Quality framework
for UNESCO schools

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Content

Foreword

This publication presents the first quality framework for UNESCO schools. This framework was developed by the Netherlands Institute for Curriculum Development (SLO), and the European Platform, in cooperation with the UNESCO schools and at the request of the Dutch National UNESCO Commission.

In recent years, the network of UNESCO schools in the Netherlands has grown from five to 21. This has resulted in a rising need to prove that UNESCO schools are more than just a sign on the wall and a flag in the courtyard. Which values do UNESCO schools stand for? What level of quality should be expected of a UNESCO school, and how do individual schools define UNESCO themes in their curricula?

To guide the quality of UNESCO programmes in their schools, a system of mutual audits has been launched by the schools. Schools visit each other to explore and evaluate the implementation of UNESCO activities. The visited school organises a programme that paints a clear picture for the visitors of how UNESCO is manifested at that school. These visits have resulted in stimulating discussions with teachers, administrators and pupils. Based on the visit lists of 'tips' and tops' have been drawn up, that can serve as guide for improvement in the further development of UNESCO activities in the school.

The quality framework is a key component of these audits. The framework may also serve as a useful tool for new schools joining the network, and may offer them a useful guide for developing UNESCO themes in lessons, projects and policy.

The Dutch National UNESCO Commission is pleased with the quality framework and anticipates that it will contribute to a flourishing UNESCO school network.

Greetje van den Bergh
Chairperson of the National UNESCO Commission, the Netherlands

1. Introduction

International solidarity, tolerance and unity are key values for UNESCO schools. Worldwide, there is a growing network of schools that adhere to these values. These UNESCO schools strive to create a school culture in which pupils and teachers from a diversity of cultural backgrounds can learn and collaborate in harmony, and learn about the world in a respectful way. UNESCO schools encourage pupils to make their own positive contributions to building a safe, tolerant and sustainable world. Schools shape their teaching programmes around the UNESCO vision, formulating viable targets and learning outputs for students and translating these into relevant activities and themes for the education process. UNESCO themes form a constant and school-wide component of curricular, cross-curricular and extracurricular activities.

The network of UNESCO schools is growing. Each school develops the UNESCO programme in their own way, in line with the school vision and needs of the school population. Schools can join on-going international UNESCO activities and projects, and also develop their own new projects and materials. To strengthen and assure the added value of the UNESCO programme in the school, a system of quality assurance is needed. A framework of quality standards can help to make the distinctive character of UNESCO schools more manifest and to guide further development of UNESCO activities in the school. Wishing to support schools in achieving quality, the Dutch National UNESCO Commission asked the European Platform and SLO to design a quality framework for the UNESCO school profile. This framework is intended to fulfil a number of functions:

- *Quality assurance*: to offer a guideline for (self)evaluation of the way in which the UNESCO vision is implemented in the school.
- *Curriculum development*: to make visible the core elements of the UNESCO programme and how these can be embedded in the school curriculum and -policy.
- *Monitoring*: to use self-evaluation to monitor progress of the development process.
- *Peer exchange*: to offer a shared frame of reference for exchanging experiences, practices and materials with other UNESCO schools in the UNESCO schools network.

This guide presents the quality framework and outlines how the framework can be used for peer exchange between schools. Chapter 2 sets out the core elements that define the quality of UNESCO education. These elements form the key ingredients of the quality framework (see also Appendix A). Chapter 3 explains how the framework can serve as a guide for monitoring the quality of UNESCO programmes in schools. This chapter provides suggestions for organising peer audits. These suggestions are based on insights gained from trial audits at three UNESCO schools. In the Appendices various instruments can be found to guide the peer audits.

2. Quality of UNESCO education

2.1 Core values of UNESCO education

'Since wars begin in the minds of men,
it is in the minds of men that the defences of peace must be constructed.'

This notion is at the heart of the UNESCO mission. UNESCO schools help to support this mission by familiarising pupils with UNESCO values, thereby bringing the world a step closer to peace and tolerance. Promoting international solidarity, tolerance and unity are key aims for UNESCO schools, which they seek to achieve by building a school culture in which pupils and teachers from diverse cultural backgrounds work together in harmony and learn about the world around them in a respectful way. Peaceful coexistence and democratic citizenship are core values for UNESCO schools.

