



Values in Democracy Education

ValiDE Handbook

WITH EVALUATION TOOL,
LEARNING AND TEACHING
MATERIAL AND STUDY COURSE



Erasmus+



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European Union

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This ValiDE Handbook is a collection of the 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 Education Weingarten (HE) as coordinator, University of the National Education Commission of Krakow (HE) and University of Agder (HE), Centrum Edukacji ProHarmonia (NGO) from Poland, and Stiftelsen ARKIVET (NGO), and Global Ethics Foundation (NGO).

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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Introduction: ValiDE Idea and Project Team

What does ValiDE stand for? The project “Values in democracy education – enhancing competencies and beliefs of teacher students through a joint study program (ValiDE)” recognizes the need to strengthen primary school teachers’ ability to handle the social, cultural and religious diversity of values in the classroom and to expand their competence in teaching and promoting democratic values, right from the initial phase of teacher education.

The project answers to the need to strengthen democracy education in primary schools on the level of initial primary school teacher education. It serves to enhance future teachers’ competencies to deal with social, cultural, religious and hence values diversity in the classroom and foster democratic values at the same time. For this target, three university departments of pedagogic science (located in Germany, Poland and Norway) and three local NGOs are working together, in order to create a substantial and innovative, long-lasting cooperation.

Three universities participated in the project: University of Education 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 (Tubingen, Germany), Stiftelsen ARKIVET (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 (UKEN or PUK) 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.

The output of the program comprises a detailed exchange course description and a collection of didactic material ready for use in primary schools. The project is also subject of two research interests: (1) What national curricular and strategic differences in values education policies can be found? (2) In what respect do the students show changes in beliefs, attitudes and competencies regarding values education in due course of the exchange program?

An article on curriculum analysis and an article on the study on beliefs, attitudes and competences regarding values education have been submitted and will be published as an open access publication in 2025. However, we are already presenting initial insights into the results in the ValiDE Handbook.

The developed ValiDE Evaluation Tool, the criteria catalog and the ValiDE study course are given their own sections in the ValiDE Handbook, as they address different target groups. Some sections will therefore be found several times if you look at all parts. We provide the questionnaires and a comprehensive collection of materials as an appendix. In this first part, we provide the following insights into the results of the curriculum analysis

Part 1: Insights of the Curriculum Analysis

The project's first outcome is a comprehensive study and analysis of strategy papers and curricula related to value education, aiming to identify the needs and requirements for value education in teacher education and schools. The analysis examines the implementation of value education for democracy in participating countries' school systems and contributes to a better understanding of democratic value education across Europe. This study addresses a research gap, as limited research has been conducted on value education in teacher training curricula. All three countries brought together professionals that lecture and conduct research on teacher education in their respective countries. Considering that we already had designed a joint study program for values in democracy education for students from Germany, Poland and Norway, we thought it useful to compare the curriculums that would inform the teacher-students professional practice. All three university partners contribute to the analysis by reviewing strategic papers and curricula in their respective languages and translating the results into English which will eventually be incorporated into the final, collaboratively created paper. As leading organization UiA was responsible for the paper.

Findings from the Project Results

School is a place that can systematically foster competences for democratic culture and active citizenship. Pupils learn about the democratic political systems, within the democratic system of the school and state, and through democracy by actively experiencing democratic forms of being in a (school) community (Sant, 2019; Veugelers, 2021; Dalehefte et al., 2022). ICCS shows decrease in democratic competences and lower political engagement in 8th grade pupils (Schulz et al., 2023). Furthermore, the Reference Framework of Competences for Democratic Culture (RFCDC) by the

Council of Europe (2018) provides countries with a set of 20 key competences which may be implemented in the national curricula, supporting countries in establishing educational systems which promote competences for democratic culture. However, it is up to the national states to implement the framework (Abs, 2021). European countries have implemented the RFCDC to differing degrees. Still, European countries may have different understandings of floating signifiers like «democratic» (Sant, 2019). We assume that the presence of democratic competencies in curricula indicates how these are prioritised in the national educational systems.

We argue that there is a need for research that investigates the meaning behind terms associated with democracy. Therefore, we ask the following question in this study: How are democratic values negotiated in the core curricula of Germany (BW), Poland, and Norway? This cross-country study is a contemporary comparison of one national (core) curriculum with another. The outcome of the project is a comprehensive study and analysis focused on strategy papers and curricula related to value education. The analysis aims to identify the needs and requirements for value education in teacher education and schools, taking into consideration the specific requirements and demands.

The analysis examines the implementation of value education for democracy in participating countries' school systems, contributing to a better understanding of democratic value education across Europe. All three university partners have contributed to the analysis by reviewing strategic papers and curricula in their respective languages and summarizing their contents for referral in the journal paper. The lexicometric analysis of three national curricula based on RFCDC has been conducted by researchers at UiA.

An analysis of the curricula in Poland, Germany, and Norway revealed that these countries referenced the *Reference Framework of Competences for Democratic Culture* (Barrett, 2020) to a rather limited extent. The RFCDC is a tool developed by the Council of Europe to promote democratic competence, intercultural understanding, and human rights education. However, the project results highlighted, that values had a subordinate role in the national curricula of these three countries. This suggests that while democratic principles are acknowledged, they are not always given the prominence or depth of focus necessary in educational practices.

The Need for Emphasizing Values

Given these findings, the ValiDE project sought to address this gap by placing a special emphasis on values within its teaching materials. The teaching resources developed through the project were designed to provide a more substantial exploration of democratic values, aiming to fill the void identified in national curricula. The materials focused on fostering critical thinking, reflection, and dialogue on values such as fairness, justice, participation, equality, and respect.

In response to the limited attention to values in the curricula, the ValiDE teaching materials were specifically crafted to provide educators with the tools to better incorporate and explore democratic values in their lessons. This approach was particularly crucial for ensuring that democratic education moved beyond theory and became a lived, actionable part of students' educational experiences.

Ultimately, the national-level focus within the ValiDE project was to enhance the integration of democratic values in educational practices, making them more central to the curriculum and providing teachers with resources that encouraged deeper engagement with these crucial topics.

Even though democratic values are not very prominent in the three curricula, there are some characteristics in each country to be marked:

In the **Norwegian curriculum** democratic values are explicitly addressed: “Education and training shall be based on fundamental values in Christian and humanist heritage and traditions, such as respect for human dignity and nature, and on intellectual freedom, charity, forgiveness, equality and solidarity, values that also appear in different religions and beliefs and are rooted in human rights” (Department of Education, 2017). Such education and training should teach pupils about democracy, it should prepare them for democracy, and it should teach them through democracy (NOU 2019:23, p. 219).

In the **German educational curriculum**, democracy education plays a central role in fostering democratic values, civic participation, and human rights awareness. This is reflected in the federal approach to education, where each of Germany's 16 states develops its own curricula while aligning with overarching constitutional principles emphasizing democracy and pluralism (Lüber, 2022). Democracy education in Germany has evolved, with significant reforms since 2012 to adapt to a more competence-oriented learning framework. However, its implementation varies across states, with some emphasizing it more extensively than others.

Key Aspects of Democracy Education in Germany included:

Curricular integration: Democracy education is primarily delivered through subjects such as social studies, history, and political science. It emphasizes participatory and experiential learning, such as involving students in classroom decision-making or school councils (Lüber, 2022; Council of Europe, 2016). The curricula emphasize developing democratic competencies, including critical thinking, understanding diverse perspectives, and fostering inclusion (Leibniz Institute for Educational Media).

Age-appropriate education: Early childhood education includes democratic principles such as equality, tolerance, and participation. Activities like electing children’s councils or resolving conflicts collectively introduce democracy as a lived experience rather than just abstract concepts (Lüber, 2022). In primary and secondary education, democracy education becomes more structured, incorporating discussions on political systems, human rights, and global challenges (Council of Europe, 2016; Leibniz Institute for Educational Media).

