	SD
Conflicts that arise during the course of the programme delivery are resolved in a constructive and inclusive manner	91.30	13.17	81.05	17.08	87.42	14.93
All participants, regardless of their attributes, have an equal opportunity to complete the educational programmes	91.18	13.27	79.83	20.57	86.49	16.53
In the educational programmes, participants are introduced to and	89.17	14.47	76.62	21.09	84.52	17.12

DELIVERY DOMAIN	IMPORTANCE		CURRENT STATE		EXPECTATION	
	M	SD	M	SD	M	SD
are encouraged to respect the diversities within the group						
Educational programmes are based on teaching and learning methods that encourage active participation	88.90	15.39	77.55	20.18	84.84	17.04
Programme delivery incorporates responsibility for the natural and social environment	88.50	14.27	76.48	18.81	84.67	15.78
The teaching and learning environment encourages open discussion and the expression of diverse opinions	87.97	16.42	76.43	21.40	83.49	18.33
Participants' rights and responsibilities within the educational programmes are clearly defined and communicated	87.39	15.50	76.78	19.33	83.85	16.82
Clearly defined procedures exist in the case of a potential violation of either participants' or educators' rights	86.18	18.15	70.51	24.82	81.58	19.77
Individualised support is provided for participants with additional educational needs	82.60	20.60	60.54	26.14	72.69	23.34
Participants have the opportunity to influence the content of educational programmes	79.18	19.62	63.44	23.63	73.71	21.42
Participants have the opportunity to influence the choice of teaching and learning methods used in educational programmes	71.45	22.83	56.28	25.16	65.76	24.06

Differences between the current state and expectations differ across practices, with less present democratic practices showing bigger gaps compared to more present ones, as illustrated in Figure 14.

Figure 14

Average estimates of Importance, Current State and Expectation regarding democratic practices within the domain "Delivery of educational programmes" – Non-formal programme sample



4.3.4. Outcomes and Impact of the Educational Programme

Table 13 comprises the estimates of the Importance, Current State and Expectation for the six items describing democratic practices in the domain of outcomes and impact of the school's educational programme. Importance estimates in this domain range between 73.68 and 87.17 on the scale from 0 to 100. Development of students' competencies for active citizenship was deemed the most important democratic practice. Sharing and discussing the outcomes with the wider community, as well as the evaluation of the impact of the school's educational programme on the wider community were considered as the least important practices. Average current state estimates range between 48.29 and 75.73, with the two latter democratic practices being reported as the least present. This shed light on the prevailing lack of school-community cooperation in the area of outcomes and impact dissemination/evaluation. Public disclosure of the sources of funding has the highest-ranking current state average, which can be attributed to the national and EU-wide regulations on transparency in formal educational institutions. Finally, the average expectation estimates of the listed democratic practices for the domain of outcomes and impact of the school's educational programme range between 60.20 and 79.45.

Table 13

Average estimates of Importance, Current State and Expectation regarding democratic practices within the domain "Outcomes and impact of the school's educational programme" – School sample

OUTCOMES AND IMPACT DOMAIN	IMPORTANCE		CURRENT STATE		EXPECTATION	
	M	SD	M	SD	M	SD
Students develop competencies for active citizenship through the school's educational programme	87.17	17.76	66.21	22.14	77.13	20.77
Evaluation of the school's educational programme considers multiple indicators	85.12	19.03	67.17	23.86	76.34	21.97
Students' evaluations and feedback are used to improve the school's educational programme	84.79	18.67	62.23	24.59	74.29	23.77
Sources of funding are publicly disclosed	82.31	25.42	75.73	29.67	79.45	27.85
Outcomes of the school's educational programme are shared and discussed with the wider community	75.66	22.34	57.38	26.39	67.54	24.53
The impact of the school's educational programme on the wider community is evaluated	73.68	23.24	48.29	27.42	60.20	27.55

Public disclosure of the sources of funding has the highest expectation score, but the difference between the current state and the 5-year expectation for this democratic practice is significantly smaller than for the other democratic practices (see Figure 15).

Figure 15

Average estimates of Importance, Current State and Expectation regarding democratic practices within the domain "Outcomes and impact of the school's educational programme" – School sample