The UNESCO mission takes shape in education through four central themes:
* *Peace and human rights*: focus on international treaties on human rights and child rights, and critical reflection on citizens' responsibilities and possibilities for the peaceful resolution of conflicts.

* *Citizenship*: focus on promoting active citizenship and social integration, in line with the national curriculum. UNESCO schools look beyond local citizenship to incorporate world citizenship as well, with a particular focus on the responsibility of world citizens and the role of the United Nations.

* *Intercultural learning*: to stimulate a respectful intercultural dialogue, with a focus on individual identity and cultural, religious and ethnic diversity both at school and in society at large.

* *Sustainable development*: focus on sustainability in terms of the economic, social and cultural aspects of development, together with reflection on the role of the government and on citizens' personal responsibility.

The challenge is to present the UNESCO themes in such a way that they contribute to achieving the core values of international solidarity and unity among pupils. This requires a rich learning environment in which students are encouraged to engage in various forms of learning thus developing multiple learning outcomes. From this perspective, the UNESCO vision emphasises four pillars of learning, as described in the report *Learning the treasure within* (1996):
* *Learning to know*: to teach pupils about the world around them and the role that the various UNESCO themes play both locally and globally.
* *Learning to do*: to stimulate pupils to make a difference in the world around them by helping them build skills and gain experience in initiating and organising projects, conducting research and participating in discussions and debate.
* *Learning to live together*: to improve the school climate and propagate team spirit, solidarity, respect for differences and unity in diversity.

- *Learning to be*: to create room for pupils' personal growth and provide guidance as they shape their own identities and define their responsibilities as citizens, both locally and globally.

2.2   Development of the quality framework

UNESCO schools strive to place the UNESCO mission at the heart of education. The quality framework aims to guide schools in embedding UNESCO values in their school organisation and curriculum and to assure the quality of the UNESCO programme. The quality framework was developed on the basis of the quality criteria of the international UNESCO Associated Schools Project (ASP) network. Inspiration was also drawn from quality directives for related learning networks that promote internationalisation such as: (i) the quality criteria of the Environment and School initiatives network, (ii) the quality framework of the ELOS *education stretching borders* network (see http://eloseducation.info), (iii) the UNESCO directives for intercultural education, and (iv) guidelines for citizenship education developed by SLO.

The following principles guided the design of the quality framework:
- *Room for diversity*: the framework provides broad guidelines within which a school has room to define diversity in terms of its school vision, school population and scope for educational development.
- *Positive valuation*: the framework assumes a '*pedagogy of excellence'*, which means that the framework primarily aims to highlight strengths rather than identifying shortcomings. The main aim is to give schools an impetus for further development.
- *Practice-oriented development:* it must be possible to incorporate and implement the framework within a school's daily practice. To maximise the framework's practicality, the quality standards were defined in close cooperation with schools. In various meetings, schools were asked to share their vision on the relevance and feasibility of these standards, and their suggestions were taken on board when developing the framework. The resulting framework was then tested during trial audits at three UNESCO schools, on the basis of which further fine-tuning took place.

2.3   Core elements of the quality framework

The development process resulted in a quality framework that sets out indicators for school development at UNESCO schools. The framework consists of 35 core elements that are clustered in five categories, i.e. school policy, school curriculum, school organisation, quality assurance, and communication. Table 1 presents an overview of these core elements. In the quality framework the core elements have been elaborated into quality standards, as can been seen in Appendix A.