Cross-curricular approach: Democracy education is not limited to specific subjects but is embedded across disciplines to create a "whole-school" democratic ethos. Schools integrate democratic practices in everyday activities, encouraging a culture of respect and participation (Leibniz Institute for Educational Media).

Teacher training and school culture: Effective democracy education depends heavily on the attitudes and practices of educators, who are expected to model democratic values. Training programs emphasize equipping teachers with the skills to facilitate discussions on complex societal issues and foster inclusive environments (Lüber, 2022).

Overall, Germany’s approach combines formal curricular elements with experiential and participatory learning to instill democratic values from an early age, aiming to prepare students for active, informed citizenship.

Democratic value education within the **Polish primary school curriculum** aims to equip students with the knowledge, skills, and attitudes essential for active participation in a democratic society. Through the integration of critical thinking, civic participation, social justice, and respect for diversity, the curriculum fosters a foundation for democratic principles, encouraging students to become informed and responsible citizens. While these values may not always be explicitly stated, they are woven throughout various subject areas, preparing students to engage meaningfully with the democratic processes in their communities and beyond. However, it is important to acknowledge some of the

challenges and critiques that have emerged in recent years regarding the Polish education system. According to research by Wiśniewski and Zahorska (2020), the introduction of the new “Law on Education” (2017) led to significant disruptions within the system. The swift implementation of changes without adequate preparation, infrastructure, or consultation resulted in hasty curriculum revisions. This rushed approach led to the fragmentation of interdisciplinary teaching, where subject areas were no longer integrated as they had been in the past. Furthermore, the extended syllabi in subjects like history and Polish language were aimed at strengthening national identity but risked sidelining the development of broader democratic competencies. As educators, it is important to recognize that even successful reforms cannot be sustained if they are not fully understood and supported by the wider society, including parents. The lack of public understanding and support for changes in the education system can create fertile ground for populist movements to promote nostalgia for “better times,” often at the expense of progress. In such an environment, reforms that aim to strengthen democratic values may face resistance, and reversing these changes becomes increasingly difficult, if not impossible. Despite these challenges, democratic value education remains crucial. Teachers play a key role in ensuring that students are not only informed about democratic values but also empowered to practice them in their daily lives. By focusing on cultivating critical thinking, social responsibility, and respect for diversity, educators can help students navigate a complex and changing world while promoting a strong and enduring commitment to democratic principles.

The research has been presented with the title “Implementation of Competences for Democratic Culture – A Comparison of German, Polish, and Norwegian Core Curricula” as part of a symposium at the scientific conference EARLI SIG11 & SIG13 in Oxford in 2024. The research has also been presented at other conferences such as the Erasmus + Multiplier Event in Kristiansand, Norway, in 2024 and the Erasmus+ Multiplier Event in Krakow, Poland, in 2024. The article will also be published as an open-access scientific journal paper.

Common Frame of Reference

The results of the curriculum analysis led all project partners to the decision to base further developments (evaluation tool, study course and teaching/learning materials) on a common model established in the EU.

As a common frame of reference, we lean on the model of Competences for Democratic Culture (CDC) the “Butterfly-model” from the Council of Europe, describing a model of “Competencies for Democratic Culture” (Figure 1) which is emphasized to be considered in the curriculum of all European countries. This model considers different attitudes, knowledge and critical understanding, skills and values. We focus in particular on the values in the project, but of course also with a view on the model as a whole.

During the project period and the development of the course, the expertise and concerns of the project partners from the three countries were taken into account, which led to each country focusing on a specific theme for in-depth exploration. In Norway, the focus was on human dignity and human rights, in Germany on diversity, and in Poland on justice and equality. This differentiation ensured minimal overlap in content, allowing students to explore different topics in each country, which they then had to integrate at the end of the three-week course. More see in *Part 4: Study Course*.

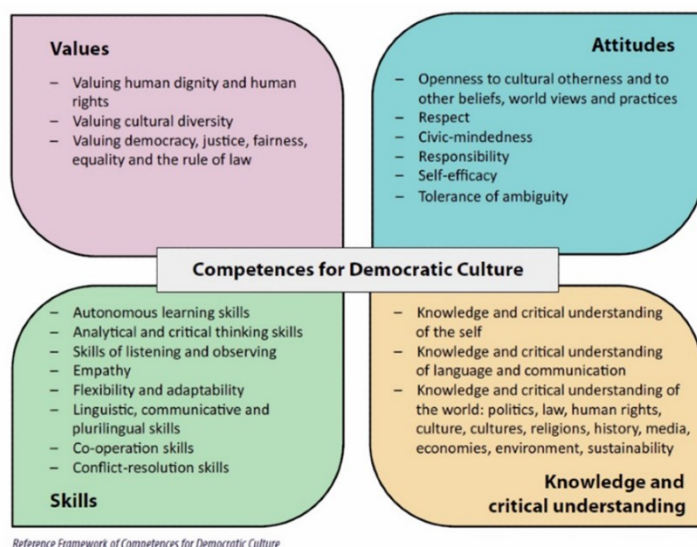


Figure 1. Model of competencies for democratic culture (“Butterfly-model”)

Source: Council of Europe, Model of Competences. <https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture/model>

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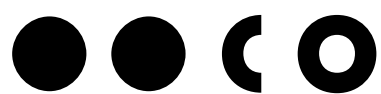
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Values in Democracy Education

ValiDE Handbook

PART 2: EVALUATION TOOL

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Development of Teacher Students' Value Attitudes- an Empirical Study

Conceptual and theoretical framework

Project Result 2 of the ValiDE project aimed to conduct an empirical study. The final results are published in scientific journals. The evaluation tool developed for this purpose and the possible applications as well as the first results are presented below.

Democracy education, defined as the process of equipping individuals with the knowledge, skills, and values necessary for active and informed citizenship within democratic societies, is crucial for the preservation and growth of democratic principles (Parker, 2003). To serve this goal, student teachers' beliefs and knowledge about democratic education need to be developed to strengthen democracy (Cochran-Smith et al., 2018). ValiDE aims to improve future teachers' competences in dealing with value diversity in the classroom and to promote democracy, especially as international developments and empirical studies show a demand to promote teaching competencies among future primary school teachers for learning democratic values. Participants of the course are expected to benefit from the opportunity to reflect on and develop their beliefs and didactic skills in relation to values education in the context of different learning opportunities.

In the ValiDE project we not only wanted to set up a student course from what evidence and theory offer so far. For further investigation, it seemed convincing to use the opportunity and generate empirical data on how future teachers think and feel about democratic values and their responsibility as educators in that field. By setting up a study exploring this question and developing an according instrument simultaneously the evaluation of the study course could be targeted. Findings from the study as well as the experiences made with instrument promised to be of use in future projects in different contexts of teacher education at different institutions.

It can be assumed that student teachers' initial beliefs and knowledge are important factors in relation to the learning outcomes of a teacher education program (Parker, 2002). Therefore, led by the University of Education Weingarten (UEW) team in Germany, a survey study was conducted to investigate the knowledge and beliefs of the students participating in the course program about democracy, values, and democracy education.

Study 1: Self-assessed competences as starting point to a tri-national teacher training on values and democracy education

Background and aims

The role of teachers in imparting democracy education is pivotal, as they shape the attitudes and behaviours of future citizens (Barr & Halsey, 2002). The competencies of teachers for democracy education comprise knowledge as well as attitudes and beliefs. Models of teacher education show that it is necessary to take preliminary knowledge and beliefs of teacher students into account. This background could have an impact on the development of professional competences and the use of learning opportunities in teacher trainings.