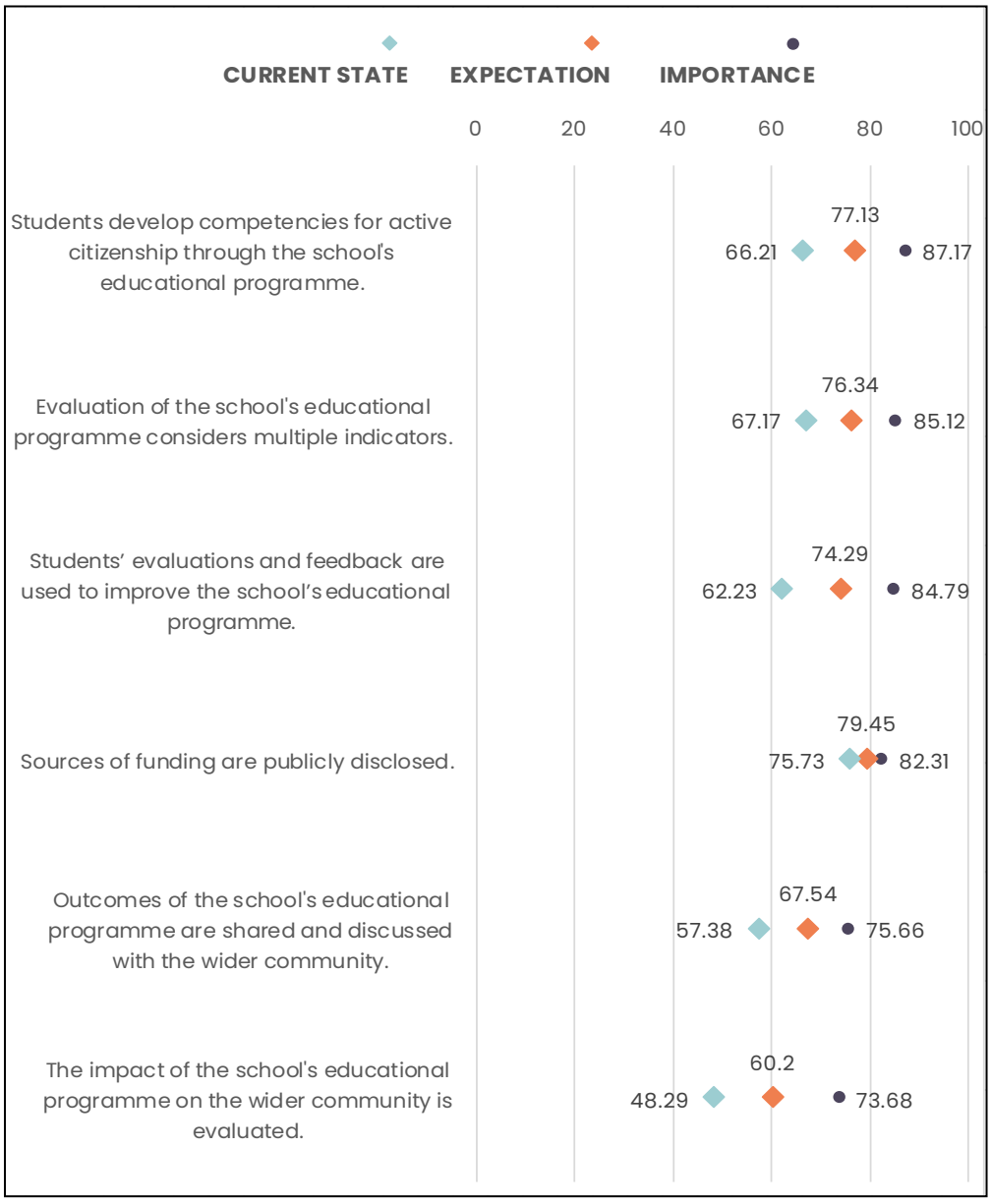


Table 14 contains the estimates of the Importance, Current State and Expectation for the six items describing democratic practices in the domain of outcomes and impact of the non-formal educational programmes. Regarding the importance of the specific democratic practices within this domain, the averages range between 78.16 and 89.65. The estimates of the importance of the specific democratic practices are generally slightly higher than in the school sample and their hierarchy is different. In institutions providing non-formal educational programmes, the democratic practice of using participants' evaluations and feedback to improve educational programmes emerged as the most important. As for the current state of implementing democratic practices in the realm of outcomes and impact of non-formal educational programmes, the estimates show a moderately wide variation, with average scores ranging from 57.41 to 74.46. The least present democratic practices are, as in the school sample, the practices related to the wider community: sharing the educational outcomes with the wider community and evaluation of the educational programme's impact on the wider community. Again, there seems to be some room for improvement in the cooperation between institutions providing non-formal educational programmes and the community, at least when it comes to the area of educational programmes' outcomes and impact assessment. Lastly, the average expectation estimates of the listed democratic practices for the outcomes and impact domain range between 69.99 and 83.55, and are higher than the respective school sample averages.