Table 1: Core elements of the UNESCO quality framework

A School policy

- Mission and vision
- Education objectives
- Policy plan
- UNESCO network
- Implementation
- Core values
- Facilitation
- Budget

B School curriculum

- Implementation UNESCO-themes
- Implementation UNESCO-pillars
- International collaboration
- Exchange
- Curriculum
- Content planning
- School-wide activities
- Monitoring and evaluation
- International UNESCO days
- Civil impact

C School organisation

- Support
- Organisation
- Professional development
- Coordination
- Collaboration

D Quality assurance

- Policy evaluation
- Self-evaluation
- Audit
- Evaluation of learning outcomes

E Communication

- School guide and website
- Support
- Overview of activities
- UNESCO network
- Collaboration
- Visibility
- Internal communication
- External communication

3. Peer audit

3.1 Introduction

The quality framework offers schools a tool to monitor the quality of the UNESCO programme and to promote and strengthen the further development of the UNESCO mission, objectives and themes as part of their school organisation and curriculum. Schools can use the framework to guide programme evaluation within the school, or to evaluate their programme as part of peer exchange with other schools. This can take the form of a *peer audit*, in which an audit committee comprised of teachers from other UNESCO schools visits the school and, based on its self-evaluation, outlines possible recommendations for strengthening the school's UNESCO programme. The aim of the peer audit is to offer support and inspiration and to encourage reflection on how the UNESCO profile is being put into practice. The audit committee aims to gain a clear understanding of the school's self-evaluation and to observe current school practice. Based on these two elements, the audit committee then offers its vision on what defines the UNESCO programme at the school, outlining the main strengths (*tops*) and suggestions for further development and improvement (*tips*). In this process the audit committee is guided by the following questions:

- How do our observations relate to the outcomes of the school self-evaluation?
- How can the school advance its development as a UNESCO school: what are strengths (*tops*) and what could be improved (*tips*)?
- What suggestions could we make to other UNESCO schools, based on what we have learned from this evaluation?

This chapter provides a number of suggestions and instruments for preparing and conducting a peer audit. The instruments are based on findings from trial audits at three UNESCO schools. The trial audits were carried out by a committee comprised of representatives from UNESCO schools, the European Platform, the Dutch National UNESCO Commission and SLO.

3.2 Preparing for the audit

Peer audits are open to all UNESCO schools. Every UNESCO school in the national UNESCO network can be visited and every school may be part of the audit committee. The committee must include at least three members, one of whom will act as a chairperson. In addition to members from the schools, the committee may decide to invite one or more external experts to take part in an audit.

Activities

To prepare for an audit, the visited school is responsible for the following activities:

- Preparation of an agenda and programme for the audit, allowing for various meetings and activities as suggested in section 3.3.
- Filling in the quality framework scoring instrument; see Appendix C.
- Sending information about the school and the audit to the audit committee:
    - school guide
    - internationalisation policy plan of the school
    - UNESCO policy plan of the school
    - agenda for the audit
    - completed quality framework scoring instrument

The audit committee is responsible for the report of the audit and should ensure that there are enough copies of the instruments for participants to use as a guide during the visit (see Appendices B and C).

Points of attention
When organising and preparing the audit, the following points of attention should be borne in mind:
- *Clear objectives*: it is crucial that the audit procedure is guided by clear objectives that are understood by all, and that there is a consensus about the scope of the audit.
- *Clear division of roles*: it is crucial that the role of each member of the audit committee is clearly defined, including the roles of the chairperson and secretary, with the latter responsible for drawing up the report. Each member of the audit committee must know what is expected of him or her during and after the actual visit.

3.3   Conducting the audit

Activities
An audit usually takes one day (approximately six hours) and is organised by the UNESCO coordinator of the visited school. During the audit, the following activities take place:
- a guided tour around the school;
- a meeting between the audit committee and the administration;
- meetings between the audit committee and several teachers involved in UNESCO activities;
- classroom visits, observation of one or more activities;
- an explanation by the school (UNESCO coordinator) of the previously completed quality framework;
- internal consultation within the audit committee at the close of the day;
- a concluding meeting with the administration and the UNESCO coordinator in which the audit committee provides feedback on the quality framework and reviews the visit.

Additional information about components of the audit is provided in Appendix B, which also includes exemplary questions to guide the various activities.