Self-assessments are discussed as an instrument to support teacher students' learning and development of competences. Self-assessments can stimulate self-reflection on current learning experiences and can manifest themselves in more elaborate knowledge. Especially in democracy education self-reflection is being discussed as a pivotal part of teacher competence in this field (Barrett et al. 2018c). As values and democracy education can be seen as complex tasks for teachers, teacher education shows a need to focus primarily on positive, self-efficacy-enhancing experiences of

action and a need to optimize the calibration of self-assessments, in particular by improving awareness of the demands of professional tasks and self-perception of personal strengths and weaknesses (Pajares, 1996). Therefore, learning processes during a tri-national exchange and training for teacher students had been accompanied by a self-assessment at the beginning and the end of the program. This gave the participating students the opportunity to reflect on their starting points and ways of development, as well as to learn about the changes pre and post training. In this paper the preliminary self-assessments data are presented.

Methodology

To get to know about from which points of view the participants had started into the program they were asked in a structured survey about their self-assessed preliminary experiences, knowledge and beliefs on values, values education, and cooperation as part of their competences (Likert scale 1=not at all; 6= completely). They also were asked to name the five democratic values they find most important. As the teacher training was focused on fostering didactical competences on values and democracy education and on tri-national communication and cooperation on these topics, the participants were asked to assess their competences referring to their own educational system and also referring to the systems of the partner countries. Seven items addressed the knowledge and understanding of values and democracy (4 items own country, $\alpha=.68$; 3 items partner countries, $\alpha=.87$), 12 items were about didactical knowledge and skills (4 national guidelines and curriculum, $\alpha=.82$; 4 instructional approaches, $\alpha=.90$, 4 aims and content, $\alpha=.85$), four items asked for knowledge about teachers' competences ($\alpha=.85$).

In a first round of the exchange and training the survey has been communicatively validated and further developed. The findings of the survey of both rounds ($n=32$) were analysed descriptively. Differences between scales were examined using t-Tests.

Perspectives

The results promise to give evidence on knowledge and beliefs teacher students of different European countries hold on behalf of democratic values and their importance in democracy education. Besides their belief it is their knowledge which forms the basis for their prospective teaching attitudes towards values education for democracy. The findings can be expected to offer new aspects of the interrelations that teacher students attribute to democracy and the role of values. It may answer to whether they identify demands of intensified commitment, and if they regard the respective demands of similar manifestation in all three countries. The study's findings may also show, if teacher students reckon themselves fit for realising matching learning scenarios in a didactically profound way, or if they call for more knowledge, skills, and assistance to meet this task. It will have to be analysed critically, whether future teachers dispose the didactical competence and the attitudes necessary to meet the cross-sectional task of values education in primary education.

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Study 2: Self-reported output in an exchange and training program on democracy education for teacher students

Background and aims

The objectives of a tri-national training and exchange program are based on the European reference framework for Competences for Democratic Culture (RFCDC). This framework, published by the Council of Europe (CoE) in 2016, emphasizes three themes as fundamental to democratic competences: a) democratic culture, b) intercultural dialogue and c) human rights (Barrett, 2020). Although the framework is primarily intended to provide teachers with guidance on how to work with their students on democratic competences, it also applies to describe the competences of teachers (Barrett, 2018). The aim of the study program is to develop didactic skills regarding values and democracy education. At the same time, teacher students should reflect on and develop their own ideas on democratic values. Between these two facets of competence is the ability to communicate and collaborate with other people about democratic values in various contexts. In this way, values, attitudes, knowledge, and beliefs as well the skills anchored in the RFCDC are addressed.

The study program provides learning opportunities in different ways. During a three-week program a fix group of teacher students work and travel together. At the three participating universities the students learn and discuss principles of democracy, values in democracy and didactical concepts. They also work on tasks about teaching methods and didactic scenarios. The three NGOs involved in the program contribute varying perspectives on democracy, society and individual (historic, interreligious, and intercultural, civic). The program, comprising the mentioned formal and informal learning activities, is going to last for the future and offer the opportunity of participating in an international exchange and learn about values and democracy education. Therefore, findings are requested to get an insight into the benefit of the program and to improve learning opportunities.

Methods

The study was carried out as an evaluation study. The research aimed to study students' self-reported learning experiences in the second edition of the implementation of the trans-national student collaboration program. The presented results are based on the Norwegian, Polish, and German students-participants of the project exchange program (September 2023). The study is going to be repeated in the fall semester of 2024 (n=48 in the end).

The analysis was guided by the following research question: What are the learning outcomes the participants experienced during a three-week course and exchange program?

The participating student teachers were given a logbook to reflect on their specific learning experiences at the end of the program. The questions they had to answer to comprised (1) What I have learned about values and democracy; (2) What I have learned about values and democracy education; (3) What I have learned about communication, language, and collaboration in general. The results of n=24 logbooks are reported in this paper. The thematic text analysis (Clarke, Braun, Terry & Hayfield, 2019) is used to run a qualitative analysis across the n=24 logbooks. To analyse question (1) and (2) categories have been built alongside the RFCDC. For question (3) the framework as a whole didn't apply because the question itself relates mainly to skills. Therefore, categories have been developed inductively and compared to the key descriptors for skills in the RFCDC (Barrett et al. 2018b).

Perspectives

Expected findings of the study will have to be related to the course and the exchange program in their impact on partaking teacher students. The reported reflections can reveal the way in which the offered learning experiences represent themselves in the students' awareness and show what

influences the representation of the content. The role of content knowledge building as well as its impact on shaping or transforming the students' attitudes may be drawn from the analysis of the data provided. By relating the findings to the RFCDC, it may become clearer, to which extent the claimed concept of competence and the importance ascribed to values for democracy can be addressed and modified through a course program. Learning and teaching strategies adopted in the course program, such as exercises of self-reflection, discourse and cooperation tasks or creative elements, are put to the test, too. Results from the study promise to offer criteria for further development of effective course designs for future teacher education concepts in the field of values education for democracy.

References

Barrett, M. (2020). The Council of Europe's Reference Framework of Competences for Democratic Culture: Policy context, content and impact. *London Review of Education*, 18(1).

<https://doi.org/10.18546/LRE.18.1.01>

Barrett, M., et al. (2018b) Reference Framework of Competences for Democratic Culture: Volume 2: Descriptors of competences for democratic culture. Strasbourg: Council of Europe Publishing.

The ValiDE evaluation tool

This section of the *ValiDE Handbook* presents a collection of the questionnaires developed as ValiDE evaluation tool. The evaluation tool was tested and refined in three rounds in English with participants from the ValiDE Exchange Program. It includes the following components: Logbooks, Self-Assessment, and Scenario Reflection. For further use, it was translated into the national languages of the project partners German, Norwegian, and Polish. Examples of the questionnaires used in the various national languages can be found in the appendix.

Additionally, a questionnaire on value orientations in the teaching profession was developed to assess the values that are important for prospective teachers. This tool was used to compare student teachers participating in the ValiDE program with those not participating. Initially developed in German and tested in Germany, it was difficult to translate into other languages. For further testing in the partner countries and other interested countries, it is provided in the appendix in English, German, Norwegian, and Polish.

Building on this, we now turn to the individual questionnaires that were developed as part of the evaluation tool and give a brief introduction to them. Each of these questionnaires targets specific aspects of the teacher students' development. The questionnaires support self-reflection on their professional value orientations and their experiences during the ValiDE programme. The following sections contain a brief description of the objectives and content of each questionnaire.

Logbooks

Logbook Objectives:

The Logbook serves as a tool for reflection, aimed at helping participants assess and articulate their personal and professional development throughout the study program. It encourages reflection on several key aspects, including values, skills, knowledge, and attitudes. By doing so, it supports participants in understanding how their experiences align with their initial aims and expectations, as well as with the learning outcomes of the program.

Specifically, the purpose of the logbook is to:

- Facilitate reflection on values, skills, knowledge, and attitudes
- Help clarify the aims, learning objectives and outcomes.

Content of the Logbook:

The Logbook is structured into two main components to ensure continuous and comprehensive reflection.