Table 14

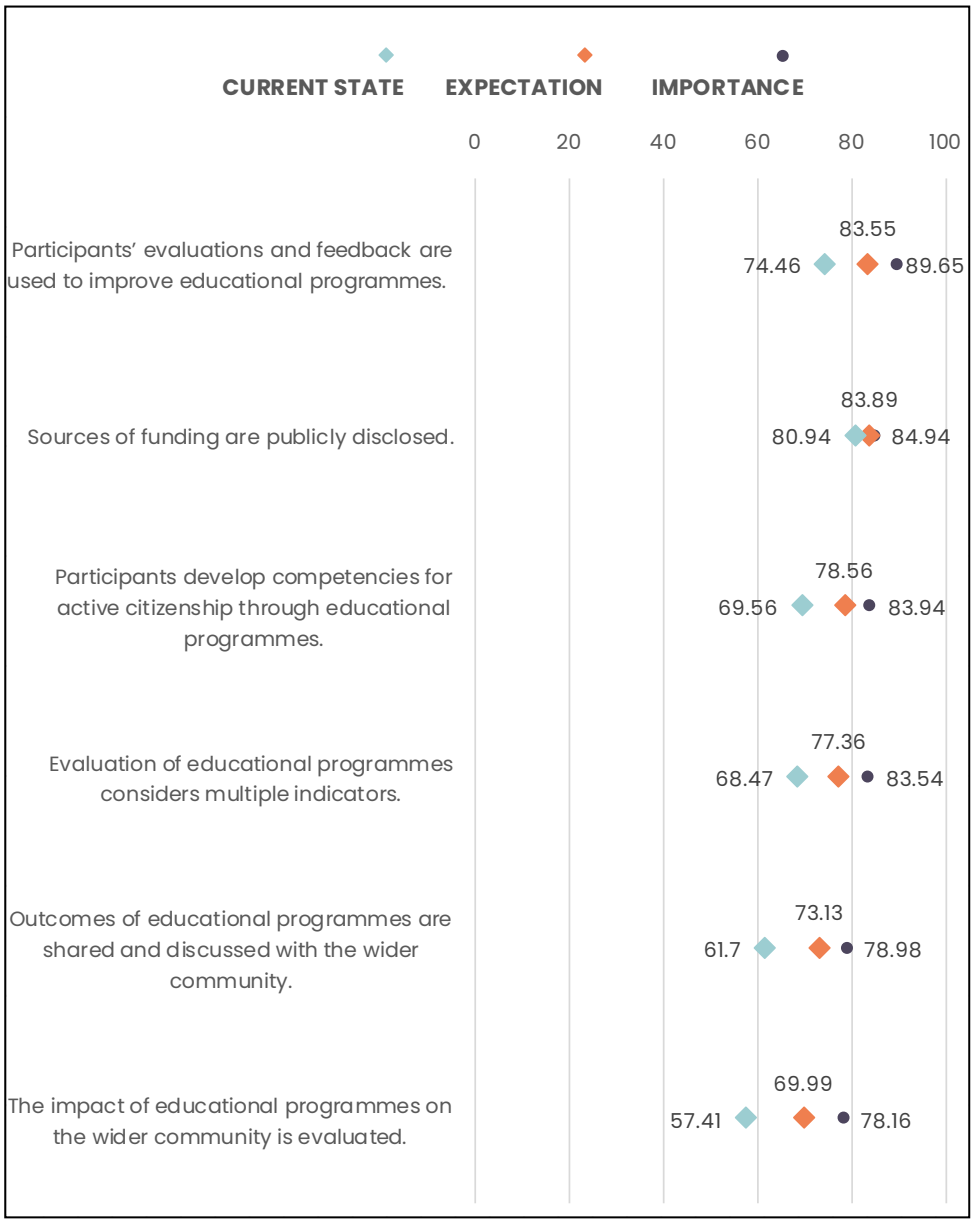
Average estimates of Importance, Current State and Expectation regarding democratic practices within the domain "Outcomes and impact of educational programmes" – Non-formal programme sample

OUTCOMES AND IMPACT DOMAIN	IMPORTANCE		CURRENT STATE		EXPECTATION	
	M	SD	M	SD	M	SD
Participants' evaluations and feedback are used to improve educational programmes	89.65	13.97	74.46	21.95	83.55	18.18
Sources of funding are publicly disclosed	84.94	21.23	80.94	24.59	83.89	22.52
Participants develop competencies for active citizenship through educational programmes	83.94	18.79	69.56	22.79	78.56	19.81
Evaluation of educational programmes considers multiple indicators	83.54	18.12	68.47	23.11	77.36	19.94
Outcomes of educational programmes are shared and discussed with the wider community	78.98	20.29	61.70	25.11	73.13	21.91
The impact of educational programmes on the wider community is evaluated	78.16	21.58	57.41	25.25	69.99	22.97

Public disclosure of the sources of funding again had the highest expectation score and the difference between the current state and the 5-year expectation was smaller for that democratic practice compared to the others (see Figure 16).

Figure 16

Average estimates of Importance, Current State and Expectation regarding democratic practices within the domain "Outcomes and impact of educational programmes" – Non-formal educational institutions sample



5 The Democracy Health Index (DHI)

The DHI is formulated on the basis of participants' estimations of democratic values and practices in the educational programmes of their institutions. In the DHQ, institutions are asked to provide answers for democratic values (4 items) and democratic practices in 4 domains (26 items) on the dimensions of:

- ***Importance***
- ***Current level***
- ***Expectation in 5 years***

Based on their responses each educational institution will be provided with several parameters after the completion of self-assessment: *DHI - values, DHI – general, DHI - domain, DHG – Democracy Health Gap*.

DHI – Values

DHI - Values is calculated as a linear combination of 4 items. For each item, the institutions' estimation of current state is weighed by its mean importance stemming from the present study. Values on each item are added in order to constitute the institution's DHI - values. Weights for schools from the present study are:

SCHOOLS		WEIGHT
DEMOCRATIC VALUES	Equality, diversity, and inclusion	.93
	Eco-social responsibility	.90
	Accountability and transparency	.89
	Participation	.88

Weights for educational institutions providing non-formal educational programmes from the present study are:

EDUCATIONAL INSTITUTIONS PROVIDING NON-FORMAL EDUCATIONAL PROGRAMMES		WEIGHT
DEMOCRATIC VALUES	Equality, diversity, and inclusion	.91
	Eco-social responsibility	.90
	Accountability and transparency	.89
	Participation	.88

Funded by the European Union

DHI – General

DHI – General is calculated as a linear combination of all 26 items. For each item, the institution's estimation of its current state is weighed by its mean importance stemming from the present study. Values on each item are added in order to constitute the institution's DHI - general.