Instruments
The key objective of the audit is to gain insight in how the various elements of the quality framework are implemented in the school. An evaluation instrument is available for this purpose, see Appendix C. This instrument, the *Quality framework scoring instrument*, helps to evaluate to what extent and in what way the school has developed and implemented their UNESCO programme. The instrument can be used in two ways: (i) as an evaluation tool, by indicating what the school is currently doing and to what extent the UNESCO objectives are being achieved, and (ii) as a planning tool, by indicating what stage the school would like to be at in a subsequent period and what is needed in order to take the next step.

With use of the instrument, the school or audit committee can indicate to what extent the different quality standards have been implemented. Four scores can be given:
- score 1: the school has the intention to implement the quality standard
- score 2: the school has planned to implement the quality standard
- score 3: the school has partially implemented the quality standard
- score 4: the school has implemented the quality standard

The instrument can be used as a guide for the various activities scheduled during the audit and to report on the findings thereafter.

3.4   Reports

Based on the audit, the audit committee draws up a report. This report serves a dual purpose:
- internal: for monitoring the development of the UNESCO programme over time and for use in communicating with school stakeholders (teachers, pupils, parents);
- external: for exchange within the UNESCO schools network and with other external parties associated with the school.

The audit report consists of four sections:
- *Background of the school*: brief characterisation of the school, describing the location, size and features of the school population, denomination, history of involvement with UNESCO.
- *Set-up of the audit*: description of the audit programme (activities, participants) and composition of the audit committee.
- *Observations*: the audit committee's personal impression of the school (characterisation of the atmosphere at the school, personal reflections of the committee).
- *Implementation of UNESCO programme*: completed quality framework (see Appendix C).
- Reflection: outline of the main tops and tips.

Appendix A: Quality framework

School characteristics	Standards	
A. School policy	A.1 Mission and vision	The school's mission and vision indicate how the school has implemented UNESCO's core values (peaceful coexistence, democratic citizenship) and the promotion of international solidarity, tolerance and unity in its curriculum.
	A.2 Education objectives	The school has translated its vision on the UNESCO programme into general targets for the school organisation and specific targets and competencies for its pupils.
	A.3 Policy plan	The school has a UNESCO policy plan (possibly as part of the general policy plan) containing an overview of UNESCO educational activities.
	A.4 UNESCO network	The school actively takes part in the UNESCO schools network, has submitted its UNESCO policy plan network and provides an annual overview of implemented UNESCO activities.
	A.5 Implementation	The school facilitates and encourages teachers to integrate the UNESCO objectives and activities, or elements of these, in their teaching activities.
	A.6 Core values	The UNESCO mission is manifest in the school climate and in interpersonal interaction. Pupils can experience UNESCO's core values, such as peaceful coexistence and democratic citizenship, in daily school life.
	A.7 Facilitation	The school facilitates teachers' participation in the UNESCO schools network.
	A.8 Budget	The school allocates a sufficient budget for UNESCO activities and/or actively seeks out grant opportunities to fund activities.

School characteristics	Standards	
B. School curriculum	B.1 Implementation of UNESCO themes	The school focuses on several UNESCO themes in its curricular activities (classroom lessons), cross-curricular activities (interdisciplinary projects) and/or extracurricular activities (outside the school).
	B.2 Implementation of UNESCO pillars	The school focuses on the four UNESCO pillars of learning (learning to know, learning to do, learning to live together and learning to be) in its curricular, cross-curricular and/or extracurricular activities.
	B.3 Curriculum	Pupils have made demonstrable acquaintance with several of the four central UNESCO themes of: (i) peace and human rights, (ii) citizenship, (iii) intercultural learning and (iv) sustainable development.
	B.4 Content planning	The school has an even distribution of UNESCO activities throughout the school year and at each level, thus ensuring that all pupils engage with UNESCO themes during their school career.
	B.5 International collaboration	Pupils have demonstrably been engaged in a collaborative project with foreign pupils during their school careers.
	B.6 Exchange	The school organises exchanges with UNESCO schools abroad in such a way that all pupils take part at some point in their school careers.
	B.7 School-wide activities	The school places an active focus on promoting solidarity between pupils and teachers, for example by organising joint school-wide activities.
	B.8 Monitoring and evaluation	Pupils' experiences with and learning results from UNESCO activities and themes are evaluated and visibly documented, for example in pupil portfolios.
	B.9 International UNESCO days	Each year, the school takes time to celebrate one or more UNESCO international days and takes part in one of the ASPnet Flagship projects or related activities.
	B.10 Civil impact	Upon completing their school careers, pupils receive a written statement confirming their participation and active commitment to the UNESCO activities.

