



Values
in Democracy
Education

Module manual

Project ValiDE

Study course to foster teacher students' value
attitudes and didactic competencies

University of Education Weingarten, Germany

University of the National Education Commission of Krakow, Poland

University of Agder, Norway

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More information about the partners, you will find on their organizational websites.

- University of Education Weingarten: <https://www.ph-weingarten.de>
- University of the National Education Commission of Krakow: <https://www.uken.krakow.pl/>
- University of Agder: <https://www.uia.no/>
- Centrum Edukacji ProHarmonia: <https://proharmonia.org/>
- Stiftelsen ARKIVET: <https://arkivet.no/>
- Global Ethics Foundation: <https://www.weltethos.org/>

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Table of contents

1	Introduction.....	1
1.1	Aim.....	2
1.2	Higher Education Institutions and NGOs participating in the project.....	2
1.3	Students: Education, background and expectations.....	3
1.4	Travel and practical considerations.....	4
1.5	Development of a model and collaboration across countries	4
1.6	Content – lectures and dissemination.....	5
1.6.1	Input Workshops of HEs and NGOs	5
1.6.2	School visits	10
1.6.3	Work phases and student assignments	11
1.6.4	Reflection phase and evaluation	12
2	ValiDE study course workshop elements.....	12
2.1	Workshops in Poland.....	13
2.1.1	Integration games and activities.....	13
2.1.2	Visit to the Museum of Dialogue.....	14
2.1.3	Workshops with the Scouts	14
2.1.4	Stop-motion animation workshop.....	15
2.1.5	First visit to the museum Schindler’s Factory – Guided tour of the museum.....	17
2.1.6	Development of values and democracy in the Polish society	18
2.1.7	Polish educational system and teacher training programs.....	19
2.1.8	Lesson scenarios. Theoretical approach. Workshops on the school lesson sceneries. Main criteria, pedagogical requirements and didactical assumptions.....	20
2.1.9	Lesson scenario. Practical approach. Introduction to the preparation of school lesson plans (scenarios) for the development of democratic values in school students. First Presentation of PUK students.	20
2.1.10	Visit to the museum of Kraków University of Technology	22
2.1.11	Working on the lesson stages and content concerning democratic values.....	23
2.1.12	School visit.....	23
2.1.13	Second visit to the museum Schindler’s Factory – Workshop “Why from “never more” only “more” remains. Mechanisms leading to war crimes and genocides”	24
2.2	Workshop in Norway.....	26
2.2.1	Lecture about Norwegian school system	26
2.2.2	Lecture on Norway’s history and development of values and democracy	26
2.2.3	Introduction to an app for exploring historical sites	27
2.2.4	Mindmaps 1.....	27
2.2.5	School visit.....	28

2.2.6	Lecture: Democratic Education = Education for Democracy?	28
2.2.7	Young Sámi in Norway	29
2.2.8	Dialogue about the role of Sámi.....	29
3	Sami reindeer herder tells a story about her life in the tundra	29
3.1.1	Workshop: Racialised discourse in Norwegian curriculum	29
3.1.2	Visit of Stiftelsen ARKIVET Peace and Human Rights Centre and plenary discussion on human rights and dignity.....	30
3.1.3	Reflection on the app	31
3.1.4	Mindmaps 2.....	31
3.1.5	What to do with this statue?	31
3.1.6	The stick.....	32
3.2	Workshops in Germany	32
3.2.1	Introduction in intercultural/-religious background and activities.....	32
3.2.2	Visit to the Ravensburg Mosque.....	33
3.2.3	Presentation of ideas, morning input, assisted collaboration on lesson plans and teaching material.....	34
3.2.4	Panel discussion/open discussion on “Interreligious learning and values in schools ...	35
3.2.5	Introduction to Global Ethics by GEF at the Stiftung Weltethos	36
3.2.6	Theatre Workshop on Global Ethics Values.....	37
3.2.7	Reflection and Evaluation of the Workshop	37
3.2.8	Introduction in GES and observation.....	38
3.2.9	School visit and discussion with teachers.....	39
4	Lessons learnt and additional online course	40
4.1	Lessons learnt in revision process of the ValiDE-study course	40
4.2	Helpful hints for similar programs.....	42
4.3	ValiDE Online Course	43
4.3.1	Online Seminar – session 1.....	43
4.3.2	Online Seminar – preparation for group session.....	43
4.3.3	Online Seminar – group work session	44
4.3.4	Online Seminar – session 2a.....	45
4.3.5	Online Seminar – session 2b.....	45
4.3.6	Online Seminar – session 3.....	46
4.3.7	Self-study material for teaching material production: Open Educational Resources - Overview	46
4.3.8	Self-study material for teaching material production: lesson planning	47

1 Introduction

This ValiDE-Handbook with a course description is a result of a cooperation partnership between of the three higher education institutions (HEI) and three non-governmental organizations (NGO) from Germany, Poland, and Norway. The partners involved were University of the National Education Commission of Krakow (HE) and Centrum Edukacji ProHarmonia (NGO) from Poland, University of Agder (HE) and Stiftelsen ARKIVET Peace and Human Rights Centre (NGO), and University of Education Weingarten (HE) and Global Ethics Foundation (NGO). The institutions participating in the Erasmus+ project Values in Democratic Education (ValiDE) is described more closely under **1.2**.

The aim of the project was to set up a course for teacher-student exchange to prepare future students to work with values in education to foster a democratic culture at primary school. It further aimed at producing added value knowledge and skills to develop competencies and beliefs in democratic values by linking the three HEI and three NGOs in their different views, thus producing mutual enrichment. The group of students is highlighted under **1.3**.

Throughout the course development, we have gained experiences which we would like to share to make it easier for other institutions planning to do similar exchanges. These travel and practical considerations are located under **1.4**.

Under point **1.5** the basic model of the ValiDE-Course is presented, which describes how the institutions contributed knowledge to the course and how they provided the students with different tasks.

Point **1.6** describes in detail the content and the lectures of the course.

The course description is a result of a course that was conducted three years in a row from 2022 to 2024. The course took place three weeks in September/October each year and the students from each country went from one place to the next as presented below:

Week 1:

University of the National Education Commission of Krakow (HE) and Centrum Edukacji ProHarmonia (NGO)

Week 2:

University of Agder (HE) and Stiftelsen ARKIVET Peace and Human Rights Centre (NGO)

Week 3:

University of Education Weingarten (HE) and Global Ethics Foundation (NGO)

The course description below describes the “best practice” developed throughout the Erasmus+ funded period and sums up the final design of the course.

Through varied ways of working in six different organizations and even more locations, the students involved were exposed to different national, regional and local ways of teaching and thinking about values in democracy. They reflected on their own role as future teachers and how they would want to contribute to the education of democratic citizens.

The NGOs had a special role in this project. How the NGOs were involved is summed up under point **1.7**.

1.1 Aim

The overarching goal of this course was for the students to gain a greater understanding of values shaping our interpretation of what is good, attainable, sustainable and fruitful regarding democracy education. The intention of the course was to provide and develop teaching materials as well as first-hand experiences of working pedagogically with issues like democracy, democratic education, values, value education, ethics, peace, conflict, controversial issues, national narratives, uses of history, the role of museums and other related topics.

The students experienced democratic agency through involvement in different teaching and dissemination settings, as well as when traveling and getting along with fellow students from different countries.

The Council of Europe's Reference Framework for Competencies for Democratic Culture (RFCDC) provided a starting point for discussing both values and democracy at a meta-level as it discerns between Values, Attitudes, Skills and Knowledge and understanding as basics for democratic culture (see figure 1)

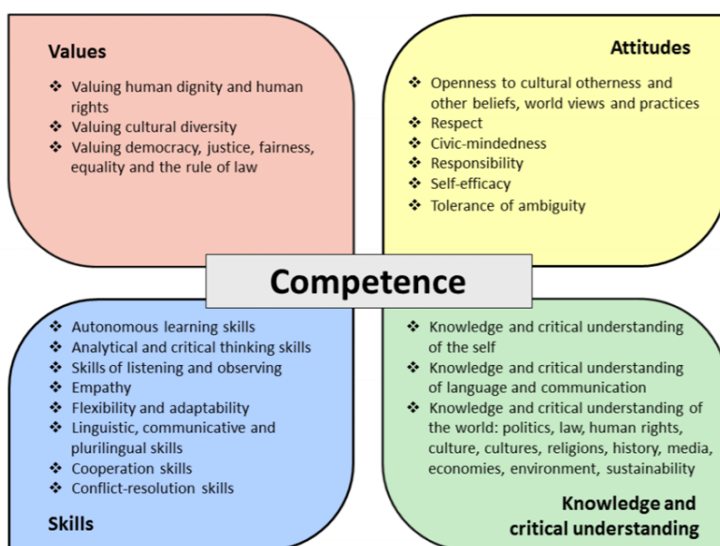


Figure 1. (Source: RFCDC, volume 1 Context, concepts and model, 2018, page 38)

1.2 Higher Education Institutions and NGOs participating in the project

Three universities participated in the project: Pedagogical University Weingarten (Weingarten, Germany), University of Agder (Kristiansand, Norway) and University of the National Education Commission of Krakow (Krakow, Poland). Each country collaborated with one foundation/NGO each: Global Ethics Foundation (Tuebingen, Germany), Stiftelsen ARKIVET Peace and Human Rights Centre (Kristiansand, Norway) and Centrum Edukacji ProHarmonia (Kielce, Poland).

The University of Education Weingarten (UEW) is a state university in Baden-Württemberg, Germany. It offers, as a main focus, undergraduate and graduate teacher

education programs. It also provides Bachelor of Arts and Master of Arts programs in various other fields.

The Global Ethic Foundation (GEF) was founded in 1995 with the primary programmatic goals of (1) Implementing and promoting intercultural and interreligious research; (2) Stimulating and implementing intercultural and interreligious educational work; (3) Promoting and creating opportunities for interreligious and intercultural encounter, all based on the belief that there can be, in the words of its founder Prof. Dr. Hans Küng, “No peace among nations without peace among religions. No peace among religions without dialogue among religions. No dialogue among religions without global ethical standards. No survival of our globe in peace and justice without a new paradigm of international relations based on global ethical standards” (Hans Küng on 9.11.2001 before the United Nations General Assembly on the Dialogue of Civilizations).

The University of Agder (UiA) is a state university in Agder, Norway. The University of Agder is one of Norway's newest universities, but its roots span over more than 190 years. The University of Agder consists of 6 faculties and a Teacher Education Unit (altogether 23 departments).

ARKIVET was inaugurated as a State Archive in Kristiansand on March 8, 1935. In 1935, the house opened as a modern state archive, but during World War II, it was taken by the Gestapo. The building was the headquarters of the Gestapo for almost 3.5 years. During these years, the house was known as the "stronghold of torture." ARKIVET was not a prison during the war, but a police station for the German security police. Today Stiftelsen ARKIVET is a center for peace and human rights. Stiftelsen ARKIVET Peace and Human Rights Centre is an education- and documentation center based in Kristiansand in the southern part of Norway.

The University of the National Education Commission of Krakow is the oldest Pedagogical University in Poland. The University offers the latest achievements in the Humanities, and also in Social, Educational, Natural, Technical and Art studies.