Weights for schools from the present study are:

SCHOOLS		WEIGHT
DEVELOPMENT OF THE SCHOOL'S EDUCATIONAL PROGRAMME	A.6. Decisions about the school's educational programme are collaborative.	.82
	A.2. The school's educational programme is developed through open discussion and exchange of views between staff members.	.81
	A.4. Responsibility for the natural and social environment is taken into account in the development of the school's educational programme.	.81
	A.5. A variety of approaches and/or viewpoints are considered in the development of the school's educational programme.	.80
	A.3. The school's educational programme is developed to address the needs of diverse groups within the wider community.	.80
	A.1. Staff members are encouraged to propose ideas for the school's educational programme.	.79
ACCESS TO THE SCHOOL'S EDUCATIONAL PROGRAMME	B.1. Individuals from different socioeconomic backgrounds have equal opportunities to access the school's educational services.	.94
	B.3. Information about the school's educational programme and access criteria is easily accessible to all community members.	.91
	B.2. Ensuring access for students from diverse groups within the community is embedded in institutional policies and procedures.	.90
DELIVERY OF THE SCHOOL'S EDUCATIONAL PROGRAMME	C.7. All students, regardless of their attributes, have an equal opportunity to complete their education.	.95
	C.6. Students are introduced to and encouraged to respect the diversities within their teaching and learning group(s).	.93
	C.10. Conflicts that arise during teaching and learning are resolved in a constructive and inclusive manner.	.93
	C.9. Clearly defined procedures exist in the case of a potential violation of either students' or teachers' rights.	.93
	C.8. Students' rights and responsibilities are clearly defined and communicated.	.92

	C.5. Individualised support is provided for students with additional educational needs.	.91
	C.11. Teaching and learning incorporate responsibility for the natural and social environment.	.89
	C.3. Teaching and learning are grounded in methods that encourage students' active participation.	.87
	C.4. The teaching and learning environment encourage open discussion and the expression of diverse opinions.	.87
	C.1. Students have the opportunity to influence the content of teaching and learning.	.65
	C.2. Students have the opportunity to influence the choice of teaching and learning methods.	.61
OUTCOMES AND IMPACT OF THE SCHOOL'S EDUCATIONAL PROGRAMME	D.3. Students develop competencies for active citizenship through the school's educational programme.	.87
	D.4. Evaluation of the school's educational programme considers multiple indicators.	.85
	D.1. Students' evaluations and feedback are used to improve the school's educational programme.	.85
	D.6. Sources of funding are publicly disclosed.	.82
	D.2. Outcomes of the school's educational programme are shared and discussed with the wider community.	.76
	D.5. The impact of the school's educational programme on the wider community is evaluated.	.74

Weights for educational institutions providing non-formal educational programmes from the present study are:

EDUCATIONAL INSTITUTIONS PROVIDING NON-FORMAL EDUCATIONAL PROGRAMMES		WEIGHT
DEVELOPMENT OF EDUCATIONAL PROGRAMMES	A.5. A variety of approaches and/or viewpoints are considered in the development of educational programmes.	.85
	A.4. Responsibility for the natural and social environment is taken into account in the development of educational programmes.	.85
	A.3. Educational programmes are developed to address the needs of diverse groups within the wider community.	.85
	A.2. Educational programmes are developed through open discussion and exchange of views between staff members.	.85
	A.1. Staff members are encouraged to propose ideas for the new educational programmes.	.83
	A.6. Decisions about the educational programmes are collaborative.	.82

Funded by the European Union

ACCESS TO EDUCATIONAL PROGRAMMES	B.1. Individuals from different socioeconomic backgrounds have equal opportunities to access the educational programmes.	.91
	B.3. Information about educational programmes and access criteria is easily accessible to all community members.	.90
	B.2. Ensuring access to educational programmes for participants from diverse groups within the community is embedded in institutional policies and procedures.	.88
DELIVERY OF EDUCATIONAL PROGRAMMES	C.10. Conflicts that arise during the course of the programme delivery are resolved in a constructive and inclusive manner.	.91
	C.7. All participants, regardless of their attributes, have an equal opportunity to complete the educational programmes.	.91
	C.6. In the educational programmes, participants are introduced to and are encouraged to respect the diversities within the group.	.89
	C.3. Educational programmes are based on teaching and learning methods that encourage active participation.	.89
	C.11. Programme delivery incorporates responsibility for the natural and social environment.	.89
	C.4. The teaching and learning environment encourages open discussion and the expression of diverse opinions.	.88
	C.8. Participants' rights and responsibilities within the educational programmes are clearly defined and communicated.	.87
	C.9. Clearly defined procedures exist in the case of a potential violation of either participants' or educators' rights.	.86
	C.5. Individualised support is provided for participants with additional educational needs.	.83
	C.1. Participants have the opportunity to influence the content of educational programmes.	.79
	C.2. Participants have the opportunity to influence the choice of teaching and learning methods used in educational programmes.	.72
OUTCOMES AND IMPACT OF EDUCATIONAL PROGRAMMES	D.1. Participants' evaluations and feedback are used to improve educational programmes.	.90
	D.6. Sources of funding are publicly disclosed.	.85
	D.3. Participants develop competencies for active citizenship through educational programmes.	.84
	D.4. Evaluation of educational programmes considers multiple indicators.	.84
	D.2. Outcomes of educational programmes are shared and discussed with the wider community.	.79
	D.5. The impact of educational programmes on the wider community is evaluated.	.78

DHI - domain

DHI - domain provides institutions with the value of index on each of four specific domains of their educational programme. Each one is the mean of weighted estimates for the items within domain. Based on the previous formula DHI is calculated specifically for development, access, delivery and outcomes and impact of educational programmes.