School characteristics	Standards	
C. School organisation	C.1 Support	The UNESCO programme is widely supported in the school. The school management and UNESCO coordinator regularly organise activities to maintain that support.
	C.2 Organisation	The school ensures that the planning and development of UNESCO themes and educational activities are discussed at least once a year.
	C.3 Professional development	The school actively encourages the professionalization of teachers in order to support them in carrying out UNESCO's core values and themes. Professional development activities include study visits, exchanges with other schools in and outside the country.
	C.4 Coordination	A UNESCO coordinator is charged with the coordination of UNESCO activities and with maintaining active contact with the UNESCO schools network. The school facilitates the UNESCO coordinator in the performance of these duties.
	C.5 Collaboration	The school management promotes interdisciplinary collaboration and interaction between teachers.
	C.6 Pupil involvement	The school involves pupils in the planning and implementation of components of the UNESCO school policy.
	C.7 Parent involvement	The school involves parents in the planning and implementation of components of the UNESCO school policy.
D. Quality assurance	D.1 Policy evaluation	The school carries out periodic evaluations of its implementation of the UNESCO policy plan.
	D.2 Self-evaluation	The school conducts annual self-evaluations using the UNESCO quality framework and reports to the UNESCO schools network and the national ASP coordinator in connection with its annual report to the UNESCO headquarters.
	D.3 Audit	The school has an audit conducted once every three years and reports annually to the UNESCO schools network on how the audit's findings have been integrated in its school policy.
	D.4 Evaluation of learning outcomes	The school evaluates pupils' learning outcomes of UNESCO activities and uses the findings to make necessary improvements.

School characteristics	Standards	
E. Communication	E.1 School guide and website	The school outlines the UNESCO vision and programme in its school guide and on its website.
	E.2 Support	The school shares its vision on UNESCO values and activities with staff members, parents and pupils.
	E.3 Plan overview	The school maintains a clear overview of UNESCO themes and activities and how these have been translated into the curriculum across various subjects and levels.
	E.4 UNESCO network	The school is an active member of the UNESCO schools network and takes part in the network meetings.
	E.5 Collaboration	Teachers are willing to share materials and projects with other schools in the UNESCO network.
	E.6 Visibility	The UNESCO logo is visibly present within the school, on the building and on the website.
	E.7 Internal communication	The school regularly updates staff members, pupils and parents about the UNESCO programme (intentions, activities, campaigns) by means of a newsletter or other internal communication channels.
	E.8 External communication	Local media and external parties associated with the school are kept up to date about UNESCO activities in the school.

Appendix B: Guide for audits

This guide is intended as an aid for audit committees and provides guidelines for the following components of the school audit:
1. Preparation, introduction and agenda for the day
2. Meeting with the school administration
3. Meetings with several teachers
4. Tour of the school
5. Meetings with pupils
6. Observation of UNESCO activities
7. Internal consultation by the audit committee
8. Feedback meeting with the UNESCO coordinator and possibly the UNESCO team
9. Report to the UNESCO schools network.

It is essential that the audit committee makes agreements in advance about how roles will be apportioned among its members. The committee should agree on who will act as chairperson and who as reporter, and on who will give a brief word to introduce each component of the audit and explain the intent of the discussion.

1. **Preparation, introduction and agenda for the day**
   The audit starts with an introductory round. The UNESCO coordinator gives a brief explanation of the information sent in advance, the agenda and the programme. The information sent in advance concerns information about the website, the school plan and the completed quality framework. The committee verifies that it has received all the information and understands the agenda, and explains the role of each of audit participant.