Centrum Edukacji ProHarmonia (ProHarmonia) is a non-governmental organization. Out of concern for better quality of life for everyone, now and for future generations ProHarmonia works for sustainable development - harmony in three areas: social, economic and environmental. One of its statutory goals is activity to strengthen democracy and civil society. ProHarmonia implements programs aimed at the development of local communities, including supporting activities of self-help and voluntary work. It involves citizens in initiatives for the local community and international cooperation projects. ProHarmonia's activity is based on the voluntary work of its members and partners.

1.3 Students: Education, background and expectations

Democracy is something that needs to be recreated and learned anew in every generation. While we see teacher students for primary education as the predominant target group of the here presented student course, we must acknowledge that the content can be easily applied to other target groups if you only take the respective professional track into account. For pre-service professionals of other education-related fields [for example kinder-garden education, social work, non-governmental organizations, civic organizations, youth work organizations]

this course can also be applied. Some of the crucial course elements will assist students facing educational tasks in their future job as democracy and values education form one of the bottom lines in pedagogics, whatever the target group may be.

The adaption of the course will have to discern between development of content knowledge on the topic “values and democracy” alongside the individual development of democratic values, values awareness and self-awareness on one hand and the appropriate addressing of the respective target group on the other hand. The necessary pedagogical content knowledge for primary education, special education, social work or other, more specific forms of pedagogy will have to be added and respected accordingly. Following one of the basic rules of participation, shared contribution and reciprocal teaching, field specific demands ought to be brought to the course through the participants themselves. Diversity in the range of future services can form an added value to the collaboration on learning scenarios and material production.

Given the above-described variety, one of the most important elements of the course must clearly be the assessment of expectations the participating students hold on the course as well as pre-concepts on the matter. A thorough and critical exploration and clarification will prepare learning processes. And to make the expectations and pre-concept visible and create awareness with the students at the beginning and all along the course activities, will allow to create a red thread that is not only explicitly disposed but also closely linked to the specific student group and its progress in learning, reflecting and making experiences on the course topic for competence building and self-development.

1.4 Travel and practical considerations

The idea of the ValiDE exchange program is that the participating students meet at the first workshop location and travel together for three weeks from there. An equal number of students from all participating countries should be travelling. When organizing the trip, it's important to ensure that no student group is disadvantaged, that the students travel together and are housed in shared accommodation. It is important that students register bindingly, as personalized tickets are issued for many bookings, and accommodation must be able to provide sufficient rooms. A practical solution is to appoint a person responsible for the bookings and have a travel agent on hand for flight bookings and problems with student cancellations, flight cancellations/delays, etc. More on this, you will find under Lessons learnt (4).

1.5 Development of a model and collaboration across countries

The model must consider that students travel from country to country with a one-week stay in each country. A challenge in this context is to develop a model across national borders that is perceived as coherent for the students. Each country has its own characteristics, and one challenge is both to take care of the differences, but at the same time to create flow and good transitions between the programs in the different countries. What topics are addressed

in terms of democracy and values will have to be distributed and adapted based on the competence of the participants in the different countries and on the basis of the specific nature of the education. At the same time, it is important to maintain coherence and continuity in the program.

In addition, the cooperating institutions within the individual countries will be different, with different mandates and societal functions. The universities have offered lectures and seminars. On the basis of their uniqueness, the individual NGOs in the project will contribute in various degrees with seminars, but based on their distinctive characteristics, offer more experiential and practical content.

The model will also include school visits in the individual countries. Below is a picture of the first sketch where the various activities in the program are drawn.

What does it mean to teach values?						Project results
Before	During				After	
Students prerequisites	General perspectives	Poland	Norway	Germany	Outcomes (Theory)	Deliveries
knowledge national curriculum	Similarities and differences between countries. Individual/common challenges	Curriculum	Curriculum	Curriculum	Knowledge & understanding of D&V education	PR1 Curriculum (UIA) PR4 Study Course (UIA) PED243 with exchange?
knowledge of national context		Context (traditions, history etc.)	Context (traditions, history etc.)	Context (traditions, history etc.)		
knowledge of NGOs		Rationales NGO	Rationales NGO	Rationales NGO		
values & attitudes	Similarities and differences between countries. (ICCS)	Context (traditions, history etc.)	Context (traditions, history etc.)	Context (traditions, history etc.)		PR2 Values (UEW)
Students prerequisites	Specific perspectives	Poland	Norway	Germany	Outcomes (Practice)	Deliveries
didactical knowledge out-of-school	1) Out-of-school learning arenas	Pro-Harmonia Dialogue Museum Schindler Museum	Arkivet Workshop Museum/Exhibition	Welt-Ethos Religious or values program	Out of school Lesson plan A	PR3 Teaching Materials (PUK) -Criteria catalogue -Templates and examples
didactical knowledge school education	2) Visiting school	School	School	School	School Lesson plan B	I Teacher Guide
technical knowledge	3) Using technology (digital/analogue)	AI, Stopmotion Lego	Maker Space (UV)	Maker Space	Other: Lesson plan C	II Lesson Plan for Teachers

1.6 Content – lectures and dissemination

The implementation of the developed model for building competences at different levels includes phases of input workshops, work phases for the development of teaching materials and reflection phases. In all three countries, the students will also gain insight into how values and democracy education are already being implemented in schools by visiting schools.

1.6.1 Input Workshops of HEs and NGOs

In Polen the student exchange started with presenting topics about the fundamental principles of the educational systems in partner countries. In the context of the Polish educational system the focus was on the distinction between public and non-public schools, including an analysis of their specific curricula. Then, the study course continued with an exploration of selected identity issues from both individual and group perspectives, as well as theoretical and methodological foundations for the development of educational materials. Museum-based lectures addressing selected historical contexts in the development of democracy and humanistic values also formed part of the study course. Not the least, it was important to show students the fascinating and not widely known history of Poland, Krakow

and Nowa Huta (district of Krakow) which was first Polish communist city. Later, this city became the beacon of democracy against the USSR communist oppression in Poland.

In Norway the student exchange started off with ice-breakers at ARKIVET Peace and Human Rights Centre (ARKIVET). This was followed by an introduction to central historical development of values and democracy in Norway, an introduction to historical consciousness and a tour of ARKIVET. On the second day, students had lectures and workshops on education for democracy, and they tested out digital tools at Maker Space at the University of Agder. On the third day, students were divided into two groups. They visited one school each, which afforded them the opportunity to compare the two once they got back to campus. On their fourth day, students attended lectures and workshops on Sami history on campus. Afterwards, students had a dialogue with a person of Sami background. The last day of the exchange took place at ARKIVET where students learnt about "Choices and values", did a tour of local memorials, discussed "What to do with this statue", and was introduced to the Dembra program. The day concluded with evaluations and reflections.

The German contribution focuses on the topic of religion in various respects. UEW and GEF raise the question in what respect religion and religious beliefs form a challenge or if it rather offers enrichment or even foundation to democratic values. Introducing the topic in a short seminar, UEW make the students reflect on their attitude toward religion by completing sentences and taking stance on common beliefs and widespread public opinion held on the relationship of values in religion and democracy in society. In a lecture, giving up to date facts and numbers, the students can broaden their knowledge on the topic with special focus on the countries the students come from as well as the general European perspective. The Global Ethic Foundation contributed with their expertise on how interreligious dialogue in society can look like explaining the concept of a common Global Ethic. The idea of a Global Ethic grounds on a common shared value basis on which representatives of the great religions and philosophies agreed on with the aim to live peacefully among society together.

On the first day in Germany, we organized an interreligious city tour through Tübingen which provided an insight into how different religious communities live next to each other in Tübingen and how interfaith dialog promotes peaceful coexistence based on shared values. This tour promoted students' reflection of how Global Ethic Values are lived in religious communities and finally in heterogeneous society. The direct contact with the religious representatives fostered openness and tolerance towards different religious communities. In a panel discussion, held by representatives of different religions or faiths, the discourse on the topic will be exemplified and laid out extensively. The students did not only follow the different arguments but also took the opportunity to clarify their questions and throw in new thought provokers. On the second day, GEF provided an input of the idea and concept of Global Ethic. By thinking about possible ethical dilemmas of everyday life at primary school, students worked theoretically on conceivable behavior patterns taking into consideration the Global Ethic Values as an orientation. Furthermore, the method of fishbowl discussion on pupils' provocative statements served to enhance students' ethical self-reflection. On the third day, a Global Ethic School visit was organized so that the students got impressions of how value education can be integrated and incorporated in the curriculum as well as in the

school culture. By attending a “Global Ethic lesson”, students experienced didactic and creative methods for “teaching” value-based education.

In assistance of the finalization of the students’ course and material design, UEW offers different inputs of different sizes and formats to pass on findings from research, didactical ideas and impulses for creativity that may help the students to proceed with the collaborative group work. One element of the UEW seminar integrating the student cooperation is the reflection on “democratic classrooms”, the “democratic leadership” and “democratic teaching”. Here the perception and experience of the teaching from the student perspective, as well as the foreshadowing of the own future professional practice of the pre-service teachers play an important role in questioning the traditional role of the teacher in the classroom.

The cooperation with the three NGOs (Centrum Edukacji ProHarmonia, Global Ethic Foundation, Stiftelsen ARKIVET Peace and Human Rights Centre) was a new dimension of development. We experienced that the exchange of ideas across borders, creating courses together to organize Erasmus + student exchange, brought people together and built up more acceptance for each other. The cooperation partnership between three twinning universities and three NGOs that are experts in democracy education added new impulses to the European project and met the European target to tie closer bonds to civil society organizations. The partnership with the three NGOs brought innovative stimuli into the work of the universities and enriched traditional teacher training with creative methods, like making a stop-motion video, history didactics, criticizing narratives, “playing with values” (theater workshop), for further detail, see below. For UiA this project is complementary because democracy and citizenship education are one of six interdisciplinary priority topics at the university. Additionally, the Department of Education at UiA already has a dedicated and active professional group of staff working with topics concerning democracy, citizenship education and participation. The Department of Education also cooperates with local organizations on these topics. Therefore, UiA already has a formal contract of cooperation with Stiftelsen ARKIVET Peace and Human Rights Centre. For both partners, this Erasmus + project is innovative because it involves several partners from Europe, with both universities and non-profit organizations.

The following part will present the history of the tree NGOs. The building in which Stiftelsen ARKIVET Peace and Human Rights Centre is mainly situated today, was Gestapo’s head quarter for southern Norway from 1942-1945. Having been established as a State Archive in 1935, it was partially seized by the Wehrmacht and Luftwaffe in the years 1940-1942 before it was seized by the Gestapo. It returned to its original function as a State Archive after the end of the war until new locations were made available in 1997. The building was then transferred to a foundation called Stiftelsen Arkivet (The Archive Foundation) and opened as a center for education and documentation in 2001. Functioning today under the name of ARKIVET Peace and Human Rights Center, the foundation serves thousands of pupils and students each year based on a method of teaching history to understand our own time and to contribute to a better future.

From its earliest years the foundation set forth to adopt a philosophy of teaching history not only for the sake of knowing what happened but to learn from history. One of its

first slogans was "Past - present – future". Having since grown and become more professionalized it is now a center with a great variety of objectives. One of the most important is the pedagogical work. Stiftelsen ARKIVET Peace and Human Rights Centre aims to both teach visitors about the local history of World War II but also on what learning about can be utilized to understand our own time and to become aware of the responsibility inherent in every human being for creating the best possible future for human kind. In doing so it applies central features of the Nordic-Germanic tradition of history didactics which connects history to philosophy, ethics and existential problems. Methods used to obtain such goals are reflections, discussions and critical examinations of ARKIVETs permanent exhibition as well as basic source criticism and critical thinking. In doing so, visitors are then encouraged to take part in democracy educational activities and discuss controversial topics and human rights topics, such as freedom of speech.