Example of DHI domain – Access to school's educational programme.

ACCESS TO THE SCHOOL'S EDUCATIONAL PROGRAMME	**WEIGHT**	*****	**ESTIMATE OF CURRENT STATE**
B.1. Individuals from different socioeconomic backgrounds have equal opportunities to access the school's educational services.	.94	*	INDIVIDUAL SCHOOL SCORE
B.3. Information about the school's educational programme and access criteria is easily accessible to all community members.	.91	*	INDIVIDUAL SCHOOL SCORE
B.2. Ensuring access for students from diverse groups within the community is embedded in institutional policies and procedures.	.90	*	INDIVIDUAL SCHOOL SCORE
DHI - ACCESS	**$=SUM_{ACCESS}/3$**		

DHG - Democracy Health Gap

Here participants are provided with visual profiling between their estimation of the current state and the expectations regarding specific democratic values and practices in five years. Profile provides a comparison between the following estimates:

Estimation of current state × weight based on estimation of importance from all institutions participating in research	Expectation in five years × weight based on estimation of importance from all institutions participating in research

This visualisation will allow each institution to identify gaps regarding their democratic health and should lead to informed planning of actions for improvement.

6 Next Steps with DHQ and DHI

In the coming months all partners will make an effort to reach the target of getting 200 responses from education institutions per country. This will inform further analysis of the DHQ and more fine-tuned development of the DHI. More detailed metric analyses will form a foundation for scientific publications which will present validity and reliability parameters of the DHQ and domains. Furthermore, additional data collection will allow for cross-country comparisons.

Future plans include a development of an online platform for the DHQ where institutions will be able to access the questionnaire and immediately receive information on DHI (values), DHI - general, DHI - domain and DHI - profile. The platform will also include examples of good practices from institutions across the EU on specific DHQ features.

ANNEXES

Annex 1: Cover Letter for DHQ

Dear Sir/Madam,

We are writing to you on behalf of **[INSERT PARTNER NAME]** to invite you to fill out a questionnaire as part of the Horizon Europe project **"Democracy Meets Arts: Critical Change Labs for Building Democratic Cultures through Creative and Narrative Practices"** (https://criticalchangelab.eu/) in which we participate together with educational and cultural production institutions of 10 countries of the European Union.

Important part of the Critical ChangeLab project is development of a self-assessment tool that educational institutions can use in order to both estimate current state of democratic practices and plan future activities to improve this important organisational characteristic. We would be very grateful for your participation in the project by filling in the questionnaire available at the following link:

[LINK TO THE QUESTIONNAIRE]

Participation in the research is completely anonymous, and no personal data is collected. Respondents to the questionnaire are heads of institution or those in charge of educational programme(s). Estimated completion time is 10-15 minutes.

Your participation is greatly appreciated!

Below, you can find more information about the project, the questionnaire, and the privacy policy.
Cordially,
[NAME]
[TITLE AND THE NAME OF THE PARTNER INSTITUTION]

ABOUT THE PROJECT

Critical ChangeLab (Democracy Meets Arts: Critical Change Labs for Building Democratic Cultures through Creative and Narrative Practices) is a Horizon Europe research and innovation project addressing democratic erosion trends by strengthening youth participation in society. The project is carried out by 10 partner institutions and embraces a transdisciplinary approach combining expertise from Arts and Humanities, Social Sciences, as well as Science and Technology. The Critical ChangeLab project uses mixed model research design combining quantitative and in-depth qualitative research on democracy and youth with participatory action research cycles to generate a robust evidence base to support democratic curriculum development using participatory, creative, and critical approaches.

ABOUT DEMOCRACY HEALTH QUESTIONNAIRE

As a part of Critical ChangeLab, a questionnaire for assessing the state of democracy in schools and institutions providing non-formal educational programmes is run across organizations from 10 European countries. The Democracy Health Questionnaire aims at assessing democracy cultures in various learning environments, as well as improving organizations' capacity for self-assessing and identifying opportunities for promoting democracy values.

PRIVACY POLICY

Data collected through Critical ChangeLab Democracy Health Questionnaire does not contain personal data. The material is archived and accessed by the Institute for Social Research in Zagreb and Critical ChangeLab partners for scientific research. The research material will be analyzed by the Institute for Social Research in Zagreb to develop a Democracy Health Index. In all publications, theses, and scientific presentations, the material is processed ensuring respondents cannot be identified. Material will be made available for long-term research use in recognized national or international open research repositories.

For further information about Critical ChangeLab Democracy Health Questionnaire please contact:

[NAME OF THE PARTNER INSTITUTION]

[CONTACT PERSON]

Funded by the European Union

Annex 2: Factor Analysis of the DHQ

Democratic Practices in Schools: Estimates of Importance

- Development – Table A1
- Access – Table A2
- Delivery – Table A3
- Outcomes and impact – Table A4

Democratic Values in Schools: Estimates of Importance - Table A5

Democratic Practices in Schools: Estimates of Current State

- Development – Table A6
- Access – Table A7
- Delivery – Table A8
- Outcomes and impact – Table A9

Democratic Values in Schools: Estimates of Current State – Table A10

Democratic Practices in Educational Institutions Providing Non-Formal Educational Programmes: Estimates of Importance

- Development – Table A11
- Access – Table A12
- Delivery – Table A13
- Outcomes and impact – Table A14

