

Community school model within the context of the Russian education reform

A community school – is a school that:

- Adheres to democratic values, ideals, goals, and mechanisms,
- Aspires to democratize its life, operating mode, education process, and administration,
- Educates and raises a subject of democracy,
- Regards its local community as its own development resource and itself – as its local community development and democratization resource,
- Aspires to bring together, as close as possible, children and education while relying on the socializing potential of various social practices,
- Ensures the unity of education and upbringing, education and socialization, in-class and out-of-class, in-school and out-of-school activities,
- Operates on the basis of volunteerism and partnership principles.

Our country, like many other countries of the world, is actively looking for school models that can effectively address modern education problems and meet the challenges of the time. Back in the 1990s the Russian pedagogical community found out about the community school model which is very popular around the world and is implemented, in one form or another, in more than 80 countries. The Russian community schools movement was launched in the late 1990s and it has been growing successfully ever since.

Community school activities are characterized by two interrelated components: social and educational:

The educational component helps bring children and education closer together and ensures more productive and effective education of secondary school students. This component relies on a broad spectrum of socializing processes, facilitates effective socialization, enables community schools to use societal resources to address various challenges posed by education and upbringing of new generations, and facilitates school operation and development.

The social component stimulates and facilitates implementation of initiatives designed to ensure conditions conducive to the development of the Russian civil society, democratize various spheres of the country's social life, and transform secondary schools into the most important resource of societal development and operation.

The optimal community school model encompasses three basic components: 1) *school democratization*, 2) *partnership between schools and society*, 3) *volunteerism*. Implementation of the variable community school model ensures transformation of schools from inside, which is perceived as their natural growth and development, as well as organic integration of schools and their respective local communities, which is perceived as creation of a holistic socio-pedagogical environment. The principal community school operation spheres – democratization, social partnership, and volunteerism – are the most important conditions required for radical transformation of the traditional Russian authoritarian style of organizing the school life and education process.

Additional information about the community school model and community school activities is available:

- [**On the Internet-portal of the Russian community schools movement**](#)
- In the books and materials published within the “Democratic education library” series, i.e. materials published as part of the “Community schools in Russia” project:
G. B. Kornetov. “Community schools: raising a child as a democracy subject”, a reading book, Moscow – Vladimir, 2007. Issue 1.

G. B. Kornetov. “Development of the democratic pedagogy: ascent to the community school”, a textbook. Moscow - Tver, 2009. Issue 2.

G. B. Kornetov. “Democratic pedagogy of the XXI century: the prospects of community schools”, a textbook. Moscow – Tver, 2009. Issue 3.

G. B. Kornetov. “Educator within the democratic pedagogical environment: training teachers for community schools”, a textbook. Moscow - Tver, 2009. Issue 4.

G. B. Kornetov. “What is a community school?” Moscow - Tver, 2009. Issue 5.

These publications are available in electronic format on the New Eurasia Foundation website [here](#).