Centrum Edukacji ProHarmonia is a non-governmental organization concerned with non-formal education complemented the project with their own experience in the field of youth and democracy learning. During the student exchanges ProHarmonia shared their good practice. ProHarmonia organized ice-breakers and team building workshops, presented methods of stop motion animation as means of conducting classes with students on the topic of democratic values. It included in the project a local scout organization which presented their scout educational system including the service-learning method. The organizations passed their experience of cooperation with schools to the teacher- students of the exchange. Apart from the above, ProHarmonia cooperated with the Museum for Intercultural Dialogue, a branch of National Museum in Kielce. As a museum of ideas, where knowledge is presented in a narrative form the exchange students learned about positive relations, where intercultural dialogue and the culture of dialogue are equally important. The experience of the project participation and the results of the project were disseminated by ProHarmonia Education Centre during a scientific conference SCIENCE - EDUCATION - DEMOCRACY organized in cooperation with the Andrzej Frycz Modrzewski Kraków University and in collaboration with the Museum for Intercultural Dialogue. The conference was an opportunity to exchange knowledge and experience between educators from different stages of education dealing with the topic of democracy. The core part of the conference though was sharing the project results and experiences of the project with members of other organizations. The number of participants attending the conference outside of the Partners organizations was 67. ProHarmonia benefited from the cooperation with other project partners in sharing good practice and creative ideas.

Global Ethic Foundation: The Stiftung Weltethos (engl.: Global Ethic Foundation) was founded in 1995 with the primary programmatic goals of (1) Implementing and promoting intercultural and interreligious research; (2) Stimulating and implementing intercultural and interreligious educational work; (3) Promoting and creating opportunities for interreligious and intercultural encounter, all based on the belief that there can be, in the words of its founder Prof. Dr. Hans Küng, "No peace among nations without peace among religions. No peace among religions without dialogue among religions. No dialogue among religions without global ethical standards. No survival of our globe in peace and justice without a new paradigm of international relations based on global ethical standards." (Hans Küng on 9.11.2001 before the United Nations General Assembly on the Dialogue of Civilizations). In

the pursuit of these programmatic goals, GEF remains neutral and independent in its worldview. Through educational programs and the promotion of intercultural meeting, GEF has been active in the communication of common values and the finding of common ground between people of different backgrounds. Through decades of fundamental research by Prof. Küng, and his collaborators, and through other scholars associated with GEF, it has a profound knowledge of all the world's religions, their common values, and their significance for our globalized world. Currently 20 employees are working in Tübingen plus further freelance employees in Germany and in other countries. In Austria exists a „Weltethos Initiative“ (www.weltethos.at) and in Switzerland there is a Swiss „Weltethos-Stiftung“ (<http://www.weltethos.ch>). Both are independent of the GEF in Tübingen.

One of the central challenges of modern European society is facilitating the peaceful coexistence of people from different cultural backgrounds and religious traditions. A basic operating premise of GEF is that laws alone are not enough: Common values are needed as a basis for successful politics and a successful life in a diverse and pluralistic society. Ultimately, it is the responsibility of people to act in accordance with these common values. In order to reduce prejudices and build trust, multi-religious encounters and interreligious competence are needed. This is also the basic concern and core competence of GEF. The GEF has been working with schools and teachers from 1995, giving it profound competencies in intercultural and interreligious education and values and democracy education. With the “Global-Ethic-School”-program, GEF implements common values education in schools, encourages students to participate in democratic processes and trains their intercultural and inter-religious skills.

“Global-Ethic-Schools” (GES) are schools that incorporate the globally shared Global Ethic-values in their school profile and curriculum. Since 2014 GEF has certified 25 schools in Germany, Austria and Luxembourg that have developed a value-based school culture addressing intercultural and interreligious learning, social learning and participation in community life. It is therefore a logical consequence that GEF is interested in spreading their work with German-speaking schools to other European countries. During the project, specifically during the student exchange program, the GEF contributed innovative and creative methods in order for the students to really immerse themselves into reflecting their own values, discussing nationally shared values, values shared in the EU, as well as identifying internationally shared values (Global Ethic). Such innovative and creative methods consist of experiencing an interreligious city tour visiting religious communities and their representatives as well as an interreligious dialogue creating space for dialogue about how religions’ values correspond to democratic values talking with resource speakers from different religions (e.g. in this roundtable from Jewish, Moslem and Christian religion). In addition, another creative method is the theater pedagogy workshop, in which students can learn to reflect on their own understanding of values in everyday conflict situations and which methods they can use to implement this setting in a playful way in the classroom as future teachers. Furthermore, the method of fishbowl discussion on pupils’ provocative statements served to enhance students’ ethical self-reflection discussing on how possible reactions might look like as future teachers. By thinking about ethical dilemma situations of everyday life at primary school, students worked theoretically on possible behavior patterns taking into consideration the Global Ethic Values as an orientation.

In addition, the Global Ethic concept itself provides a basis for “interreligious democracy education”, which is important, because most European societies nowadays are very diverse: multi-cultural and multi-religious. In order for a cohesive democratic culture to establish itself in the face of this ever-increasing diversity, a society needs to establish a common value basis. This can only be achieved by a continuous dialogue within each national state, and – for a common European value base - through continuous exchange between national states. Schools are the vital location for the next generation to learn about common values and to discuss their importance for our everyday life, for our democratic societies. Schools should provide opportunities to reflect upon individual value-sets and their impact on human behavior, as well as conduct a continuous discussion on the issue of common values. This is why teachers should be enabled to conduct discussions about values, to encourage interreligious dialogue and to foster a deeper understanding of democratic values in the students. The GEF has contributed during this project to provide the teacher students with these important competencies.

Global Ethic schools are experts in value education. The participants learned about “Common values in democracy education: Best practices from Global Ethic Schools“ directly from representatives (headmasters, teachers, school social workers) of Global Ethic Schools. The participants further deepened their knowledge and competencies concerning value and democracy education. Additionally, the GEF organized and hosted a multiplier event in November 2024 concerning project result 3 “Teaching materials and scenarios for value education”. Representatives from the Global Ethic schools and other interested schools were invited to learn more about the project “Values in democracy education“ and the project result PR 3 “Teaching materials and scenarios for value education”, including the work results from the international student course. The 50 participants were introduced to the ValiDE project and specifically the work results from the international student course (teaching scenarios). In the following work group phases, each group analyzed one of the scenarios and developed ideas, how to use these as an inspiration for their own lessons in value education, and also as a base to establish their own strategy of value education at their own schools.

1.6.2 School visits

In Krakow, Polen, the workshop "Student Democracy in Practice – Rights, Responsibilities, and the Value of Collaboration" introduced students to the principles of democracy through practical activities. Participants of the ValiDE exchange program explored how school student government functions and how it can serve as a tool for fostering civic attitudes. A significant focus was placed on children’s and students’ rights, referencing school policies and relevant documents.

The school visits included discussions on students’ rights and responsibilities in a democratic society, practical exercises such as organizing elections and making group decisions, and conversations with peers from different types of schools about the importance of voting rights and what it means to be a democrat.

The workshop concluded with a group reflection on the importance of collaboration, dialogue, and shared responsibility within the school community. It is designed to enhance civic awareness, encourage teamwork, and promote respect for diversity while emphasizing the core values of democracy. Specifics of state and private education sector in Poland. The value of “responsibility” in the areas of: functioning of the student self-government [school and class level]; family and students tutoring; daily routine and functioning of the school.

As part of the school visits, the students focused on the following objectives:

- Promoting class integration and mutual understanding
- Activating pupils and encouraging their participation
- Motivating students to work together effectively
- Helping students understand the benefits of teamwork
- Exploring and implementing effective teamwork methods for students
- Students reflected on how these goals were achieved in the school setting and discussed practical strategies for each.

In Tübingen, Germany, the visit took place at a “Global-Ethic-Primary School”. The teacher students experienced how a value-based school culture works. The students attended an implemented “Global Ethic lesson” observing didactic material for value education. The students got impressions of how a Global Ethic lesson is integrated into the curriculum and how didactic units on Global Ethic values are designed. After having taken part in a “Global Ethic lesson”, the students used the opportunity to enter into dialogue with the headmaster and teachers asking questions concerning the incorporation and integration of Global Ethic Values in everyday school culture.

1.6.3 Work phases and student assignments

In Krakow the students were working in international groups whilst they created a didactic commentary to assist teachers in integrating a chosen value (e.g., respect, responsibility, empathy) into classroom materials. The commentary focused on lesson design and activities, providing practical strategies and examples to incorporate the value effectively into teaching practices.

While visiting the museum and watching the film that was part of the exhibition, the students reflected on what left the greatest impression on them, moved their emotions, and emphasized the importance of prioritizing education for democracy in their future professional work.

During school visit students had to create a lesson plan [outlined] with objectives, methods and time schedule connected with the chosen democratic value.

1.6.4 Reflection phase and evaluation

The reflection phase of the course program is a central component in promoting students' awareness of values and developing their skills. Within the program, participants engage in reflection on three levels: in groups, individually, and on a meta-level (evaluation).

During the group reflection sessions, students work on assignments in a) tri-national small groups or b) group discussion to deal with various reflection tasks and dilemmas. The goal is to encourage an exchange of cultural, religious, and personal perspectives while enabling participants to analyze moral and ethical conflicts and reflect on values in practical contexts. Interactive formats are used to stimulate critical thinking and perspective-taking. A key focus is on developing a shared understanding of the concept of "value" and differentiating between a value and a skill. Furthermore, students explore differences and similarities in the conceptualization and prioritization of values across different countries.

Individual reflection is deepened through documentation in logbooks. These logbooks include reflections on students' expectations before the workshops and their evaluations of the personal impact and insights gained each week. Additionally, participants engage in examining value conflicts, their own hierarchy of values, and their role as future educators. Another focus is on documenting thoughts and feelings about democratic values and their significance in educational contexts.

In a meta-level reflection, the participating students were given the opportunity to analyse and evaluate the course on a meta-level for democratic influence. This served as a means of evaluating and improving the course programme. Participants provided feedback on the content, methodology, and organisation of the workshops. The aim was to continuously refine the structure and content of the workshops based on this feedback to better meet the needs of the participants. Thus, the reflection phase not only supports the personal and professional development of future teachers but also contributes to quality assurance and innovation in teacher education. Constant evaluation is constitutive to the course quality. Not only to keep up the quality of the single elements and monitor their effects. In point 3 we summarise our lessons learnt.

2 ValiDE study course workshop elements

The ValiDE study course consists of two parts. A online seminar and an exchange programme. As practice has shown, not all participants in the exchange were able to attend the online seminar as preparation for the exchange. In the appendix, we therefore present examples of best practice with different focuses that have been developed and evaluated in preparation for the exchange.

Below is a collection of the tried and tested workshop elements that were used for the second part of the study course, the exchange program.