Democratic Values in Educational Institutions Providing Non-Formal Educational Programmes: Estimates of Importance – Table A15

Democratic Practices in Educational Institutions Providing Non-Formal Educational Programmes: Estimates of Current State

- Development – Table A16
- Access – Table A17
- Delivery – Table A18
- Outcomes and impact – Table A19

Democratic Values In Educational Institutions Providing Non-Formal Educational Programmes: Estimates of Current State – Table A20

Funded by the European Union

Democratic Practices in Schools: Estimates of Importance

Table A1

Results of a Factor Analysis (principal component analysis with varimax rotation) of 6 items within the domain "Development of the school's educational programme"

ITEM	FACTOR LOADINGS	COMMUNALITIES
The school's educational programme is developed through open discussion and exchange of views between staff members.	.86	.735
A variety of approaches and/or viewpoints are considered in the development of the school's educational programme.	.82	.677
Staff members are encouraged to propose ideas for the school's educational programme.	.80	.635
Decisions about the school's educational programme are collaborative.	.79	.619
The school's educational programme is developed to address the needs of diverse groups within the wider community.	.77	.591
Responsibility for the natural and social environment is taken into account in the development of the school's educational programme.	.76	.579

Eigen value	3.837
Percentage of total variance	63.95
Cronbach Alpha	.89

Funded by the European Union

Table A2

Results of a Factor Analysis (principal component analysis with varimax rotation) of 3 items within the domain "Access to the school's educational programme"

ITEM	FACTOR LOADINGS	COMMUNALITIES
Ensuring access for students from diverse groups within the community is embedded in institutional policies and procedures.	.87	.755
Individuals from different socioeconomic backgrounds have equal opportunities to access the school's educational services.	.86	.747
Information about the school's educational programme and access criteria is easily accessible to all community members.	.82	.666

Eigen value	2.168
Percentage of total variance	72.27
Cronbach Alpha	.80

Funded by the European Union

Table A3

Results of a Factor Analysis (principal component analysis with varimax rotation) of 11 items within the domain "Delivery of the school's educational programme"

ITEM	FACTOR LOADINGS	COMMUNALITIES
Conflicts that arise during teaching and learning are resolved in a constructive and inclusive manner.	.83	.685
Clearly defined procedures exist in the case of a potential violation of either students' or teachers' rights.	.81	.653
The teaching and learning environment encourages open discussion and the expression of diverse opinions.	.78	.603
Teaching and learning are grounded in methods that encourage students' active participation.	.77	.593
Students' rights and responsibilities are clearly defined and communicated.	.77	.586
Individualised support is provided for students with additional educational needs.	.76	.577
Teaching and learning incorporate responsibility for the natural and social environment.	.75	.555
Students are introduced to and encouraged to respect the diversities within their teaching and learning group(s).	.74	.549
All students, regardless of their attributes, have an equal opportunity to complete their education.	.68	.468
Students have the opportunity to influence the choice of teaching and learning methods.	.50	.246
Students have the opportunity to influence the content of teaching and learning.	.47	.223

Eigen value	5.737
Percentage of total variance	52.15
Cronbach Alpha	.92

Note: Factor loadings above 0.30 are shown

Table A4

Results of a Factor Analysis (principal component analysis with varimax rotation) of 3 items within the domain "Outcomes and impact of the school's educational programme"

ITEM	FACTOR LOADINGS	COMMUNALITIES
Evaluation of the school's educational programme considers multiple indicators.	.85	.726
Students develop competencies for active citizenship through the school's educational programme.	.80	.645
The impact of the school's educational programme on the wider community is evaluated.	.80	.631
Outcomes of the school's educational programme are shared and discussed with the wider community.	.77.	.596
Students' evaluations and feedback are used to improve the school's educational programme.	.77	.586
Sources of funding are publicly disclosed.	.60	.354

Eigen value	3.537
Percentage of total variance	58.96
Cronbach Alpha	.85

Funded by the European Union

Democratic Values in Schools: Estimates of Importance

Table A5

Results of a Factor Analysis (principal component analysis with varimax rotation) of 4 items regarding democratic values

ITEM	FACTOR LOADINGS	COMMUNALITIES
Accountability and transparency	.90	.799
Eco-social responsibility	.87	.757
Equality, diversity, and inclusion	.87	.749
Participation	.85	.724

Eigen value	3.537
Percentage of total variance	58.96
Cronbach Alpha	.89

Funded by the European Union

Table A6

Results of a Factor Analysis (principal component analysis with varimax rotation) of 6 items within the domain "Development of the school's educational programme"

ITEM	FACTOR LOADINGS	COMMUNALITIES
The school's educational programme is developed through open discussion and exchange of views between staff members.	.88	.782
A variety of approaches and/or viewpoints are considered in the development of the school's educational programme.	.85	.721
Decisions about the school's educational programme are collaborative.	.84	.704
Staff members are encouraged to propose ideas for the school's educational programme.	.82	.668
The school's educational programme is developed to address the needs of diverse groups within the wider community.	.78	.614
Responsibility for the natural and social environment is taken into account in the development of the school's educational programme.	.78	.600

Eigen value	4.088
Percentage of total variance	68.14
Cronbach Alpha	.91

Funded by the European Union

Table A7

Results of a Factor Analysis (principal component analysis with varimax rotation) of 3 items within the domain "Access to the school's educational programme"