2. **Meeting with the school administration**
   The interview with the school administration serves a dual purpose. First, it allows the audit committee to attend the administration to the fact that an audit is taking place at the school and to explain of the objective of the audit. Secondly, it gives the audit committee the opportunity to ask a number of questions that may help to gain insight in the implementation of the UNESCO programme in the school (see Appendix C). The administration will be able to provide its insight in the school policy (component A), quality assurance (component D) and communication (component E). In addition, the school management can provide its vision on other components of the framework. Though it is not necessary to address all components with everyone who is interviewed to gain all the facts, it is crucial to gain a clear understanding of the viewpoints of all parties involved as there will almost certainly be aspects on which views differ and this can only be ascertained by discussing the same components with a range of different parties.

3. **Meetings with several teachers**
   The meetings with teachers should focus primarily on component B, the school curriculum. Questions that might be addressed include how the curriculum is set up, which activities are pursued and how the school is involved.

4. **Tour of the school**

   The tour of the school is intended to provide a general impression of the school and the visibility of the UNESCO programme. The main question to consider is how the school manifests itself as a UNESCO school: is it evident from the building and the learning environment, are the themes manifested in any particular way, does the school organise activities that contribute to the UNESCO image, etc.

5. **Meetings with pupils**

   By meeting with various pupils, the audit committee can gain more insight in their learning experiences, how they feel about the UNESCO activities and what the learning results are. The pupils can also explain where they see the UNESCO programme to be most manifest at the school.

6. **Observation of UNESCO activities**

   Aspects that may be addressed include what happens during the lessons, to what extent subjects are interlinked and whether there are any extracurricular activities, as well as the level of pupil involvement.

7. **Internal consultation by the audit committee**

   It is important that the audit committee has enough time to conduct an internal consultation about its key findings, including discussion of *tips* and *tops*, in advance of the concluding discussion.

8. **Feedback meeting with the UNESCO coordinator and possibly the UNESCO team**

   The day closes with a feedback meeting with the UNESCO coordinator and possibly other interested parties, the school management, the UNESCO team and/or teachers. The committee indicates where it gives the school *TOP* marks and in which areas it has *TIPS*. Another discussion item is how the school envisions its future development and which steps it is planning to take.

9. **Report to the UNESCO schools network**

   A report of the visit is to be presented at the next meeting of the UNESCO schools network.

Exemplary questions for UNESCO school audits.

The following questions may serve as a guide during the various activities that take place during the audit.

A.   Policy

- Where does your inspiration for UNESCO activities come from (pupils, schools, professional development activities, politics)?
- What do the UNESCO core values and themes mean to you? What do you see as key priorities and focus areas? How does this tie in with the school's vision?
- Are the UNESCO activities and objectives described in your school plan and/or policy documents?
- Has the school set any explicit UNESCO targets that you wish to achieve with pupils at your school? Where are these targets recorded? How do you facilitate their achievement?
- Has the UNESCO school profile changed how you teach pupils in your classes/school? How? How are these changes perceived by pupils, teachers and parents?
- What impact has the UNESCO school programme had on the climate at your school? How do pupils, teachers and parents feel about this impact?
- What do you see as being the most important results of the implementation of the UNESCO programme for staff members, pupils and parents?

B.   School curriculum

- Which of the four central UNESCO themes (peace and human rights, citizenship, intercultural learning, sustainable development) do pupils at your school engage with?
- Which of the four central UNESCO pillars of learning (learning to know, learning to do, learning to live together, and learning to be) do pupils at your school engage with?
- Are pupils' experiences with and results from UNESCO activities documented in a portfolio?
- Do pupils receive a written certificate of participation in UNESCO activities during their school careers?
- Have you noticed any specific learning outcomes from UNESCO activities yet among individual pupils? What are they?
- How do you manifest the UNESCO themes and pillars; with which types of activities? For example, in subject lessons, interdisciplinary projects, extracurricular activities?
- Can pupils collaborate with pupils from other countries as part of the UNESCO activities and/or take part in exchanges with pupils from other UNESCO schools?
- What does your school do to celebrate the international UNESCO days?
- Does the school have any ASPnet Flagship projects in which pupils can collaborate with other UNESCO schools?
- Have the UNESCO themes and pillars been integrated as a structural part of the curriculum? Do all pupils get to engage with the UNESCO programme, and how are activities spread out between different departments and levels?