2.1 Workshops in Poland

2.1.1 Integration games and activities

Time required	Minimum 2 hours
Objectives/competencies	<ul style="list-style-type: none"> • The aim of the workshops was to break the ice by introducing exercises to build awareness of the individual differences between the participants. • Obtaining an image of biological, educational and cultural influences, as well as the individual's own activities on the formation of personality. • Pointing out similarities in people's experiences, despite coming from different countries, different environments, society. • The role of values in an individual's life.
Method applied/didactical methods	<p>Brainstorming - share personal experiences and ice-breaking games - visualization of the values and important sides of people participating in the workshops moderated discussion - the role of raising a child, education, culture, biology, personal activity, etc.?</p> <p>Work in pairs – share comments about activities</p> <p>Working with coaching tools - own hierarchy of values</p>
Material used	<p>Dixit cards version with paintings presenting works of art collected in the National Museum in Krakow;</p> <p>Circle of Life/ Wheel of life - coaching tool;</p> <p>Author's exercise scheme to determine: What shapes us? What experiences us? What protects us? - flipchart with the contour of human body;</p> <p>M. Seligman's concept PERMA - flipchart;</p> <p>A sheet of paper with questions about various situations, to look for similarities and differences between participants.</p>
Opt. theoretical background	Awareness of the differences between upbringing and teaching and education
Short description	<p>Presentation of each national group.</p> <p>Talking about one self through pictures - using Dixit cards, and words about yourself, your values, your personality, who you are, what you like, what you dream about. The choice of cards is made by the participant. They only say what they want to say. They don't explain what they see in the painting, they just interpret it in their own way.</p> <p>Conversation in pairs on a given topic: my greatest success is..., I like people for..., if I won a million then... etc. People exchange places.</p>

	<p>Moderated conversation about what is imposed, what is necessary and what is possible in life. Differences in expectations, in the assessment of obligations, expectations, patterns imposed by the environment, society and culture.</p> <p>Outlining the main factors that:</p> <ol style="list-style-type: none"> shape the individual, build his experience, protect him - become a resource. <p>Preparing Life circle/life wheel - in relation to ambitions, expectations and values. What are we striving for and what are we currently most interested in devoting our time to?</p> <p>Finally, a presentation of M. Seligman's PERMA concept, which shows what builds the well-being of all of us and how important relationships are in human life and what is in psychology well-being.</p>
Literature	<p>Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. <i>American Psychologist</i>, 55(1), 5–14. https://doi.org/10.1037/0003-066X.55.1.5</p>

2.1.2 Visit to the Museum of Dialogue

Time required	1 hour
Objectives/competencies	to familiarize with historic events, cultures and traditions and the importance of the coexistence of multiple and varied views, religions and beliefs
Method applied/didactical methods	A narrative storytelling, discussion
Material used	The exhibits, photos and multimedia presentations
Opt. theoretical background	
Short description	A guided tour of the museum and a discussion on the role of intercultural dialogue
Literature	

2.1.3 Workshops with the Scouts

Time required	3 hours
Objectives/competencies	Scout educational method incl. service-learning method, cooperation with schools
Method applied/didactical methods	Outdoor game
Material used	
Opt. theoretical background	
Short description	

Literature	
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2.1.4 Stop-motion animation workshop

Time required	8 hours
Objectives/competencies	<ul style="list-style-type: none"> • Sensitivity to the diversity of values and their different meanings for individual participants. • Learning the method of producing stop-motion animated films.
Method applied/didactical methods	<p>Individual work and reflection on values. Discussion on the values that are the foundation of democracy. Work in groups and creating films using stop-motion animation.</p>
Material used	<p>Sets of 90 cards with values (as many sets as there are participants); Sheets of paper, colored newspapers, glue, crayons, markers, scissors; Camera/smartphone; Lamp; Computer for photo processing; Program eg. DaVinci Resolve, Movie Maker, Stopmotion Studio</p>
Opt. theoretical background	
Short description	<p>Introduce participants to the topic of the meeting Conduct the "Rejected Values" exercise. Give each participant a set of 90 values (one value - one piece of paper). In the first round, the participant discards 45 values that she/he considers less important. In the second round, the participant discards 25 values. In the third round, participant discards 13 values. Each participant is left with 7 values. Each participant discusses the values that have remained. Lead a discussion about the importance of values in life, in actions and decisions, and how following your values strengthens your choices. Tell the participants that their task today is to create an animated film on the topic "Democracy in the service of values, values in the service of democracy". Ask the participants what films they know made using this technique. You can watch the production together: "Peter and the Wolf". Tell about the stop-motion animation technique. Adapt the message to the level of participants. If any of the participants has knowledge on this topic, let them make an introduction. (Explain how photos can be used to make a still image move. Explain that</p>

various objects can be placed on a still background, e.g. drawings, blocks, stones. Then they are photographed, moved very small distances and photographed again. Throughout time, the background and the camera must be stationary. The film is assembled from photos taken.)

Invite participants to work.

Stage 1. Creating a scenario

Participants wonder what they want to convey to the viewers, what feelings they want to arouse in them, who will be the hero, what the story will be about.

Stage 2. Preparation of drawings according to the scenario

The drawings can be made by hand or you can use pictures cut out from newspapers.

Stage 3. Preparing the photo station and taking photos

A white sheet of paper (background) should be taped to the countertop so that it does not move during work. The position should be illuminated with lamps (scattered light). Place your camera over the background (if you don't have professional equipment, you can place the camera with a tripod on a small chair, secure it well, and then place the chair on the tabletop on which you have prepared the background.) If possible, use cameras that can be operated with application so as not to touch the camera and not accidentally change its settings.

Participants take photos. They divide their roles - one person takes photos, someone moves one object, someone else moves another object. The other participants observe the work. After 10 photos there is a change of "operators". (Adults organize their own work, children sometimes need to be guided.)

Workstation:

Stage 4. Assembly

The photos should be composed in such a way that there are at least 5 of them for each second of the video. The more of them we use, the smoother the movement will be. To edit films, we can use e.g. DaVinci Resolve, Movie Maker, Stopmotion Studio. Watch completed productions together. Congratulate participants on a job well done.

Summary of workshops

	<p>Ask the participants how they imagine working with an animated film in lessons with children. Participants give their ideas.</p> <p>Additional remarks</p> <p>Stop-motion animation requires a lot of patience, but the effects are surprising and give participants a lot of satisfaction. It is worth the participants organizing a film screening and presenting their productions to a wider audience. Their work will certainly be appreciated.</p> <p>If we do not have professional equipment, we can conduct classes using smartphones. Install the phone on the box as shown below.</p> <p>The most important thing is a creative approach to the topic, not the quality of the photos.</p>
Literature	

2.1.5 First visit to the museum Schindler's Factory – Guided tour of the museum

Time required	1,5 hours
Objectives/competencies	<ul style="list-style-type: none"> • Present participants with an immersive exploration of history's transformation into musicological language through an exhibition exclusively focused on Krakow and its residents during the Nazi/German occupation from 1939 to 1945. • By delving into the history of World War II in Krakow and Poland, demonstrate methodologies for articulating and engaging in discussions about challenging heritage in both educational and scholarly contexts. • Highlight the significance of this discourse, emphasizing the distinction between historical facts and varying political interpretations evident in the narratives of European nations.
Method applied/didactical methods	Guided tour, discussion, Q&A, lecture, microhistory
Material used	Exhibition "Krakow Under Nazi Occupation – 1939-1945" at Schindler's Enamel Factory, Museum of Krakow
Opt. theoretical background	World War II, the Holocaust, Nazi-German occupation in Poland, war crimes, and crimes against humanity perpetrated against the Polish nation by the Third Reich and the USSR
Short description	Guided tour and discussion about challenging heritage are offered as part of the permanent exhibition at one

	of Europe's most successful narrative museums dedicated to the theme of World War II.
Literature	Oskar Schindler's Factory Krakow during the Nazi occupation 1939 – 1945, https://krakowzwiedzanie.pl/en/oskar-schindlers-factory/ Sroka, M. (1999). The university of Cracow library under Nazi occupation: 1939-1945. <i>Libraries & Culture</i> , 1-16.

2.1.6 Development of values and democracy in the Polish society

Time required	1 hour
Objectives/competencies	<ul style="list-style-type: none"> • Explore key intersections between democratic values and minority-majority relations, • Learn to connect diversity to social cognition and democratic values, • Help participants to identify major concepts in majority-minority relations, contribute meaningful insights and stay with relevant information
Method applied/didactical methods	<p>Critical analysis involves watching a South Park episode in order to develop an understanding and point of view in relation to the issue of minority-majority relations.</p> <p>Group discussion revolves around minority and majority related topics with a focus on participatory and anti-discriminatory practices.</p>
Material used	PowerPoint, "Ginger Kids" (South Park cartoon, ep. 11, season 9)
Opt. theoretical background	It is relied on critical pedagogy principles that educators should encourage learners to examine power structures and patterns of inequality through an awakening of critical consciousness in pursuit of emancipation
Short description	Discussion about contemporary issues related to minority-majority relations in a modern society
Literature	<p>Crick, B. (2002). <i>Democracy: A Very Short Introduction</i>. Oxford: Oxford University Press.</p> <p>Okitikpi, T., Aymer, K. (2010). <i>Key Concepts in Anti-Discriminatory Social Work</i>. London: Sage Publications Ltd.</p> <p>Sensoy, O., DiAngelo, R. (2017). <i>Is Everyone Really Equal?: An Introduction to Key Concepts in Social Justice Education</i>. New York: Teachers College Press</p>

2.1.7 Polish educational system and teacher training programs

Time required	1,5 hours
Objectives/competencies	<ul style="list-style-type: none"> • Discussion about common and difference features in partners countries education systems and social values (metaplan); • Developing skills to form independent considered judgments and to participate in a dialogue about integration knowledge between different disciplines and aspects of teachers' training • Building social relations and cultural national and international collaboration
Method applied/didactical methods	Lecture, discussion, workshop, SWOT analysis, Metaplan Analysis of various aspects of educational systems in various countries, eg. issues of curricula in terms of values, teacher-student relations, relationships between students, caring for communication and integration, taking care of respect and maintaining dignity, respect for culture, tradition and democracy, security, psychological and social support for school students
Material used	PowerPoint
Opt. theoretical background	The Polish educational system reflects a blend of historical context, sociocultural influences, and pedagogical frameworks. Societal values emphasizing academic excellence and cultural preservation shape educational goals and practices. Teacher training programs focus on educators with pedagogical knowledge, practical skills, and cultural competence. Recent reforms prioritize evidence-based practices and continuous professional development to ensure high-quality education for all learners.
Short description	<p>Presentation of the details of the education system in Poland, including the teacher education system; work in international groups on a poster - differences and similarities in teacher education systems in partner countries.</p> <p>Discussion about common and difference features in partners countries education systems and social values (metaplan).</p> <p>Reflection on the possible changes in education regarding democratic values.</p>
Literature	<p>Jakubowski, M. (2020). <i>Poland: Polish Education Reforms and Evidence from International Assessments</i>, https://link.springer.com/chapter/10.1007/978-3-030-59031-4_7</p> <p>Eurydice, (2020). <i>The system of education in Poland</i>, https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://eurydice.org.pl/brepo/panel_repo_files/2021/10/07/rnai4w/the-system-of-education-in-poland-online-new.pdf&ved=2ahUKewig-Kz4266EAxVBIEQIHZGACqgQFnoECCcQAQ&usg=AOvVaw2JmdZFGDJXqHdDoZWie8TL</p> <p><i>Metaplan Basic Techniques. Moderating group discussions using the Metaplan aPowerPointroach</i>, https://www.metaplan.com/wp-content/uploads/2021/04/Metaplan_Basiswissen_engl.pdf</p>

2.1.8 Lesson scenarios. Theoretical approach. Workshops on the school lesson sceneries. Main criteria, pedagogical requirements and didactical assumptions.