ITEM	FACTOR LOADINGS	COMMUNALITIES
Ensuring access for students from diverse groups within the community is embedded in institutional policies and procedures.	.89	.789
Individuals from different socioeconomic backgrounds have equal opportunities to access the school's educational services.	.87	.752
Information about the school's educational programme and access criteria is easily accessible to all community members.	.75	.569

Eigen value	2.109
Percentage of total variance	70.31
Cronbach Alpha	.79

Table A8

Results of a Factor Analysis (principal component analysis with varimax rotation) of 11 items within the domain "Delivery of the school's educational programme"

ITEM	FACTOR LOADINGS	COMMUNALITIES
Conflicts that arise during teaching and learning are resolved in a constructive and inclusive manner.	.79	.620
Teaching and learning incorporate responsibility for the natural and social environment.	.78	.601
The teaching and learning environment encourages open discussion and the expression of diverse opinions.	.76	.582
Students are introduced to and encouraged to respect the diversities within their teaching and learning group(s).	.74	.553
Teaching and learning are grounded in methods that encourage students' active participation.	.74	.548
Students' rights and responsibilities are clearly defined and communicated.	.70	.487
Clearly defined procedures exist in the case of a potential violation of either students' or teachers' rights.	.69	.473
Individualised support is provided for students with additional educational needs.	.67	.451
All students, regardless of their attributes, have an equal opportunity to complete their education.	.62	.388
Students have the opportunity to influence the choice of teaching and learning methods.	.55	.301
Students have the opportunity to influence the content of teaching and learning.	.52	.272

Eigen value	5.276
Percentage of total variance	47.97
Cronbach Alpha	.88

Table A9

Results of a Factor Analysis (principal component analysis with varimax rotation) of 3 items within the domain "Outcomes and impact of the school's educational programme"

ITEM	FACTOR LOADINGS	COMMUNALITIES
Evaluation of the school's educational programme considers multiple indicators.	.84	.707
The impact of the school's educational programme on the wider community is evaluated.	.78	.608
Students develop competencies for active citizenship through the school's educational programme.	.77	.598
Outcomes of the school's educational programme are shared and discussed with the wider community.	.76	.582
Students' evaluations and feedback are used to improve the school's educational programme.	.74	.550
Sources of funding are publicly disclosed.	.43	.187

Eigen value	3.233
Percentage of total variance	53.88
Cronbach Alpha	.81

Funded by the European Union

Democratic Values in Schools: Estimates of Current State

Table A10

Results of a Factor Analysis (principal component analysis with varimax rotation) of 4 items regarding democratic values

ITEM	FACTOR LOADINGS	COMMUNALITIES
Accountability and transparency	.85	.725
Eco-social responsibility	.85	.715
Equality, diversity, and inclusion	.83	.688
Participation	.79	.618

Eigen value	2.747
Percentage of total variance	68.67
Cronbach Alpha	.85

Funded by the European Union

Democratic Practices in Educational Institutions Providing Non-Formal Educational Programmes: Estimates of Importance

Table A11

Results of a Factor Analysis (principal component analysis with varimax rotation) of 6 items within the domain "Development of educational programmes

ITEM	FACTOR LOADINGS	COMMUNALITIES
Educational programmes are developed through open discussion and exchange of views between staff members.	.83	.690
A variety of approaches and/or viewpoints are considered in the development of educational programmes.	.80	.642
Decisions about the educational programmes are collaborative.	.78	.606
Educational programmes are developed to address the needs of diverse groups within the wider community.	.74	.551
Staff members are encouraged to propose ideas for the new educational programmes.	.74	.541
Responsibility for the natural and social environment is taken into account in the development of educational programmes.	.72	.517

Eigen value	3.547
Percentage of total variance	59.11
Cronbach Alpha	.86

Funded by the European Union

Table A12

Results of a Factor Analysis (principal component analysis with varimax rotation) of 3 items within the domain "Access to educational programmes"

ITEM	FACTOR LOADINGS	COMMUNALITIES
Individuals from different socioeconomic backgrounds have equal opportunities to access the educational programmes.	.88	.782
Information about educational programmes and access criteria is easily accessible to all community members.	.84	.713
Ensuring access to educational programmes for participants from diverse groups within the community is embedded in institutional policies and procedures.	.84	.709

Eigen value	2.204
Percentage of total variance	73.47
Cronbach Alpha	.82

Table A13

Results of a Factor Analysis (principal component analysis with varimax rotation) of 11 items within the domain "Delivery of educational programmes"

ITEM	FACTOR LOADINGS	COMMUNALITIES
The teaching and learning environment encourages open discussion and the expression of diverse opinions.	.84	.698
Educational programmes are based on teaching and learning methods that encourage active participation.	.80	.637
All participants, regardless of their attributes, have an equal opportunity to complete the educational programmes.	.78	.600
Conflicts that arise during the course of the programme delivery are resolved in a constructive and inclusive manner.	.74	.552
Individualised support is provided for participants with additional educational needs.	.73	.535
In the educational programmes, participants are introduced to and are encouraged to respect the diversities within the group.	.73	.529
Participants' rights and responsibilities within the educational programmes are clearly defined and communicated.	.73	.526
Programme delivery incorporates responsibility for the natural and social environment.	.72	.524
Participants have the opportunity to influence the content of educational programmes.	.67	.450
Clearly defined procedures exist in the case of a potential violation of either participants' or educators' rights.	.63	.391
Participants have the opportunity to influence the choice of teaching and learning methods used in educational programmes.	.58	.333