- I. *Pre-Post-Reflection*: Overall questions at the beginning and the end of the study program on aims/expectations and outcomes.
- II. *Reflection on every week's process*: Reflection tasks (open questions and ratings) for each working-period (one logbook per week) on values, attitudes, skills, knowledge.

Self-Assessment

Self-Assessment Objectives:

The objective of the Self-Assessment is to enable participants to evaluate their own competence and skill development throughout the Exchange Program. It serves both as a personal reflection tool and as part of the overall evaluation of the program. By completing the Self-Assessment at two key points — before and after the program — participants are encouraged to:

- *Measure personal growth*: Assess changes in their skills, knowledge, and professional values throughout the program.
- *Reflect critically*: Engage in self-reflection to identify strengths and areas for improvement.
- *Track development*: Document progress in key areas such as teaching competencies, intercultural skills, and professional attitudes.
- *Evaluate the program's impact*: Provide valuable feedback on the effectiveness of the Exchange Program in fostering professional and personal growth.

Content of the Self-Assessment:

The Self-Assessment tool consists of two parts — a *Pre-Program Self-Assessment* and a *Post-Program Self-Assessment* — to capture both the initial competencies and the perceived changes in the participants' skills and attitudes over the course of the Exchange Program.

For own documentation/reflection and for the evaluation of the exchange program with Pre-Post-Reflection the teacher students evaluate their competence and skill development.

The Pre-Post Self-Assessment process serves not only for personal reflection but also as a valuable source of data for the evaluation of the Exchange Program's effectiveness. By comparing responses from the initial and final assessments, the program administrators can better understand the overall impact of the program on participants' professional development.

Scenario Reflection

Scenario Reflection Objectives:

As part of the ValiDE project, three scenario reflections were developed based on the workshop content provided by the NGO partners. These scenarios are designed to help participants enhance their problem-solving skills, reflect on their values, and critically engage with real professional challenges by addressing specific, practice-oriented projects and themes from the work of the NGOs.

Content of the Scenario Reflection:

Three scenario reflections focus on specific, practice-oriented projects within the work of the NGO partners. These include a school project, a museum project, and a human rights project, each designed to encourage critical reflection and decision-making in real-world contexts.

Evaluation scheme:

The ValiDE evaluation tool includes several questionnaires designed to assess participants' development and the impact of the Exchange Program. These questionnaires are implemented at different stages of the program as reflection tools:

- **Logbook Start:** Completed at the beginning of the program to set a baseline for participants' values, skills, and expectations. This initial reflection helps identify personal goals for the Exchange Program.
- **Logbooks (Weekly):** Participants reflect weekly on their skills, values, attitudes, and knowledge, documenting their learning throughout the program.
- **Logbook End:** Completed 1-2 weeks after the program to assess the overall impact and changes in competencies, values, and professional attitudes. It provides a comprehensive final reflection on the participants' learning journey.
- **Self-Assessment I:** Conducted before the start of the logbook process to evaluate baseline competencies, skills, and values.
- **Self-Assessment II:** Conducted at the end of the program to evaluate changes in participants' self-perception and professional development.
- **Scenario Reflections:** Post-workshop scenarios prompt participants to engage in critical thinking and ethical reflection based on real-world challenges related to the NGO workshops.
- **Value Orientation Questionnaire (Additional Tool):** This optional questionnaire is used to compare the value orientations of student teachers participating in the ValiDE program with those of non-participating student teachers.

These tools collectively provide valuable insights into the participants' progress, their professional development, and the effectiveness of the program in fostering their growth.

Methodology Adjustment:

Originally, the idea was to conduct a scenario reflection after each workshop, allowing participants to reflect on the workshop content on a weekly basis. However, it became clear that conducting a single reflection after all three workshops—at the end of the three-week period—proved to be more effective. This approach allowed participants to draw connections between the different workshops, integrate their learning over time, and reflect more comprehensively on the overall experience.

Additional Questionnaire: Value orientation of prospective teachers

In order to assess which values are important for prospective teachers, a survey was conducted to compare the career-related value orientations of student teachers.

The survey takes approx. 15 - 20 minutes and is carried out using a questionnaire. Two versions were developed: one for ValiDE participants and one for student teachers/trainee teachers who are not participating in the ValiDE program. The questionnaire is based in part on the "Tübingen Inventory for

the Assessment of Value Orientations in the Teaching Profession” (TIVO) by Martin Drahmann, Colin Cramer and Samuel Merk and the ValiDE Self-Assessment.

Example: Pseudonymization

Pseudonymization of the questionnaires used as an example for assigning the questionnaires to the analysis:

English Version

Please generate a 5-digit-code that functions as a pseudonym for your data to replace your name and thereby your real identity. Use the following information:

- digit 1: first letter of your birthplace
- digits 2+3: the two figures of your birthday (e.g. 21 or 04)
- digit 4: first letter of your mothers first name
- digit 5: last figure of your postal code

German Version

Generieren Sie bitte einen 5-stelligen Code, der als Pseudonym für Ihre Daten fungiert und Ihren Namen und damit Ihre echte Identität ersetzt. Verwenden Sie die folgenden Informationen:

- Ziffer 1: Anfangsbuchstabe Ihres Geburtsortes
- Ziffern 2+3: die beiden Ziffern Ihres Geburtstags (z.B. 21 oder 04)
- Ziffer 4: Anfangsbuchstabe des Vornamens Ihrer Mutter
- Ziffer 5: letzte Ziffer Ihrer Postleitzahl

Norwegian Version

Generer en 5-sifret kode som fungerer som et pseudonym for dataene dine og erstatter navnet ditt og dermed din virkelige identitet. Bruk følgende informasjon:

- Nummer 1: Første bokstav på fødestedet ditt
- Sifre 2+3: de to sifrene i bursdagen din (f.eks. 21 eller 04)
- Siffer 4: Første bokstav i din mors fornavn
- Siffer 5: siste siffer i postnummeret ditt

Polish Version

Wygeneruj 5-cyfrowy kod, który działa jak pseudonim dla Twoich danych i zastępuje Twoje imię i nazwisko, a tym samym Twoją prawdziwą tożsamość. Skorzystaj z następujących informacji:

- Cyfra 1: Pierwsza litera miejsca urodzenia
- Cyfry 2+3: dwie cyfry Twojej daty urodzenia (np. 21 lub 04)
- Cyfra 4: pierwsza litera imienia twojej matki
- Cyfra 5: ostatnia cyfra kodu pocztowego

Addendum I: Pre-Post-Reflection

ValiDE Logbook Start (after final linguistic revision)

Pre: Before starting into the study program:

Open question for reflection tasks.

Aims and expectations:

1. Why have I joined the study program? Please name several reasons.
2. What do I want to learn? Please name at least three options
3. What am I concerned about?
4. What are my experiences with working together with students or other people from abroad?
5. What are my experiences with working on questions of values or democracy education?

Seeing myself

1. The most important values for me are (please mention maximum 5):
2. As a citizen these are my activities:
3. These are my aims on behalf of democracy:
4. My skills and strengths related to the topic of the program are:
5. My points of development related to the program are:

ValiDE Logbook End (after final linguistic revision)

Post: After the three weeks:

Open questions for reflection tasks.

Outcomes

1. What have I learned
 - about values and democracy?
 - about values' and democracy education?
 - about communication, language and collaboration in general?
 - about mutual exchange and understanding of questions of values and democracy between persons from different countries and/or contexts?
2. What surprised me most during the three weeks:
3. My personal dark moment:
4. I ask myself...

Seeing myself

1. The most important values for me are (please mention maximum 5):
2. How will the experiences of the three weeks contribute to my personal development?