Time required	1.5h
Objectives/competencies	<ul style="list-style-type: none"> • Discussion about criteria for high-quality teaching materials for value education on the base of the value education analysis and scientific findings on quality of instruction.
Method applied/didactical methods	Lecture, discussion
Material used	PowerPoint
Opt. theoretical background	Theories of learning, theories of motivation, theory of social change
Short description	<p>Classification of educational strategies, methods and techniques with particular attention to ways of engaging students and learning through action, communication and cooperation. Basics of operationalization of educational goals along with learning planning. Selection of teaching media for the content and objectives of education.</p> <p>Strategies and methods are procedures for achieving learning objectives. Strategies are superior to methods and techniques, so, for example, we can apply the discussion method in a problem strategy with a brainstorming technique. In general, there are 4 learning strategies. If we talk about problem or operational strategy, we also think about critical thinking and situational learning but of course we can use it also during emotional strategy. All of them were adapted during discussion on the educational materials prepared by students.</p>
Literature	<p>Batest, B. (2023). <i>Learning Theories Simplified: ...and how to apply them to teaching</i>, SAGE</p> <p>McCulloch, M., & Carroll, M. (2018). Understanding teaching and learning in primary education. <i>Understanding Teaching and Learning in Primary Education</i>, 1-432.</p>

2.1.9 Lesson scenario. Practical approach. Introduction to the preparation of school lesson plans (scenarios) for the development of democratic values in school students. First Presentation of PUK students.

Time required	1,5 hours
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Objectives/competencies	<ul style="list-style-type: none"> • Introduction to the preparation of school lesson plans (scenarios) for the development of democratic values in school students. • Practical approach. • Polish students present their previously prepared lesson plans and presentations
Method applied/didactical methods	<p>Discussion about innovative forms, methods and didactic aids during preparing scenarios for classes related to democratic values</p> <p>Analysis of the principles of education for democratic values</p> <p>Presentation & Discussion of first results and ideas, using group feedback for further work</p>
Material used	Presentations
Opt. theoretical background	<p>Developing school lesson plans to nurture democratic values among students is vital in today's education landscape. In our increasingly diverse and interconnected world, instilling democratic principles is essential for fostering engaged and responsible citizens. Democratic values encompass concepts like human rights, equality, justice, freedom of expression, tolerance, diversity, and the rule of law, forming the bedrock of a harmonious and inclusive society.</p>
Short description	<p>Crafting effective lesson plans requires an understanding of the school's socio-cultural context and the diverse backgrounds of students. Practical approaches involve incorporating active learning strategies such as role-playing, debates, community projects, and discussions on current events. Interdisciplinary lessons that draw from history, civics, ethics, and literature provide a holistic understanding of democratic values.</p> <p>Moreover, lesson plans should prioritize the development of critical thinking skills, media literacy, empathy, and conflict resolution abilities. By empowering students to analyze information critically, empathize with diverse perspectives, and engage in constructive dialogue, educators can shape future generations committed to upholding democratic principles in society.</p>
Literature	<p>Clough, N., & Holden, C. (2005). <i>Education for citizenship: Ideas into action: A practical guide for teachers of pupils aged 7-14</i>. Routledge.</p> <p>Capel, S., Leask, M., & Younie, S. (2013). <i>Learning to teach in the secondary school: A companion to school experience</i>. Routledge.</p>

	Feiman-Nemser, S. (1989). <i>Teacher preparation: Structural and conceptual alternatives</i> . National Center for Research on Teacher Education.
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2.1.10 Visit to the museum of Kraków University of Technology

Time required	1.5 hours
Objectives/competencies	<ul style="list-style-type: none"> • Analysis of the source database regarding the biography of the Polish national hero Tadeusz Kosciuszko. • Understanding and interpretation of the concept of term of “national independence” as the basic democratic value. - Comparative analysis of the development of independence in project partner countries (Poland, Germany, Norway). • Reflection about the visit to museum
Method applied/didactical methods	Permanent exhibition “Tadeusz Kosciuszko –the hero of Poland and USA in struggle for national independence. Independents as the democratic value”.
Material used	Books, posters, pictures, documents
Opt. theoretical background	History of independence in different countries
Short description	Kościuszko not only fought for the rights of black slaves in the USA and peasants in Poland. In contacts with Thomas Jefferson, he insisted on purchasing and freeing the slaves. Kościuszko was also a spokesman for Jewish rights. During the 1794 uprising, he created a cavalry regiment commanded by Berek Joselewicz. Kościuszko was also strongly against killing Indians - the native inhabitants of America. He even met the Indian chief Little Turtle, who gave him a tomahawk-peace pipe as a sign of friendship. The Polish commander was also an advocate of women's rights, believing - unlike his contemporaries - that they had the same rights as men.
Literature	<p>Mazur, Z. (2017). The myth of the American Revolution and the heroic representations of Tadeusz Kościuszko in the American press of the Early Republic. <i>Białostockie Teki Historyczne</i>, (15), 53-69.</p> <p>Hapanowicz, P. (2022). Tadeusz Kościuszko and Liberty. <i>The Polish Review</i>, 67(4), 34-60.</p> <p>Pula, J. S. (2021). “Our Sacred Duty”: Poland’s Diaspora Fights for Polish Independence, 1894–1921. <i>Studia Historica Gedanensia</i>, 1(12), 331-356.</p>

2.1.11 Working on the lesson stages and content concerning democratic values

Time required	1.5 hours
Objectives/competencies	Presenting of the teaching materials on democratic values in primary education (scenarios of the school students' visit to the museum) prepared by students in international groups.
Method applied/didactical methods	Work in groups
Material used	Students notes, worksheet Top of mind - first 10 associations that come to mind when you hear the words: Freedom; Democracy; Propaganda", Worksheets "Analysis and Reflection on the Role of Freedom (Independence) as the Fundamental Value and Right of the Individual in the Context of Contemporary Social Challenges"
Opt. theoretical background	-
Short description	Students work on lesson plans independently
Literature	Honneth, A. (2014). <i>Freedom's right: The social foundations of democratic life</i> . Columbia University Press. Gould, C. C. (1990). <i>Rethinking democracy: Freedom and social co-operation in politics, economy, and society</i> . Cambridge University Press. Claassen, R. (2014). Social freedom and the demands of justice: A study of Honneth's Recht Der Freiheit. <i>Constellations</i> , 21(1), 67-82.

2.1.12 School visit

Time required	3 hours
Objectives/competencies	<ul style="list-style-type: none"> • Discussion about the functioning of the student self-government as a way for students' democratic values development • Analysis of the Game Secret Hitler as a didactical technique of the development of the school students' democratic value attitude); • Reflection about school visit.
Method applied/didactical methods	Discussion, work in group, guide tour
Material used	School statute
Opt. theoretical background	Democracy and values education in schools are essential for cultivating active and responsible citizens. Rooted in democratic theory, this approach emphasizes instilling fundamental values such as equality, justice, freedom, tolerance, and respect for human rights among students. Key theoretical

	<p>frameworks include civic education, which focuses on empowering students to engage in civic life, and moral and character education, which aims to develop ethical reasoning and responsible decision-making.</p> <p>Democratic pedagogy, drawing from progressive theories, promotes student voice, collaboration, and critical inquiry in inclusive learning environments. Transformative education, informed by critical theory, seeks to address social injustices and empower marginalized groups through critical reflection and activism. By integrating these theoretical perspectives, schools can effectively prepare students to contribute positively to democratic societies.</p>
Short description	Meeting with the student government, an integration workshop, student presentations on school activities, and a discussion on the student government's role in fostering democratic values among future adult members of society
Literature	<p>Moss, P., & Urban, M. (2010). Democracy and Experimentation: Two Fundamental Values for Education. <i>Online Submission</i>.</p> <p>Noddings, N. (2013). <i>Education and democracy in the 21st century</i>. Teachers College Press.</p> <p>Subba, D. (2014). Democratic values and democratic aPowerPointroach in teaching: A perspective. <i>American Journal of Educational Research</i>, 2(12), 37-40.</p>

2.1.13 Second visit to the museum Schindler's Factory – Workshop “Why from “never more” only “more” remains. Mechanisms leading to war crimes and genocides”

Time required	3 hours
Objectives/competencies	<ul style="list-style-type: none"> Comparative studies aimed at highlighting the parallels between genocides and war crimes in 20th and 21st century Europe, focusing on three key examples: the Holocaust, the Bosnian War (Srebrenica), and the Russian invasion of Ukraine in 2022 (Bucha, Irpin). These studies aim to elucidate the common stages preceding mass atrocities, emphasizing the importance of critical thinking, democratic-liberal values, and empathy as tools to combat hate speech and preempt state-sponsored discrimination policies. By presenting each genocide as a process rather than a singular event, participants gain insight into the gradual escalation of violence and persecution. They come to understand the

	<p>dangers posed by populist and far-right movements prevalent in contemporary EU countries.</p> <ul style="list-style-type: none"> • Furthermore, these comparative studies shed light on the patterns of escalation observed in genocides, from the initial dissemination of hate speech and propaganda to the implementation of discriminatory policies by state actors. Through this analysis, participants are encouraged to critically evaluate the factors that contribute to societal divisions and the erosion of democratic values. • Ultimately, the aim of these studies is to equip participants with the knowledge and skills necessary to recognize and resist the early signs of genocide and war crimes. By promoting empathy, critical thinking, and a commitment to democratic principles, these studies serve as a powerful antidote to the rising tide of intolerance and extremism in Europe.
Method applied/didactical methods	Lecture, workshop, discussion, working with sources – photos, relations (oral history), microhistory.
Material used	Photos from Poland and USSR during German-Nazi occupation – ghettos (Krakow, Warsaw, Lodz) and mass deportation actions, photos of mass killing made by Einsatzgruppen in 1941 in Eastern Front, photos of exhumations of victims of Srebrenica, photos from Bucha and Irpin (all available only by decision of participants, every photo was covered to protection from coincidental seeing). Relations of victims, survivors, perpetrators of those three mentioned examples, Allport Scale, Stanton Ten Stages of Genocide, UN Convention on the Prevention and Punishment of the Crime of Genocide (1948).
Opt. theoretical background	Genocide studies, psychological studies about genocides, history of Shoa, history of Balkans in 90s – Bosnian War, history of Russo-Ukraine war (2014-202x)
Short description	Comparative workshops based on mechanics of genocides from three different examples from different periods of XX and XXI century – Shoa, Srebrenica and Bucha/Irpin
Literature	VI, A., VII, A., VIII, A., IX, A., XI, A., XII, A., ... & XVI, A. (1948). <i>Convention on the Prevention and Punishment of the Crime of Genocide</i> . Groenhuijsen, M., & Pemberton, A. (2011). Genocide, crimes against humanity and war crimes. A

	<p><i>victimological perspective on international criminal justice, 7-34.</i></p> <p>Ball, H. (1999). <i>Prosecuting war crimes and genocide: The twentieth-century experience</i>. University Press of Kansas.</p> <p>Zwaan, T. (2003). On the Aetiology and Genesis of Genocides and other Mass Crimes–Targeting Specific Groups.. <i>Amsterdam, Centre for Holocaust and Genocide Studies, University of Amsterdam/Royal Netherlands Academy of Arts and Sciences</i>. http://www.srebrenica-mappinggenocide.com/files/SMG-en-doc-mapping-genocide-ton-zwaan.pdf</p>
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2.2 Workshop in Norway