Eigen value	5.775
Percentage of total variance	52.50
Cronbach Alpha	.90

Funded by the European Union

Table A14

Results of a Factor Analysis (principal component analysis with varimax rotation) of 3 items within the domain "Outcomes and impact of educational programmes"

ITEM	FACTOR LOADINGS	COMMUNALITIES
Outcomes of educational programmes are shared and discussed with the wider community.	.82	.670
Evaluation of educational programmes considers multiple indicators.	.80	.644
Participants develop competencies for active citizenship through educational programmes.	.80	.642
The impact of educational programmes on the wider community is evaluated.	.80	.638
Participants' evaluations and feedback are used to improve educational programmes.	.73	.527
Sources of funding are publicly disclosed.	.66	.435

Eigen value	3.556
Percentage of total variance	59.26
Cronbach Alpha	.86

Democratic Values in Educational Institutions Providing Non-Formal Educational Programmes: Estimates of Importance

Table A15

Results of a Factor Analysis (principal component analysis with varimax rotation) of 4 items regarding democratic values

ITEM	FACTOR LOADINGS	COMMUNALITIES
Accountability and transparency	.85	.717
Participation	.84	.708
Equality, diversity, and inclusion	.84	.705
Eco-social responsibility	.81	.656

Eigen value	2.789
Percentage of total variance	69.66
Cronbach Alpha	.85

Funded by the European Union

Democratic Practices in Educational Institutions Providing Non-Formal Educational Programmes: Estimates of Current State

Table A16

Results of a Factor Analysis (principal component analysis with varimax rotation) of 6 items within the domain "Development of educational programmes"

ITEM	FACTOR LOADINGS	COMMUNALITIES
Decisions about the educational programmes are collaborative.	.85	.723
Educational programmes are developed through open discussion and exchange of views between staff members.	.84	.709
A variety of approaches and/or viewpoints are considered in the development of educational programmes.	.84	.709
Staff members are encouraged to propose ideas for the new educational programmes.	.80	.634
Responsibility for the natural and social environment is taken into account in the development of educational programmes.	.74	.553
Educational programmes are developed to address the needs of diverse groups within the wider community.	.73	.528

Eigen value	3.857
Percentage of total variance	64.28
Cronbach Alpha	.89

Funded by the European Union

Table A17

Results of a Factor Analysis (principal component analysis with varimax rotation) of 3 items within the domain "Access to educational programmes"

ITEM	FACTOR LOADINGS	COMMUNALITIES
Ensuring access to educational programmes for participants from diverse groups within the community is embedded in institutional policies and procedures.	.88	.766
Individuals from different socioeconomic backgrounds have equal opportunities to access the educational programmes.	.87	.760
Information about educational programmes and access criteria is easily accessible to all community members.	.76	.572

Eigen value	2.099
Percentage of total variance	69.97
Cronbach Alpha	.79

Funded by the European Union

Table A18

Results of a Factor Analysis (principal component analysis with varimax rotation) of 11 items within the domain "Delivery of educational programmes"

ITEM	FACTOR LOADINGS	COMMUNALITIES
The teaching and learning environment encourages open discussion and the expression of diverse opinions.	.80	.635
Educational programmes are based on teaching and learning methods that encourage active participation.	.72	.513
In the educational programmes, participants are introduced to and are encouraged to respect the diversities within the group.	.72	.512
Participants have the opportunity to influence the content of educational programmes.	.69	.479
All participants, regardless of their attributes, have an equal opportunity to complete the educational programmes.	.69	.473
Programme delivery incorporates responsibility for the natural and social environment.	.68	.467
Conflicts that arise during the course of the programme delivery are resolved in a constructive and inclusive manner.	.68	.458
Participants' rights and responsibilities within the educational programmes are clearly defined and communicated.	.67	.453
Participants have the opportunity to influence the choice of teaching and learning methods used in educational programmes.	.63	.401
Individualised support is provided for participants with additional educational needs.	.63	.395
Clearly defined procedures exist in the case of a potential violation of either participants' or educators' rights.	.51	.258

Eigen value	5.044
Percentage of total variance	45.86
Cronbach Alpha	.84

Funded by the European Union

Table A19

Results of a Factor Analysis (principal component analysis with varimax rotation) of 3 items within the domain "Outcomes and impact of educational programmes"

ITEM	FACTOR LOADINGS	COMMUNALITIES
Outcomes of educational programmes are shared and discussed with the wider community.	.82	.671
Evaluation of educational programmes considers multiple indicators.	.82	.665
The impact of educational programmes on the wider community is evaluated.	.81	.648
Participants' evaluations and feedback are used to improve educational programmes.	.76	.581
Participants develop competencies for active citizenship through educational programmes.	.74	.550
Sources of funding are publicly disclosed.	.47	.217

Eigen value	3.332
Percentage of total variance	55.53
Cronbach Alpha	.83

Democratic Values in Educational Institutions Providing Non-Formal Educational Programmes: Estimates of Current State

Table A20

Results of a Factor Analysis (principal component analysis with varimax rotation) of 4 items regarding democratic values

ITEM	FACTOR LOADINGS	COMMUNALITIES
Equality, diversity, and inclusion	.86	.740
Accountability and transparency	.82	.677
Participation	.79	.631
Eco-social responsibility	.78	.608

Eigen value	2.656
Percentage of total variance	66.39
Cronbach Alpha	.83

Funded by the European Union