Evaluation of the study program:

1. What worked well, what was especially valuable?
2. What should be improved?

[ValiDE Logbook Start \(2022-2024\)](#)

The following questionnaire translations are based on the questionnaire used and evaluated in 2022-2024. It only contains open questions

English Version

1. Pseudonymization of your data

[individual code system]

2. Before start into the study program, please give the following information

- 2.1 Why did I join the study program? Please name some reasons.
- 2.2 What do I want to learn? Please name at least three options.
- 2.3 What am I concerned about?
- 2.4 What are my experiences in working together with students or other people from abroad?
- 2.5 What are my experiences in working on questions of values or democracy education?

3. Where do you see yourself at the starting point of the study program?

- 3.1 The most important values for me are ... (please name max. 5)
- 3.2 As a citizen these are my activities:
- 3.3 These are my aims on behalf of democracy:
- 3.4 My skills and strengths related to the topic of the program:
- 3.5 My points of development related to the program:

German Version

1. Pseudonymisierung Ihrer Daten

[individuelles Codesystem]

2. Bitte geben Sie vor Beginn des Studiums folgende Informationen an

- 2.1 Warum habe ich mich für das Studium entschieden? Bitte nennen Sie einige Gründe.
- 2.2 Was möchte ich lernen? Bitte nennen Sie mindestens drei Optionen.
- 2.3 Worüber mache ich mir Sorgen?
- 2.4 Welche Erfahrungen habe ich in der Zusammenarbeit mit Studierenden oder anderen Personen aus dem Ausland gemacht?
- 2.5 Welche Erfahrungen habe ich bei der Arbeit an Fragen der Werte- oder Demokratiebildung gemacht?

3. Wo siehst du dich am Startpunkt des Studiums?

- 3.1 Die wichtigsten Werte für mich sind ... (bitte max. 5 nennen)
- 3.2 Als Bürger sind dies meine Aktivitäten:
- 3.3 Dies sind meine Ziele im Namen der Demokratie:
- 3.4 Meine Fähigkeiten und Stärken in Bezug auf das Thema des Programms:
- 3.5 Meine Entwicklungspunkte im Zusammenhang mit dem Programm:

Norwegian Version

1. Pseudonymisering av dataene dine

[individuell kodesystem]

2. Oppgi følgende informasjon før du starter studiene

- 2.1 Hvorfor bestemte jeg meg for å studere? Vennligst oppgi noen grunner.
- 2.2 Hva vil jeg lære? Nevn minst tre alternativer.
- 2.3 Hva er jeg bekymret for?
- 2.4 Hvilke erfaringer har jeg hatt med å jobbe med studenter eller andre utenlandske?
- 2.5 Hvilke erfaringer har jeg hatt mens jeg har jobbet med verdspørsmål eller demokratiutdanning?

3. Hvor ser du deg selv i studiestart?

- 3.1 De viktigste verdiene for meg er... (vennligst navngi maks. 5)
- 3.2 Som borger er dette mine aktiviteter:
- 3.3 Dette er mine mål i demokratiets navn:
- 3.4 Mine ferdigheter og styrker i forhold til temaet for programmet:
- 3.5 Mine utviklingspunkter i forbindelse med programmet:

Polish Version

1. Pseudonimizacja danych użytkownika

[indywidualny system kodów]

2. Przed rozpoczęciem programu wymiany prosimy o podanie następujących informacji

- 2.1 Dlaczego zdecydowałem/-ałam się na udział w projekcie? Proszę podać kilka powodów.
- 2.2 Czego chcę się nauczyć? Podaj co najmniej trzy opcji.
- 2.3 O co się martwię?
- 2.4 Jakie mam doświadczenia w pracy ze studentami lub innymi osobami z zagranicy?
- 2.5 Jakie doświadczenia zdobyłem podczas pracy nad kwestiami wartości lub edukacji na rzecz wartości demokratycznych?

3. Gdzie widzisz siebie w punkcie startowym programu wymiany?

- 3.1 Najważniejszymi wartościami są dla mnie... (proszę podać max. 5)
- 3.2 Moje działania jako obywatela są następujące:
- 3.3 Oto moje cele na rzecz demokracji:
- 3.4 Moje umiejętności i mocne strony w odniesieniu do przewodniego tematu programu:
- 3.5 Moje punkty rozwoju związane z programem:

ValiDE Logbook End (2022-2024)

The following questionnaire translations are based on the questionnaire used and evaluated in 2022-2024. It only contains open questions.

English Version

1. Pseudonymization of your data

[individual code system]

2. At the end of the study program, please give the following information

- 2.1 What I have learned about values and democracy:
- 2.2 What I have learned about values and democracy education:
- 2.3 What I have learned about communication, language and collaboration in general:
- 2.4 What I have learned about mutual exchange and understanding on questions of values and democracy between persons from different countries, contexts:
- 2.5 What surprised me most during the three weeks:

2.6 My personal dark moment:

2.7 I ask myself...

3. Seeing myself

3.1 The most important values for me are (please mention max. 5):

3.2 How would the experiences of the three weeks contribute to my personal development?

4. Evaluation of the study program

4.1 What worked well, was especially valuable?

4.2 What should be improved?

German Version

1. Pseudonymisierung Ihrer Daten

[individuelles Codesystem]

2. Am Ende des Studienprogramms geben Sie bitte die folgenden Informationen an

2.1 Was ich über Werte und Demokratie gelernt habe:

2.2 Was ich über Werte- und Demokratierziehung gelernt habe:

2.3 Was ich allgemein über Kommunikation, Sprache und Zusammenarbeit gelernt habe:

2.4 Was ich über den gegenseitigen Austausch und das Verständnis von Fragen der Werte und Demokratie zwischen Personen aus verschiedenen Ländern und Kontexten gelernt habe:

2.5 Was mich während der drei Wochen am meisten überrascht hat:

2.6 Mein persönlicher dunkler Moment:

2.7 Ich frage mich...

3. Selbstwahrnehmung

3.1 Die wichtigsten Werte für mich sind (bitte max. 5 nennen):

3.2 Wie würden die Erfahrungen der drei Wochen zu meiner persönlichen Entwicklung beitragen?

4. Evaluation des Studienprogramms

4.1 Was hat gut funktioniert und war besonders wertvoll?

4.2 Was sollte verbessert werden?

Norwegian Version

1. Pseudonymisering av dataene dine

[individuell kodesystem]

2. På slutten av studieprogrammet, vennligst gi følgende informasjon

- 2.1 Hva jeg har lært om verdier og demokrati:
 - 2.2 Hva jeg har lært om verdier og demokratisk opplæring:
 - 2.3 Hva jeg har lært om kommunikasjon, språk og samarbeid generelt:
 - 2.4 Hva jeg har lært om gjensidig utveksling og forståelse av verdier og demokrati mellom personer fra forskjellige land og kontekster:
 - 2.5 Hva overrasket meg mest i løpet av de tre ukene:
 - 2.6 Mitt personlige mørke øyeblikk:
 - 2.7 Jeg spør meg selv...
3. Å se meg selv
- 3.1 De viktigste verdiene for meg er (vennligst nevnt maks. 5):
 - 3.2 Hvordan vil erfaringene fra de tre ukene bidra til min personlige utvikling?
4. Evaluering av studieprogrammet
- 4.1 Hva fungerte godt og var spesielt verdifullt?
 - 4.2 Hva bør forbedres?

Polish Version

1. Pseudonimizacja danych użytkownika

[indywidualny system kodów]

2. Po realizacji programu wymiany studentów proszę podać następujące informacje

- 2.1 Czemu nauczyłem/-łam się o wartościach demokratycznych?
- 2.2 Czemu nauczyłem/-łam się o edukacji na rzecz wartości demokratycznych?
- 2.3 Czemu nauczyłem/-łam się o komunikacji, języku i współpracy ogólnie?
- 2.4 Czemu nauczyłem/-łam się o wzajemnej wymianie i zrozumieniu kwestii wartości demokratycznych między osobami z różnych krajów i w różnych kontekstach?
- 2.5 Co najbardziej mnie zaskoczyło podczas tych trzech tygodni programu wymiany?
- 2.6 Mój osobisty trudny moment:
- 2.7 Zadaję sobie pytanie...