2.2.1 Lecture about Norwegian school system

Time required	1 hour
Objectives/competencies	<ul style="list-style-type: none"> To understand the Norwegian School system
Method applied/didactical methods	Informative lecture and dialogue. Time for questions/answers, and reflections on the three different education systems.
Material used	PowerPoint, map, tables, models of the education system
Opt. theoretical background	
Short description	How the Norwegian education system is structured (from kindergarten to university).
Literature	

2.2.2 Lecture on Norway's history and development of values and democracy

Time required	1 hour
Objectives/competencies	<ul style="list-style-type: none"> To present an introduction and a historical perspective on some basic ideas and values that has characterized the development of the Norwegian school system.
Method applied/didactical methods	Lecture and dialogue
Material used	PowerPoint
Opt. theoretical background	School history and history of ideas
Short description	In Norway the school was part of a nation-building process from 1889. A basic driving force was the idea of one common school for all children in order to promote fairness or equal opportunities for all. One main focus in the lecture is to present and discuss

	some basic values and how the idea of democracy and democratic living has developed and today plays a crucial role in the curriculum.
Literature	

2.2.3 Introduction to an app for exploring historical sites

Time required	30 minutes
Objectives/competencies	<ul style="list-style-type: none"> Preparation for using the app and preparing for discussing it after using it.
Method applied/didactical methods	Step-by-step introduction lecture
Material used	Mobile phones
Opt. theoretical background	Virtual reality
Short description	Students are encouraged to download the Cliomuse app or using the desktop version of said app to prepare for the tour which takes you on a tour through Kristiansand while exploring historical sites from the second world war.
Literature	Nicolaidou, Iolie; Zupancic, Rok; Fiedler, Anke; Andresen, Kenneth; Hoxha, Abit; Ntaltagianni, Christina; Aivalioti, Maria; Kasapovic, Mak; Milioni, Dimitra (2022). Virtual tours as emerging technologies to engage children and youth with their country's historical conflicts. <u>International Journal of Emerging Technologies in Learning (IJET)</u> . ISSN: 1868-8799. 17 (21). s 164 - 183. doi: 10.3991/ijet.v17i21.32853 .

2.2.4 Mindmaps 1

Time required	2 hours
Objectives/competencies	Mind maps provide a structured way to brainstorm and organize ideas and information. They may help us understand concepts by breaking them down into their component parts. Mind maps is often used to develop new ideas, to break down and better understand existing information or to remember information.
Method applied/didactical methods	Mind maps
Material used	Pen, paper
Opt. theoretical background	
Short description	

Literature	Wheelberg & Ahlberg (2017). Mind Maps in Qualitative Research. Doi: 10.1007/978-981-10-2779-6_7-1
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2.2.5 School visit

Time required	3 hours
Objectives/competencies	<ul style="list-style-type: none"> To visit and learn about a Norwegian school. Overarching topics: inclusion, special needs education, the school as part of nature/a local community
Method applied/didactical methods	Tour of the school (inside and outside), observation in class, dialogue, meeting pupils, lecture from rector and inspector followed by question and answers, eating together (with staff and pupils)
Material used	<p>Each teacher used different materials in their lessons...</p> <p>The students used an observation form, pen and paper. Observation and reflection:</p> <p>1) Observation: What happened? Give a brief description of the situation.</p> <p>2) Reflection:</p> <ul style="list-style-type: none"> What were you surprised by? What were you wondering about? What were your / other students' reactions, considerations and actions? What did you think and feel? What did you learn from the situation? Could something has been done differently? If you were the teacher, what would you have done, and why?
Opt. theoretical background	
Short description	School visit. Observing and learning about an ordinary day in a Norwegian school.
Literature	

2.2.6 Lecture: Democratic Education = Education for Democracy?

Time required	3 hours
Objectives/competencies	<ul style="list-style-type: none"> To understand how democratic education is conceptualized within educational scholarship
Method applied/didactical methods	Lecture, dialogue, groupwork,

Material used	PowerPoint
Opt. theoretical background	
Short description	Introduction and discussion of: Sant's theoretical review examines how democratic education is conceptualized within educational scholarship.
Literature	Democratic Education: A Theoretical Review (2006–2017) - Edda Sant, 2019 (sagepub.com)

2.2.7 Young Sámi in Norway

Time required	30 minutes
Objectives/competencies	<ul style="list-style-type: none"> To get an inside perspective of how it is to live as a Sami person in Norway.
Method applied/didactical methods	Storytelling, life experiences, dialogue
Material used	Pictures, Traditional clothes and the meaning thereof, PowerPoint storytelling, life experiences
Opt. theoretical background	
Short description	A personal life story of a Sami in Norway
Literature	

2.2.8 Dialogue about the role of Sámi

Time required	30 minutes
Objectives/competencies	<ul style="list-style-type: none"> To get an inside perspective of how it is to live as a Sami person in Norway. To be able to relate it to life in Polen and Germany.
Method applied/didactical methods	Dialogue
Material used	PP, pictures, music, traditional clothing, personal experience and story telling
Opt. theoretical background	
Short description	
Literature	<u>The Sami People of Norway</u> 3 Sami reindeer herder tells a story about her life in the tundra https://youtu.be/rBU25yAyeI?si=H0MPAhw692rJdUvo

3.1.1 Workshop: Racialised discourse in Norwegian curriculum

Time required	2 hours
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Objectives/competencies	<ul style="list-style-type: none"> To understand how race comes
Method applied/didactical methods	Lecture, dialogue, groupwork
Material used	PP
Opt. theoretical background	
Short description	This article adds to new ways of understanding the institutionalisation of Whiteness as subtle workings of race and racism within education policy. It presents a critical discourse analysis of how Whiteness works through the use and meaning making of the term 'cultural diversity' in six Norwegian teacher education policy and curriculum documents. These documents are positioned as promoters of social justice. This article, however, aims to contest this position.
Literature	Fylkesnes, S. 2018. Patterns of racialised discourses in Norwegian teacher education policy: Whiteness as a pedagogy of amnesia in the national curriculum. <i>Journal of Education Policy</i> Volume 34, 2019 - Issue 3: Equality and Justice in Education Policy. <u>Full article: Patterns of racialised discourses in Norwegian teacher education policy: Whiteness as a pedagogy of amnesia in the national curriculum (tandfonline.com)</u>

3.1.2 Visit of Stiftelsen ARKIVET Peace and Human Rights Centre and plenary discussion on human rights and dignity

Time required	5 hours
Objectives/competencies	<ul style="list-style-type: none"> Enhancing critical thinking and narrative competencies
Method applied/didactical methods	Lecture, museum exhibition, discussion and plenary reflection
Material used	Power point, lecture, discussion
Opt. theoretical background	Historical consciousness, critical theory, narrative theory
Short description	Making use of the history of Arkivet, which was Gestapo's head quarter for the southern part of Norway 1942-1945, we critically evaluate Stiftelsen ARKIVET Peace and Human Rights Centre's permanent exhibition "Focal Point Arkivet" and discuss the narratives presented. Using insights from these discussions we discuss how we can apply critical thinking in learning about human rights and dignity.
Literature	Rüsen, 2017; Seixas (ed.) 2006; Wilschut, 2019; Biesta, 2021

3.1.3 Reflection on the app

Time required	1 hour
Objectives/competencies	<ul style="list-style-type: none"> • Reflection on the historical sites in Kristiansand from the second world war. • Reflection on the app itself.
Method applied/didactical methods	Reflective and open-ended questions.
Material used	Blackboard, pen and paper
Opt. theoretical background	
Short description	
Literature	

3.1.4 Mindmaps 2

Time required	2 hours
Objectives/competencies	Mind maps provide a structured way to brainstorm and organize ideas and information. They may help us understand concepts by breaking them down into their component parts. Mind maps is often used to develop new ideas, to break down and better understand existing information or to remember information.
Method applied/didactical methods	Mind maps
Material used	Pen, paper
Opt. theoretical background	
Short description	
Literature	Wheelberg & Ahlberg (2017). Mind Maps in Qualitative Research.

3.1.5 What to do with this statue?

Time required	45 or 90 minutes
Objectives/competencies	Greater understanding of underlying discourses and narratives as background for antiracist demonstrations.
Method applied/didactical methods	Reading selected newspaper articles. Discussion. Argumentation.
Material used	PowerPoint presentation Printed and laminated newspaper articles For example: https://www.bbc.com/news/uk-england-bristol-61984427
Opt. theoretical background	Critical race theory Critical thinking

Short description	Analysing the tearing down of the statue of Edward Colston statue in Bristol, in the summer of 2020.
Literature	

3.1.6 The stick

Time required	30 minutes
Objectives/competencies	Argumentation. Taking stance. Discussions.
Method applied/didactical methods	Controversial issues.
Material used	
Opt. theoretical background	
Short description	
Literature	

3.2 Workshops in Germany

3.2.1 Introduction in intercultural/-religious background and activities

Time required	1.5 hours
Objectives/competencies	Developing awareness and reflecting beliefs about role of religions for society and democracy
Method applied/didactical methods	Think-Pair-Share; Two-Circle Talk; Structured Controversy
Material used	Flip chart; Power Point
Opt. theoretical background	Interreligious dialogue
Short description	Input about role of religion in society; distribution of religions in PL, NOR, GER Reflection on own experience and thinking Input about and work on links and frictions between democratic values and religions
Literature	Taylor C. (2009). <i>Ein säkulares Zeitalter</i> . Suhrkamp, Frankfurt am Main. Schnebel, K. (2016). Dilemma over the issue of inequality: A strategy against political apathy (Politikverdrossenheit). <i>Citizenship, Social and Economics Education</i> , 15(3), 262-270. Stolz, J. (2020). Secularization theories in the 21st century: Ideas, evidence, problems. Presidential address. <i>Social Compass</i> (67) 2. 282–308. https://doi.org/10.1177/2047173417698148 https://europeanacademyofreligionandsociety.com/news/christianity-and-controversies-in-norwegian-education/

	<p>https://europeanacademyofreligionandsociety.com/news/insights-from-the-dashboard-education-across-europe/</p> <p>https://europeanacademyofreligionandsociety.com/news/the-myth-of-meritocracy/</p> <p>https://europeanacademyofreligionandsociety.com/news/awareness-of-normativity-as-a-tool-for-dialogue/</p> <p>https://europeanacademyofreligionandsociety.com/news/normativity-religion-and-ethnicity-in-the-school-system/</p> <p>Riitaoja, A. & Dervin, F. (2016). Interreligious dialogue in schools: beyond asymmetry and categorisation. <i>Language and Intercultural Communication</i>, 2014, Vol. 14, No. 1, 76–90, http://dx.doi.org/10.1080/14708477.2013.866125</p>
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3.2.2 Visit to the Ravensburg Mosque

Time required	3 hours
Objectives/competencies	<ul style="list-style-type: none"> • To be open to cultural otherness and to other beliefs, world views and practices • To know about Muslim (Sunnite) religion in theory and practice • To know about the religious, cultural and social role of a mosque in a local context • experience related rites/rituals, practices, art, architecture and aesthetics • To reflect on own concepts/preconcepts, open questions, sympathetic and critical attitudes
Method applied/didactical methods	Informative lecture, interrogation and discussion observation and experience contemplation and reflection time
Material used	[none except for the place and its objects]
Opt. theoretical background	
Short description	<p>Welcome and getting to the representative of the Mosque community</p> <p>Gathering in a Mosque community room, listening to general information on the place, its history and functions, short tour of the building</p> <p>Gathering in the Mosque itself, interactive explanation of fundamentals of the Muslim (Sunnite) belief and convictions, architectural elements, religious practice in and usage of the place</p> <p>Time for silent exploration of the location with its objects and elements</p> <p>Participation in/observation of a congregational afternoon prayer</p> <p>Discussing impressions and dealing with questions in an open circle</p>