C. School organisation

- How do you discuss the implementation of UNESCO themes with colleagues?
- What can teachers do to become familiar with the UNESCO core values and themes? Does your school have opportunities for continuing education, such as study visits or exchanges with other UNESCO schools?

- Does the school have sufficient and inspiring materials for its UNESCO lessons and activities?
- Does the school have a UNESCO coordinator? How is this person facilitated in the performance of his or her duties? Is he or she supported by a fixed team?

D. Quality assurance

- How do you evaluate the development and relevance of the UNESCO programme within your school? Who is involved? How are the evaluation results reported and used?
- Does the school conduct periodic evaluations of its UNESCO policy plan?
- Does the school involve parents and pupils in the planning and implementation of the UNESCO school policy?
- Does the school conduct an annual self-evaluation in conjunction with the UNESCO quality framework?

E. Communication

- Is the UNESCO logo visibly present in the school, the school guide and on the website?
- Is the UNESCO school profile widely supported within your school? Including among staff members, pupils and parents?
- Does the school maintain a clear overview of UNESCO themes and activities across the various levels and subjects?
- Are local media informed about UNESCO activities at the school?
- Does the school provide pupils, staff members and parents with regular updates about UNESCO activities, such as via a newsletter?
- How does the school contribute to the UNESCO schools network? What can you offer the network, and what does the network offer you?
- Are you willing to share materials and projects with other schools in the network?

Appendix C: Quality framework scoring instrument

UNESCO school programme evaluation instrument

A School policy	Score 1	Score 2	Score 3	Score 4
A.1	The school's mission and vision indicate how the school has implemented UNESCO's core values (peaceful coexistence, democratic citizenship) and the promotion of international solidarity, tolerance and unity in its curriculum.				
A.2	The school has translated its vision on the UNESCO programme into general targets for the school and specific targets and desirable competencies for its pupils.				
A.3	The school has a UNESCO policy plan (possibly as part of the general policy plan) containing an overview of UNESCO activities.				
A.4	The school actively takes part in the UNESCO schools network, has submitted its UNESCO policy plan to the UNESCO schools network and provides an annual overview of implemented UNESCO activities.				
	Reflection on *Tops* (notable strengths) and *Tips* (suggestions for improvement)				

A	School policy	Score 1	Score 2	Score 3	Score 4
A.5	The school facilitates and encourages teachers to integrate the UNESCO objectives and activities, or elements of these, in their teaching activities.				
A.6	The UNESCO mission is manifest in the school climate and in interpersonal interaction. Pupils can experience UNESCO's core values, such as peaceful coexistence and democratic citizenship, in daily school life.				
A.7	The school facilitates teachers' participation in the UNESCO schools network.				
A.8	The school allocates a sufficient budget for UNESCO activities and/or actively seeks out grant opportunities to fund activities.				
	Reflection on *Tops* (notable strengths) and *Tips* (suggestions for improvement)				

B School curriculum	Score 1	Score 2	Score 3	Score 4
B.1	The school focuses on several UNESCO themes in its curricular activities (classroom lessons), cross-curricular activities (interdisciplinary projects) and/or extracurricular activities (outside the school).				
B.2	The school focuses on the four UNESCO pillars of learning (learning to know, learning to do, learning to live together and learning to be) in its curricular, cross-curricular and/or extracurricular activities.				
B.3	Pupils have made demonstrable acquaintance with several of the four central UNESCO themes of: (i) peace and human rights, (ii) citizenship, (iii) intercultural learning and (iv) sustainable development.				
B.4	The school has an even distribution of UNESCO activities throughout the school year and at each level, thus ensuring that all pupils engage with the UNESCO themes during their school careers.				
	Reflection on *Tops* (notable strengths) and *Tips* (suggestions for improvement)				