3. Samoocena

- 3.1 Najważniejsze wartości dla mnie to (proszę wymienić maks. 5):
- 3.2 W jaki sposób doświadczenia z tych trzech tygodni przyczyniają się do mojego rozwoju osobistego?

4. Ewaluacja programu wymiany

- 4.1 Co działało dobrze i było szczególnie wartościowe?

4.2 Co warto doskonalić?

Addendum II: Reflection on every week's process

Logbook entry at the end of every week. The Questions to values, attitudes, skills and knowledge are the same for every week. The following questionnaire, which was tested and subsequently translated, is provided below.

ValiDE Logbook Week ... [insert number or location] (after final linguistic revision)

Values:

Open question: Which value(s) has/have been the most important for me this week? In which sense?

Attitudes:

Please rate to which extent the content and collaboration of the program's part in addressed your awareness of your attitudes mentioned below:

	Not more than usual	very much
1 Openness to cultural otherness and to other beliefs, world views and practices	0	1 – 2 – 3
2 Respect	0	1 – 2 – 3
3 Civic mindedness	0	1 – 2 – 3
4 Responsibility	0	1 – 2 – 3
5 Self-efficacy	0	1 – 2 – 3
6 Tolerance of ambiguity	0	1 – 2 – 3

Skills:

Please rate to which extent the content and collaboration of the program this week addressed your skills mentioned below:

	Not at all	a lot
1 Autonomous learning skills	0	1 – 2 – 3
2 Analytical and critical thinking skills	0	1 – 2 – 3
3 Skills of observing and listening	0	1 – 2 – 3
4 Empathy	0	1 – 2 – 3
5 Flexibility and adaptability	0	1 – 2 – 3
6 Linguistic, communicative and plurilingual skills	0	1 – 2 – 3
7 Co-operation skills	0	1 – 2 – 3

8 Conflict-solving skills	0 – 1 – 2 – 3
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Knowledge:

Which components of your knowledge and critical understanding have been activated and/or developed by content or tasks during this week

Please rate to which extent the content and collaboration of the program this week addressed your components of knowledge mentioned below:

	Not at all	a lot
1 Knowledge and critical understanding of the self	0 – 1 – 2 – 3	
2 Knowledge and critical understanding of language and communication	0 – 1 – 2 – 3	
3 Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economy, ecology	0 – 1 – 2 – 3	

Open question:

4 Which topics/tasks/points of discussion/experiences have been the most thought-provoking for me this week?

[ValiDE Logbook used for every week \(2022-2024\)](#)

The following questionnaire translations are based on the questionnaire used and evaluated in 2022-2024.

English Version

1. Pseudonymization of your data

[individual code system]

2. Values

2.1 Which value(s) has/have been the most important for me this week? In which sense?

3. Attitudes

Please rate to which extent the content and collaboration of the program’s part in ... addressed your awareness of your attitudes mentioned below:

not more than usual very much

3.1 Openness to cultural otherness and to other beliefs, world views and practices				
3.2 Respect				
3.3 Civic mindness				
3.4 Responsibility				
3.5 Self-efficacy				

3.6 Tolerance of ambiguity					
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4. Skills

Please rate to which extent the content and collaboration of the program this week addressed your skills mentioned below:

not at all a lot

4.1	Autonomous learning skills				
4.2	Analytical and critical thinking skills				
4.3	Skills of observing and listening				
4.4	Empathy				
4.5	Flexibility and adaptivity				
4.6	Linguistic, communicative and plurilingual skills				
4.7	Co-operation skills				
4.8	Conflict-solving skills				

5. Knowledge

Which components of your knowledge and critical understanding have been activated and/or developed by content or tasks during this week.

Please rate to which extend:

not at all a lot

5.1	Knowledge and critical understanding of the self				
5.2	Knowledge and critical understanding of language and communication				
5.3	Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economy, ecology <i>[open question]</i>				
5.4	Which topics/tasks/points of discussion/experiences have been the most thought-provoking for me this week?				

German Version

1. Pseudonymisierung Ihrer Daten

[individuelles Codesystem]

2. Werte

2.1 Welche(r) Wert(e) war/waren für mich in dieser Woche am wichtigsten? In welchem Sinne?

3. Einstellungen

Bitte bewerten Sie, inwiefern der Inhalt und die Mitarbeit des Programmteils ... auf Ihr Bewusstsein eingegangen sind Ihre Einstellungen, die unten erwähnt werden:

nicht mehr als üblich sehr

3.1	Offenheit für kulturelle Andersartigkeit und für andere Glaubensrichtungen, Weltanschauungen und Praktiken				
3.2	Respekt				
3.3	Bürgersinn				
3.4	Verantwortung				
3.5	Selbstwirksamkeit				
3.6	Toleranz gegenüber Mehrdeutigkeiten				

4. Fähigkeiten

Bitte bewerten Sie, inwiefern der Inhalt und die Zusammenarbeit des Programms in dieser Woche Ihre unten genannten Fähigkeiten angesprochen haben:

gar nicht sehr

4.1	Autonome Lernfähigkeiten				
4.2	Analytisches und kritisches Denken				
4.3	Fähigkeiten des Beobachtens und Zuhörens				
4.4	Einfühlungsvermögen				
4.5	Flexibilität und Anpassungsfähigkeit				
4.6	Sprachlich, kommunikativ und mehrsprachige Kompetenzen				
4.7	Kooperationsfähigkeit				
4.8	Fähigkeit zur Konfliktlösung				

5. Wissen

Welche Komponenten Ihres Wissens und kritischen Verständnisses wurden in dieser Woche durch Inhalte oder Aufgaben aktiviert und/oder entwickelt.

Bitte bewerten Sie, in welchem Umfang:

gar nicht sehr

5.1	Wissen und kritisches Verständnis des Selbst				
5.2	Kenntnis und kritisches Verständnis von Sprache und Kommunikation				
5.3	Wissen und kritisches Verständnis der Welt: Politik, Recht, Menschenrechte, Kultur, Kulturen, Religionen, Geschichte, Medien, Wirtschaft, Ökologie				
<i>[offene Frage]</i>					
5.4	Welche Themen/Aufgaben/Diskussionspunkte/Erfahrungen haben mich in dieser Woche am meisten zum Nachdenken angeregt?				

Norwegian Version

1. Pseudonymisering av dataene dine

[individuell kodesystem]

2. Verdier

2.1 Hvilke(n) verdi(er) har/har vært viktigst for meg denne uken? I hvilken forstand?

3. Holdninger

Vennligst vurder til hvilken utvidelse innholdet og samarbeidet til programmets del i ... adresserte din bevissthet om dine holdninger nevnt nedenfor:

ikke mer enn vanlig svært mye

3.1	Åpenhet for kulturell annerledeshet og for andre oppfatninger, verdenssyn og praksiser				
3.2	Respekt				
3.3	Samfunnsmessig sinnethet				
3.4	Ansvar				
3.5	Selveffektivitet				
3.6	Toleranse for tvetydighet				

4. Ferdigheter

Vennligst vurder hvilken utvidelse innholdet og samarbeidet i programmet denne uken adresserte ferdighetene dine nevnt nedenfor:

ikke i det hele tatt mye

4.1	Autonome læringsferdigheter				
4.2	Analytisk og kritisk tenkning				
4.3	Ferdigheter i å observere og lytte				
4.4	Empati				
4.5	Fleksibilitet og tilpasningsevne				
4.6	Språklige, kommunikative og flerspråklige ferdigheter				
4.7	Evne til å samarbeide				
4.8	Evne til å løse konflikter				

5. Kunnskap

Hvilke komponenter av din kunnskap og kritiske forståelse har blitt aktivert og/eller utviklet av innhold eller oppgaver i løpet av denne uken.