Literature	<p>Beck, U. (2008): Der eigene Gott: von der Friedensfähigkeit und dem Gewaltpotential der Religionen. Leipzig: Verlag der Weltreligionen.</p> <p>Krainz, U. (2014): Religion und Demokratie in der Schule. Wiesbaden: Springer.</p> <p>Knoblauch, H. (1999): Religionssoziologie. Berlin: de Gruyter.</p> <p>Krüger, T. (2004): The Limits of Religious Freedom. Rede im Rahmen der Veranstaltung "Constitutions and Confessions" in Potsdam am 15.06.2004. https://www.bpb.de/die-bpb/presse/51184/the-limits-of-religious-freedom/ [14.09.2023]</p>
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3.2.3 Presentation of ideas, morning input, assisted collaboration on lesson plans and teaching material

Time required	1-2 hours
Objectives/competencies	<p><i>[continue the process of lesson planning and material production]</i></p> <ul style="list-style-type: none"> • To be open for other people's world views, ideas and concepts • To explore and weigh values in their core meanings, spring offs and limitations (esp. against other values) • attain and use pedagogical content knowledge on values lesson/project planning processes • To gain knowledge on lesson planning in the field of democratic values education in primary education • To reflect and evaluate own planning processes regarding values education critically • To align objectives, didactics, pedagogics and material to construct a learning opportunity for primary school classes or groups
Method applied/didactical methods	<p>Group-reflection</p> <p>Guided/counselled collaborative work in multi-national groups</p> <p>Guiding questions/strategy check</p> <p>exchange on the state of work</p> <p>Give and get feedback</p> <p>Encouraging self-organized collaboration and production process</p>
Material used	Selected aids on main aspects of the process

	guiding questions for a concise survey and didactic comments on the learning, ideas and material
Opt. theoretical background	CoE, Competences for Democratic Culture (CDC)
Short description	<p>Presentation and discussion of the “butterfly” (CoE, 2016): targets, pathways of learning, methods applied</p> <p>Stand up presentations on: (1) state of work/tasks accomplished (2) envisaged product in the making (3) assistance and aids needed</p> <p>Self-organized collaboration time in groups: group reflection, revision of the content, development/clarification on didactics</p> <p>Next steps/tasks: (e.g. choice of didactical tools to be applied; production of material to be used; optional teaching strategies etc.)</p> <p>Presentation/upload of the lesson/project design</p>
Literature	<p>Council of Europe. Education Department (Ed.). (2018). <i>Reference framework of competences for democratic culture</i>. Council of Europe.</p> <p>https://rm.coe.int/prems-008318-gbr-2508-reference-framework-of-competences-vol-1-8573-co/16807bc66c</p>

3.2.4 Panel discussion/open discussion on “Interreligious learning and values in schools

Time required	2.5 hours
Objectives/competencies	<ul style="list-style-type: none"> • Expand knowledge about the widest spread religious communities in Europe. • Deepen communicative skills about religions. • Foster critical thinking about role of religions in democratic societies
Method applied/didactical methods	Discussion
Material used	none
Opt. theoretical background	--
Short description	<p>Three experts (Jewish, Muslim, Christian) and a moderator first gave short statements and then discussed among themselves and with the students about (1) given prompts, (2) students’ questions</p>
	Prompts:

	<p>1. What role do religions play in relation to democratic values and a democratic basic order in EU societies</p> <p>2. What does interreligious dialog mean for society and for specific communities, e.g. a school community?</p>
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3.2.5 Introduction to Global Ethics by GEF at the Stiftung Weltethos

Time required	2 hours
Objectives/competencies	<ul style="list-style-type: none"> • What is a Global Ethic? • How is it important for interreligious dialogue? • Why are common values (like the GE) essential for a democratic society?
Method applied/didactical methods	<p>Input PPT</p> <p>Work in groups</p>
Material used	<p>PPT (attached)</p> <ul style="list-style-type: none"> - Teaching Unit_Global_Ethic_Values_2023 (attached)
Opt. theoretical background	
Short description	<ul style="list-style-type: none"> • Input “Global Ethic Idea and Foundation – Educational work”: What’s a Global Ethic? Educational projects of the GEF • Work in groups à Questions/Tasks: How can teachers transfer the Global Ethic idea into their attitude, their lessons, their everyday school life? à Use the teaching materials (attached) as a starting point to create your own lessons.
Literature	<p>Hans Küng, Global Responsibility. In Search of a New World Ethic, New York / London 1991; 1993; Eugene/Oreg. 2004.</p> <p>Towards a Global Ethic. An Initial Declaration of the Parliament of the World’s Religions (extended by 5th Commitment to a Culture of Sustainability and Care for the Earth (Toronto 2018).</p> <p>https://parliamentofreligions.org/wp-content/uploads/2023/05/Global-Ethic-PDF-2020-Update.pdf</p>

3.2.6 Theatre Workshop on Global Ethics Values

Time required	3-4 hours
Objectives/competencies	<ul style="list-style-type: none"> • How do values affect our decisions in everyday life? • Are we aware of our set of values? • How do we react when we witness a situation where democratic values are violated?
Method applied/didactical methods	Theatre Pedagogy
Material used	Global-Ethic-Value-Cube and -Poster
Opt. theoretical background	
Short description	<p>Theatre workshop “Playing with values”</p> <p>This workshop offers students the opportunity to approach values in a playful way and to express them physically. Carried out in class, the group project is an effective community-building measure.</p> <p>Warm-Up Games: Getting to know each other Every group selects one of the Global Ethic Values (see cube & poster) and thinks about an everyday situation, in which they experienced this value being violated. First round: Each group shows a “still” that shows a situation where their chosen value is violated. Second round: Each group shows that same situation but with their chosen value being respected. Third round: Each group shows the necessary transitional “still” to get from the “bad” to the “good” situation. Evaluation</p>
Literature	<p>Augusto Boal: Games for Actors and Non-Actors, Routledge 2021 Augusto Boal: The Rainbow of Desire, Routledge 1994 Photo “Dokumentation_TheaterWS_5.10.2023_ValiDe_Tübingen”</p>

3.2.7 Reflection and Evaluation of the Workshop

Time required	1 hour
Objectives/competencies	<ul style="list-style-type: none"> • Awareness & discovery of own set of values, • Effects for attitude and behavior as teacher, • Strive to be as un-biased and discrimination-free as possible

Method applied/didactical methods	<p>Reflection questions:</p> <ol style="list-style-type: none"> 1) What have I learned for myself (insights, experiences, knowledge gained)? How did the theatre workshop help me to discover “my” set of values? 2) Do I see transfer options to primary school and if so, which ones? 3) How does the Global Ethic help me as a teacher for my value-education activities, since it is a cross-religious and cross-cultural canon of values? 4) How does my set of values affect my attitude, behavior and decisions in everyday life (and therefore also my teaching)? 5) What can I do to become an un-biased teacher? <p>Discussion</p>
Material used	Global-Ethic-Value-Cube and -Poster
Opt. theoretical background	
Short description	<p>We discussed how the experience of the theatre workshop opened the eyes of the students to their sometimes “hidden” set of values and also the fact that there are indeed common values, that everyone involved could easily agree on.</p> <p>The Global Ethic values, a cross-religious and cross-cultural canon of values, was found useful for the teacher students as a common ground from which to start their discovery and discussion of their individual set of values.</p>
Literature	---

3.2.8 Introduction in GES and observation

Time required	1 hour
Objectives/competencies	<ul style="list-style-type: none"> • What is the aim of the Global Ethic School Program? • What are the criteria applying schools have to fulfill? • How does being a GE School affect the way common values are respected and experienced in these schools?
Method applied/didactical methods	PowerPoint, discussion

Material used	<ul style="list-style-type: none"> • Global Ethic Schools Criteria (attached) • “ValiDE Student Exchange 22_Tasks for GEF” (attached) • Observations.pdf (attached)
Opt. theoretical background	
Short description	<p>Input “Global Ethic School Program”</p> <p>The set-up of the program and its aims</p> <p>The criteria</p> <p>The supervision by the GEF</p> <p>The network of GE Schools</p> <p>Best Practices & evaluation</p>
Literature	<ul style="list-style-type: none"> • Global Ethic Schools Criteria (attached) • “ValiDE Student Exchange 22_Tasks for GEF” (attached) • Observations.pdf (attached)

3.2.9 School visit and discussion with teachers

Time required	2 hours
Objectives/competencies	<ul style="list-style-type: none"> • Students visit a “Global Ethic lesson” in a primary school that is a Global Ethic School •
Method applied/didactical methods	Observation, reflection
Material used	<p>Each teacher used different materials in their lessons...</p> <p>The activity of the students: Observation and reflection:</p> <p>1) Observation: What happened? Give a brief description of the situation.</p> <p>2) Reflection:</p> <ul style="list-style-type: none"> • What were you surprised by? • What were you wondering about? • What were your / other students' reactions, considerations and actions? • What did you think and feel? • What did you learn from the situation? • Could something has been done differently? • If you were the teacher, what would you have done, and why?
Opt. theoretical background	

Short description	Students sit in little groups in different primary classes and observe a “Global Ethic lesson”. Afterwards each group evaluates the lesson together with their host teacher. Finally, all of the students reflect on their experiences together with the headmaster, the project staff and the involved teachers.
Literature	“ValiDE Student Exchange 22_Tasks for GEF” (attached)

4 Lessons learnt and additional online course

4.1 Lessons learnt in revision process of the ValiDE-study course

The implementation of the study course provided valuable insights into promoting value awareness and competency development among future teachers, as well as into the logistical and structural aspects of an effective learning process. One key insight was the importance of a well-balanced program structure that integrates input workshops, working phases, reflection phases, regeneration periods, and designated travel phases that are carefully aligned. Regeneration periods proved essential in giving participants the opportunity to process the intellectual and emotional demands of adapting to a new country, unfamiliar environments, and translating their experiences – such as school visits – into lesson plans and teaching materials.

A core element of the program was the three-week student exchange, which presented several challenges. It became particularly apparent how difficult it was to align the exchange with the academic calendars and school schedules of the participating institutions. Mandatory attendance in lectures and exam periods at the students' home universities significantly restricted planning and required a flexible program design. Further challenges arose in organising school visits, which were constrained by holiday periods, long weekends, practice periods for teacher students, school trips, and public holidays, as well as specific conditions in the schools of the participating countries. Overall, the program involved a wide range of stakeholders, which was both a strength and a challenge. Future implementations would benefit from streamlining and reducing the number of considerations to balance.

From an organizational and financial perspective, these factors also influenced accommodation arrangements, as public holidays significantly impacted availability and pricing. These points underscored the need to further align future programs with local and academic contexts.

A further essential component was the centralized travel organization, which proved indispensable given the complexity of travel routes and the need to ensure equitable participation for students from different countries. Central coordination allowed for managing challenges such as varying travel costs, aligning schedules and workshop locations, and accommodating the academic obligations of participants. This coordinated planning was

key to ensuring that students from all participating countries experienced the program as a cohesive group, fostering a strong sense of community.

In some respects, the program could have benefited from students being housed together with their peers locally or having guest students stay with local students. This would have avoided the division of the group across different accommodations or the daily commute to the university.