B School curriculum		Score 1	Score 2	Score 3	Score 4
B.5	Pupils have been demonstrably engaged in a collaborative project with foreign pupils during their school careers.				
B.6	The school organises exchanges with UNESCO schools abroad in such a way that all pupils take part in this programme during their school careers.				
B.7	The school has an active focus on promoting solidarity between pupils and teachers, including by organising joint school-wide activities.				
B.8	Pupils' experiences with and learning results from UNESCO activities and themes are evaluated and visibly documented, for example in pupil portfolios.				
B.9	Each year, the school takes time to celebrate one or more UNESCO international days and takes part in one of the ASPnet Flagship projects or allied activities.				
B.10	Upon completing their school careers, pupils receive a written statement confirming their participation and active commitment to the UNESCO activities.				
	Reflection on *Tops* (notable strengths) and *Tips* (suggestions for improvement)				

C School organisation	Score 1	Score 2	Score 3	Score 4
C.1	The UNESCO school profile is widely supported in the school. The school management and the UNESCO coordinator regularly organise activities to maintain that base of support.				
C.2	The school ensures that the planning and development of UNESCO themes and educational activities are discussed at least once a year.				
C.3	The school actively encourages the professionalization of teachers in order to support them in carrying out UNESCO's core values and themes. Professional development activities include study visits, exchanges with other schools in and outside the country.				
C.4	There is a UNESCO coordinator charged with the coordination of UNESCO activities and maintaining active contact with the UNESCO schools network. The school facilitates the UNESCO coordinator in the performance of these duties.				
	Reflection on *Tops* (notable strengths) and *Tips* (suggestions for improvement)				

C School organisation	Score 1	Score 2	Score 3	Score 4
C.5	The school management promotes interdisciplinary collaboration and interaction between teachers.				
C.6	The school involves pupils in the planning and implementation of components of the UNESCO school policy.				
C.7	The school involves parents in the planning and implementation of components of the UNESCO school policy.				
	Reflection on *Tops* (notable strengths) and *Tips* (suggestions for improvement)				

D Quality assurance	Score 1	Score 2	Score 3	Score 4
D.1	The school carries out periodic evaluations of its implementation of the UNESCO policy plan.				
D.2	The school conducts annual self-evaluations using the UNESCO quality framework and reports to the UNESCO schools network.				
D.3	The school has an audit conducted once every three years and reports annually to the UNESCO schools network on how the audit's findings have been integrated in its school policy.				
D.4	The school evaluates pupils' learning outcomes from UNESCO activities and uses the findings to make any necessary improvements.				
	Reflection on *Tops* (notable strengths) and *Tips* (suggestions for improvement)				

E Communication		Score 1	Score 2	Score 3	Score 4
E.1	The school outlines the UNESCO programme and activities in its school guide and on its website.				
E.2	The school's vision on UNESCO values and activities are shared with staff members, parents and pupils.				
E.3	The school maintains a clear overview of UNESCO themes and activities and how these have been translated into the curriculum across various subjects and levels.				
E.4	The school is an active member of the UNESCO schools network and takes part in the network meetings.				
	Reflection on TOPS (*notable strengths*) and TIPS (*suggestions for improvement*)				

E Communication	Score 1	Score 2	Score 3	Score 4
E.5	Teachers are prepared to share materials and projects with other schools in the UNESCO network.				
E.6	The UNESCO logo is visibly present in the school, on the building and on the website.				
E.7	The school regularly updates staff members, pupils and parents about the UNESCO programme (intentions, activities, campaigns) by means of a newsletter or other internal communication channels.				
E.8	Local media and external parties associated with the school are kept up to date about the school's UNESCO profile and/or specific UNESCO activities and campaigns at the school.				
	Reflection on *Tops* (notable strengths) and *Tips* (suggestions for improvement)				

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We are bridging the contexts of policy, research, and practice.
Our expertise focuses on the development of curricular goals
and content for various educational levels, from national
policy to classroom practices. We closely collaborate with
many different stakeholders from policy circles, school
(boards, principals, teachers), research, civic organizations,
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UNESCO
United Nations
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Nationale UNESCO Commissie

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