Vurder til hvilken grad:

ikke i det hele tatt mye

5.1	Kunnskap og kritisk forståelse av selvet				
5.2	Kunnskap og kritisk forståelse av språk og kommunikasjon				
5.3	Kunnskap og kritisk forståelse av verden: politikk, juss, menneskerettigheter, kultur, kulturer, religioner, historie, media, økonomi, økologi				
<i>[åpent spørsmål]</i>					
5.4	Hvilke temaer/oppgaver/diskusjonspunkt har vært mest tankevekkende for meg denne uken?				

Polish Version

1. Pseudonimizacja danych użytkownika

[indywidualny system kodów]

2. Wartości

2.1 Jaka wartość / wartości była/były dla mnie najważniejsze w tym tygodniu? W jakim sensie?

3. Postawy

Proszę ocenić, w jakim stopniu treść i współpraca w ramach wpłynęła na Pani/Pana/ świadomość wartości edukacyjnych w edukacji? W poniższej tabeli proszę zaznaczyć odpowiednie miejsce dla reprezentacji Pani/Pana/ postawy:

nie więcej niż zwykle bardzo

3.1	Otwartość na odmienność kulturową oraz inne przekonania, , światopogląd i praktyki				
3.2	Szacunek				
3.3	Obywatelska wrażliwość				
3.4	Odpowiedzialność				
3.5	Poczucie własnej skuteczności				
3.6	Tolerancja wobec niejednoznaczności				

4. Umiejętności

Oceń, w jakim stopniu treści i współpraca w ramach programu w tym tygodniu dotyczyła Twoich umiejętności wymienionych poniżej:

Wcale Dużo

4.1	Umiejętności autonomicznego samodzielnej nauki				
4.2	Umiejętności analitycznego i krytycznego myślenia				
4.3	Umiejętności obserwacji i słuchania				
4.4	Empatia				
4.5	Elastyczność i zdolność adaptacji				
4.6	Językowe, komunikacyjne i wielojęzyczne umiejętności				
4.7	Umiejętność współpracy				
4.8	Umiejętności rozwiązywania konfliktów				

5. Wiedza

Które elementy Twojej wiedzy i krytycznego zrozumienia zostały aktywowane i/lub rozwinięte przez treści lub zadania w tym tygodniu? Oceń, w jakim stopniu:

Wcale Dużo

5.1	Wiedza i krytyczne rozumienie siebie				
5.2	Znajomość i krytyczne rozumienie języka i komunikacji				
5.3	Wiedza i krytyczne rozumienie świata: polityka, prawo, prawa człowieka, kultura, kultury, religie, historia, media, gospodarka, ekologia				

[Pytanie otwarte]

5.4	Które tematy/zadania/punkty do dyskusji najbardziej skłoniły mnie do myślenia w tym tygodniu?
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Addendum III: Self-Assessment I + II

ValiDE Reflection with Self-Assessment I+II (after linguistic revision)

English Version

Pre-Post-Evaluation. Questionnaire for both surveys.

		not at all		completely			
Please rate your own status in relation to the following aspects of teaching competencies for democracy and values education. Please choose a number between 1=not at all and 6 = completely		1	2	3	4	5	6
1	I have a reflected understanding of my own value orientation						
2	I know about values orientations of people in my own country						
3	I know about values orientations of people in the two partner countries of ValiDE						
4	I know about the status of democracy in my own country						
5	I know about the status of democracy in the two other partner countries of ValiDE						
6	I have a reflected understanding about the values underlying and fostering democracy in my own country						
7	I have a reflected understanding about the values underlying and fostering democracy in the two other partner countries of ValiDE						
8	I know about official guidelines and curricula of values and democracy education in my country						
9	I know about official guidelines and curricula of values and democracy education in the two other partner countries of ValiDE						
10	I am able to analyze main aims of values and democracy education in official guidelines and curricula						
11	I am able to critically reflect on interpretations of national guidelines in school						
12	I am able to critically reflect on implementations of national guidelines in school						
13	I know about the role of teachers' knowledge connected with values and democracy education						
14	I know about the role of teachers' attitudes connected with values and democracy education						

15	I know about the role of teachers' skills connected with values and democracy education						
16	I am able to reflect on my own teaching competencies in the area of values and democracy education						
17	I have an idea about my further professional development in the area of values and democracy education						
18	I can explain the importance of intercultural and interreligious dialogue for the promotion of democratic values in schools						
19	I know about principles of teaching and learning in values and democracy education.						
20	I am able to analyse teaching materials and scenarios using these principles						
21	I can explain the global ethics approach						
22	I know about school development processes to become a school with a focus on democratic values						
23	I am able to express my own values orientation in intercultural groups.						
24	I know how to communicate my thinking about democracy in an international group of peers.						
25	I can define ways and levels of education for democratic values						
26	I understand principles of education for democratic values						
27	I can explain the role of teachers in promoting the concept of value education						
28	I am aware of principles of selecting innovative forms, methods and didactic aids during preparing scenarios for classes related to democratic values						
29	I am able to choose the content (literature sources) concerning democratic values						
30	I know how to formulate aims and objectives of value education						
31	I can analyze the core curriculum in terms of democratic values						
32	I can formulate the goals of education regarding democratic values						
33	I am able to formulate suggestions for improvement in the current school scenarios connected with value education						

In this section you are asked to what extent you agree to the following statements. Please choose a number between 1= not at all and 6 = completely		1	2	3	4	5	6
1	Working in the student council teaches the principles of democracy						
2	The ability to collaborate with colleagues is one of the main characteristics of a teacher						
3	Diversity of views enables discussion						
4	Not everyone has to share my opinion						
5	Each subject has the potential to educate democracy						
6	One of the goals of teaching each school subject is to shape attitudes towards people with disabilities						
7	Education/Curriculum should be practical oriented and not theory-based						
8	A holistic approach needs to be adopted in imparting value education to the students						
9	Value education should be embedded in the school curriculum						
10	Having a democratic political system is a good way for running a country						
11	Democracy may have problems but it's better than any other form of government						
12	For the development of the state and society, a strong leader who does not have to bother with parliament and elections is needed						
13	The army rule is needed for the development of the state and society						
14	A democratic political system is needed for the development of the state and society						
15	The cooperation of the school with the museum and NGOs allows for the effective implementation of the goals of education of democratic values						
16	It is easy to choose the sources for the education of democratic values						
17	[open question] Which are the 5 core democratic values you think to be the most important to develop in school students? Please write down 5 values.						

Here is a list of qualities which children can be encouraged to learn at home. How important are these for a child to have? Please indicate. 1=very unimportant to 6=very important		1	2	3	4	5	6
1	Good manners						
2	Independence						
3	Hard work						
4	Feeling of responsibility						
5	Imagination						
6	Respect for other people.						
7	Acceptance towards other people's culture.						
8	Thrift, saving money and things						
9	Determination, perseverance						
10	Religious faith						
11	Unselfishness						
12	Obedience						
13	Strive for fairness and equality						
14	Awareness of what everyone needs to live a life in dignity (a life worth living)						
To what extent should teachers in schools contribute to children's learning of these qualities? 1=not at all to 6=very much							
		1	2	3	4	5	6
1	Good manners						
2	Independence						
3	Hard work						
4	Feeling of responsibility						
5	Imagination						
6	Respect for other people.						
7	Acceptance towards other people's culture.						
8	Thrift, saving money and things						
9	Determination, perseverance						

10	Religious faith					
11	Unselfishness					
12	Obedience					
13	Strive for fairness and equality					
14	Awareness of what everyone needs to live a life in dignity (a life worth living)					
People have different views about themselves and how they relate to the world. Please indicate. 1="not close at all"; 2="not very close"; 3="close" and 4="very close" How close do you feel to ...		1	2	3	4	
1	... your hometown (where you grew up)					
2	... the town/city you study in					
3	... your region					
4	... Poland					
5	... Germany					
6	... Norway					
7	... the European continent					
8	... the world					
People differ in what they think it means to be European. In your view, how important is each of the following to be European? 1=not at all important; 2=not very important; 3=quite important; 4=very important		1	2	3	4	
1	To be born in Europe.					
2	To have European ancestry.					
3	To be a Christian (Catholic, Protestant, Orthodox all count in)					
4	To share European culture.					
5	To have a passport issued by a European (not only EU!) country					
6	To have travelled/seen a lot of Europe.					
7	To know people in other European countries personally.					