It is crucial to clearly and transparently communicate the goals of the three exchange weeks to interested students in advance. This helps students better manage their expectations and understand the program's structure. Additionally, students require more theoretical preparation before the exchange weeks to better contextualize content and take ownership of their tasks during the program. A key insight was the need for a preparatory online course with self-study materials and a travel book containing all relevant information to prepare students for the exchange weeks. This course should introduce the "Butterfly" model as a foundational framework and visualize the connection between theory and practice.

Another important finding was the need to allocate more, and optional, time for lesson planning and the development of teaching materials, as well as to create enhanced opportunities for presenting these plans and materials. These components were critical in enabling participants to translate their learning into tangible outcomes. Dedicated sessions for peer and instructor feedback further enhanced the quality of these outcomes, while structured evaluation periods allowed participants to refine their work and comprehensively reflect on their progress.

Balancing content within workshops also proved essential. Participants needed time not only to engage with new content but also to reflect on and integrate their experiences meaningfully. This balance helped them productively process diverse inputs, group dynamics, and external influences such as cultural differences and logistical challenges.

The importance of solid team-building at the start of the program was also evident. This significantly contributed to the quality of the workshops and the collaboration during the exchange weeks. The influence of external factors on group dynamics and productivity also became clear. Beyond interpersonal interactions within the group, external factors such as physical environments, cultural differences, and organizational conditions greatly impacted participants' focus and cooperation.

The combination of structured group work and individual reflection also proved central to the program. Group activities encouraged the exchange of diverse perspectives and collaboration, while individual reflection phases enabled participants to internalize their learning and connect it to their personal and professional development. To further improve the programme, it was recognised that shorter input should be offered to allow more time for practical tasks and reflection. A significant insight was that practical and interactive elements were more effective than heavily theory-based input. Methods like theatre workshops demonstrated that practice-oriented approaches better motivate students and help them transfer content into practical contexts.

Finally, the inclusion of regeneration periods highlighted the importance of holistic planning in educational innovations. Providing sufficient time and space for adaptation and recovery not only improved participants' productivity but also significantly contributed to the overall perceived success of the program.

These insights will inform the continued optimization of the course program and serve as a guide for the development of future initiatives in teacher education that focus on value education, adaptability, and well-being.

4.2 Helpful hints for similar programs

For universities and NGOs considering the development of similar programs with exchange components, the key recommendations are:

- Prioritize centralized travel organization: Coordinating travel routes, accommodation, and schedules centrally ensures equitable participation and reduces logistical complexities for students from different countries.
- Plan for flexibility: Consider aligning exchange weeks with academic and school calendars while allowing for national variations. Flexibility in planning is essential for accommodating participants' academic commitments.
- Foster community-building: Shared accommodation or homestays with local students can strengthen group cohesion and provide additional opportunities for cultural exchange. Give the students the chance of participation in organization of exchange program (e.g., designing evening program, decisions on travel and accommodation, ...)
- Group bookings: To have more flexibility with bookings, we recommend planning with groups of 10 people per country. Below a group size of 10 people, personalized individual tickets must be booked, which is more difficult to handle if there are unexpected problems. It's also more expensive.
- Emphasize preparation: A preparatory online course with self-study materials can provide foundational knowledge and help students understand their roles and responsibilities. Including a clear explanation of program goals and practical tools like travel guides can further enhance readiness.
- Incorporate regeneration and reflection periods: These allow participants to process their experiences, especially in intensive programs involving frequent travel and cultural adaptation.
- Focus on practical and interactive methods: Practical approaches like theatre workshops or dilemma discussions proved more effective than theoretical inputs. Encourage hands-on activities that link learning to real-world applications. Introducing the controversial to promote value dialogue. Therefore, include controversial topics and statements, dilemmas and cases/challenges in education (videos and such).
- Limit 'values': it has proven to be too open and difficult for students if they are allowed to choose any 'value' themselves. The teacher should select some values in advance.

By integrating these elements, universities and NGOs can design exchange programs that are both impactful and sustainable, addressing the logistical and educational challenges inherent in such initiatives while maximizing their benefits for participants.

4.3 ValiDE Online Course

During the revision of the study course, the need to provide some information and harmonize the students' existing notions before the workshops start were identified, so a preparatory course was developed consisting of various elements. In the online course, participants were prepared for a theory-based discussion of values in democracy education, were offered the opportunity to form shared concepts of the topics in question what was necessary for the creation of teaching materials.

Three units took place online as seminars with the project partners and one unit as a tri-national group work.

4.3.1 Online Seminar – session 1

Time required	1.5 – 2.5 hours (online)
Objectives/competencies	Introduction to the topic and controversial aspects; reflection on individual pre-disposition
Method applied/didactical methods	Lecture, interactive elements, small group tasks, discussion; self-assessment as reflection tool
Material used	Presentation; self-assessment questionnaire
Opt. theoretical background	CDC, Teacher Reference Tool, Literature (see below)
Short description	Via an input on the relevance of democracy education in nowadays teachers' work, students were confronted with the pressure, democracy is facing and introduced into basic theoretical assumptions for the course. Fundamental terms are clarified, individual concepts are called to and interchanged between the students. The ideas of democracy are deepened by looking into the dimension of historical consciousness, looking at democracy as a general attitude and culture in societies and raise awareness for the crucial task teachers meet shaping and practicing democratic values in schooling.
Attachment	<ul style="list-style-type: none"> • Self-Assessment • Material for preparation and tasks (Presentations and Reader) • Checklist for individual preparation • Checklist for preparation in trinational groups

4.3.2 Online Seminar – preparation for group session

Time required	1.0 hour individual preparation time (approx.)
Objectives/competencies	Forming a basic individual pre-concept of the topic

Method applied/didactical methods	Literature study of basic scientific articles with guiding questions; analysis of national curricula and other important governmental documents
Material used	Reader; national curricula and other important governmental documents
Opt. theoretical background	Common understanding of the topic
Short description	<p>Students are asked to make their way through the reader disposing the concept of democratic values from several different perspectives. By diversification of the concept and the integration of critical aspects, students are prepared to envisage democracy education as a complex objective that need thorough reflection before applied. Further literature is on offer to intensify the notions.</p> <p>The introduction of the Global Ethics concept offers the student a visionary perspective to deal with values in education.</p>
Attachment	<ul style="list-style-type: none"> • Material for preparation and tasks (Presentations and Reader) • Checklist for individual preparation

4.3.3 Online Seminar – group work session

Time required	Collaborative (online) 3 hours working time
Objectives/competencies	Exchanging individual pre-concepts and preparing of a shared understanding
Method applied/didactical methods	Presentation; collaborative mind mapping; discussion
Material used	Article; scene from the movie “Entre les murs” (2008)
Opt. theoretical background	As acquired through individual preparation
Short description	<p>Presentation of findings from the national document analysis and exchange of similarities and differences of the national approaches; collaborative summary of a basic article via mind mapping and critical evaluation of its core messages and the questions raised; application of the formed shared understanding of democratic values on an exemplary situation given and discussion of the decisions taken</p>
Literature	<p>“Entre les murs” – What’s it got to do with democracy? CDC – Teacher Reflection Tool Culp, J., Drerup, J., de Groot, I., Schinkel, A., & Yacek, D. (2022). Introduction: Liberal Democratic Education: A Paradigm in Crisis. In: Liberal Democratic Education: A Paradigm in Crisis. Brill mentis. https://www.cambridge.org/core/books/cambridge-handbook-of-democratic-education/what-is-</p>

	democratic-education-and-why-should-we-care/E34DFB4E09DA5EF298AF700132FB05F6
Attachment	<ul style="list-style-type: none"> • Material for preparation and tasks (Presentations and Reader) • Checklist for individual preparation • Checklist for preparation in trinational groups

4.3.4 Online Seminar – session 2a

Time required	0.5 – 0.75 hours (online)
Objectives/competencies	Comparison of outputs and concretization of theoretical assumptions and questions of application
Method applied/didactical methods	Presentation and discussion of the group work results
Material used	Prepared output
Opt. theoretical background	CDC, Teacher Reference Tool, Literature (see below)
Short description	Student groups present their results and the process of collaboration; discussion in the plenum
Attachment	-

4.3.5 Online Seminar – session 2b

Time required	1 hour
Objectives/competencies	<p>Preparation on exchange program</p> <ul style="list-style-type: none"> • Travel and accommodation information • Local information • Competence in travelling in a group without a supervisor • Expertise in finding your way around new places in a short time • Obtain an overview of tasks and obligations • Support in the group formation process • Visualization of workload and output process
Method applied/didactical methods	Presentation, Q&A, discussions
Material used	Presentation, ValiDE Travel Book, Flow Chart, Checklists
Opt. theoretical background	
Short description	Students get to know each other and the persons responsible for their support via travelling. They get to clarify open questions.
Attachment	<ul style="list-style-type: none"> • Presentation workload and organizational information • Link to ValiDE Travel Book with Information on preparing for the journey (travel, accommodation, needful local information)

	<ul style="list-style-type: none"> • Checklist for individual preparation • Flow Chart • Example: ValiDE Schedule student exchange program
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4.3.6 Online Seminar – session 3

Time required	1.0 hour (online)
Objectives/competencies	Reflection on course topic in the light of experiences and knowledge acquired; conclusion
Method applied/didactical methods	Exchange of experiences and evaluation of learning and working processes in breakout rooms; discussion of outcome and outputs; self-assessment as reflection tool
Material used	self-assessment questionnaire
Opt. theoretical background	-
Short description	Students meet again online and share their individual looks back on the course and the collaboration on the topic. Reflections are not only exchanged and discussed but also individually reflected via self-reflection tool
Attachment	<ul style="list-style-type: none"> • Self-Assessment

4.3.7 Self-study material for teaching material production: Open Educational Resources - Overview

Time required	Individual
Objectives/competencies	<ul style="list-style-type: none"> • Open Educational Resources: Overview/OER introduction • Knowledge on legal issues and licenses • How-to search and find OER • How-to use OER • How-to create OER • Use self-learning material by creating learning and teaching material on values
Method applied/didactical methods	Blended learning
Material used	ValiDE developed Wiki entries
Opt. theoretical background	
Short description	As the students have different levels of prior knowledge about creating teaching materials, self-learning material was compiled in a wiki to help with the creation of OER. The following guides have been developed as part of the ValiDE online course: <ul style="list-style-type: none"> • OER introduction • How-to search and find OER

	<ul style="list-style-type: none"> • How-to use OER • How-to create OER <p>Use self-learning material by creating learning and teaching material on values</p>
Attachment	<p>English Version: https://zendi.ph-weingarten.de/wiki/en/guides/oer</p> <p>German Version: https://zendi.ph-weingarten.de/wiki/de/guides/oer-introduction</p>

4.3.8 Self-study material for teaching material production: lesson planning

Time required	2 hours
Objectives/competencies	To prepare students for lesson planning – didactics
Method applied/didactical methods	
Material used	PowerPoint Dialogue
Opt. theoretical background	
Short description	PowerPoint with didactical theory, didactical models and practical examples of how to plan a lesson. Preparing students for tasks that form part of the exchange.
Literature	Lyngsnes, K. & Rismark, M. (2017), <i>Didaktisk arbeid</i> , Gyldendal Akademisk, Oslo. Postholm M. B., Haug P., Munthe E. & Krumsvik R. J. (2016), <i>Lærerarbeid 5-10. For elevenes læring</i> , Cappelen Damm, Oslo.