Please choose between 1="not at all", 2="not so much", 3="to a certain extent", 4="much", 5="very much": To what extent do you feel concerned about the living conditions of ...		1	2	3	4	5
1	... children in your neighbourhood?					
2	... children in the region you live in?					
3	... children in your country?					
4	... children in Europe?					
5	... children all over the world.					
6	... immigrant children in Europe.					
7	... sick children and children with disabilities in Europe.					
8	... elderly people in Europe.					
9	... unemployed people in Europe.					
Have you done the following things? Please indicate whether you have done them, might do them or would never, under any circumstances, do them?						
		Have done	might do	would never do		
1	Signing a petition (both in person or online)					
2	Joining in boycotts					
3	Attending lawful demonstrations					
4	Joining unofficial strikes					
5	[Open question] What would be necessary to change your actions?					

ValiDE Self-Assessment I+II (2022-2024)

The following questionnaire translations are based on the questionnaire used and evaluated in 2022-2024.

English Version

Pre-Post-Evaluation. Questionnaire for both surveys.

1. Pseudonymization of your data

[individual code system]

		not at all	completely
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2. Please rate your own status in relation to the following aspects of teaching competencies for democracy and values education. Please choose a number between 1=not at all and 6 = completely		1	2	3	4	5	6
1	I have a reflected understanding about my own value orientation						
2	I know about values orientations of people in my own country						
3	I know about values orientations of people in the two partner countries of ValiDE						
4	I know about the status of democracy in my own country						
5	I know about the status of democracy in the partner countries of ValiDE						
6	I have a reflected understanding about the values underlying and fostering democracy in my own country						
7	I have a reflected understanding about the values underlying and fostering democracy in the two other partner countries of ValiDE						
8	I know about official guidelines and curricula of values and democracy education in my country						
9	I know about official guidelines and curricula of values and democracy education in the two other partner countries of ValiDE						
10	I am able to analyze main aims of values and democracy education in official guidelines and curricula						
11	I am able to critically reflect on interpretations of national guidelines in school						
12	I am able to critically reflect on implementations of national guidelines in school						
13	I know about the role of teachers' knowledge connected with values and democracy education						
14	I know about the role of teachers' attitudes connected with values and democracy education						
15	I know about the role of teachers' skills connected with values and democracy education						
16	I am able to reflect on my own teaching competencies in the area of values and democracy education						
17	I have an idea about my further professional development in the area of values and democracy education						

18	I can explain the importance of intercultural and interreligious dialogue for the promotion of democratic values in schools						
19	I know about principles of teaching and learning in values and democracy education.						
20	I am able to analyse teaching materials and scenarios using these principles						
21	I can explain the global ethics approach						
22	I know about school development processes to become a school with a focus on democratic values						
23	I am able to express my own values orientation in intercultural groups.						
24	I know how to communicate my thinking about democracy in an international group of peers.						
25	I can define ways and levels of education for democratic values						
26	I understand principles of education for democratic values						
27	I can explain the role of teachers in promoting the concept of value education						
28	I am aware of principles of selecting innovative forms, methods and didactic aids during preparing scenarios for classes related to democratic values						
29	I am able to choose the content (literature sources) concerning democratic values						
30	I know how to formulate aims and objectives of value education						
31	I can analyze the core curriculum in terms of democratic values						
32	I can formulate the goals of education regarding democratic values						
33	I am able to formulate suggestions for improvement in the current school scenarios connected with value education						
3. In this section you are asked to what extend you agree to the following statements. Please choose a number between 1= not at all and 6 = completely		1	2	3	4	5	6
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2	The ability to collaborate with colleagues is one of the main characteristics of a teacher						
3	Diversity of views enables discussion						
4	Not everyone has to share my opinion						
5	Each subject has the potential to educate democracy						
6	One of the goals of teaching each school subject is to shape attitudes towards people with disabilities						
7	Education should be practical oriented than theory-based curriculum						
8	A holistic approach needs to be adopted in imparting value education to the students						
9	Value education should be embedded in the school curriculum						
10	Having a democratic political system is a good way for running a country						
11	Democracy may have problems but it's better than any other form of government						
12	For the development of the state and society, a strong leader who does not have to bother with parliament and elections is needed						
13	The army rule is needed for the development of the state and society						
14	A democratic political system is needed for the development of the state and society						
15	The cooperation of the school with the museum and NGOs allows for the effective implementation of the goals of education of democratic values						
16	It is easy to choose the sources for the education of democratic values						
17	[open question] Which are the 5 core democratic values you think to be the most important to develop in school students? Please write down 5 values.						
4. Here is a list of qualities which children can be encouraged to learn at home. How important are these for a child to have? Please indicate. 1=very unimportant to 6=very important		1	2	3	4	5	6
1	Good manners						
2	Independence						

3	Hard work						
4	Feeling of responsibility						
5	Imagination						
6	Respect for other people.						
7	Acceptance towards other people's culture.						
8	Thrift, saving money and things						
9	Determination, perseverance						
10	Religious faith						
11	Unselfishness						
12	Obedience						
13	Strive for fairness and equality						
14	Awareness of what everyone needs to live a life in dignity (a life worth living)						
5. To what extent should teachers in schools contribute to children's learning of these qualities? 1=not at all to 6=very much		1	2	3	4	5	6
1	Good manners						
2	Independence						
3	Hard work						
4	Feeling of responsibility						
5	Imagination						
6	Respect for other people.						
7	Acceptance towards other people's culture.						
8	Thrift, saving money and things						
9	Determination, perseverance						
10	Religious faith						
11	Unselfishness						
12	Obedience						
13	Strive for fairness and equality						

14	Awareness of what everyone needs to live a life in dignity (a life worth living)						
6. People have different views about themselves and how they relate to the world. Please indicate. 1="not close at all"; 2="not very close"; 3="close" and 4="very close"		1	2	3	4		
How close do you feel to ...							
1	... your hometown (where you grew up)						
2	... the town/city you study in						
3	... your region						
4	... Poland						
5	... Germany						
6	... Norway						
7	... the European continent						
8	... the world						
7. People differ in what they think it means to be European.		1	2	3	4		
In your view, how important is each of the following to be European? 1=not at all important; 2=not very important; 3=quite important; 4=very important							
1	To be born in Europe.						
2	To have European ancestry.						
3	To be a Christian (Catholic, Protestant, Orthodox all count in)						
4	To share European culture.						
5	To have a passport issued by a European (not only EU!) country						
6	To have travelled/seen a lot of Europe.						
7	To know people in other European countries personally.						
8. Please choose between 1="not at all", 2="not so much", 3="to a certain extent", 4="much", 5="very much": To what extent do you feel concerned about the living conditions of ...		1	2	3	4	5	
1	... children in your neighbourhood?						
2	... children in the region you live in?						

3	... children in your country?					
4	... children in Europe?					
5	... children all over the world.					
6	... immigrant children in Europe.					
7	... sick children and children with disabilities in Europe.					
8	... elderly people in Europe.					
9	... unemployed people in Europe.					
9. Have you done the following things? Please indicate whether you have done them, might do them or would never, under any circumstances, do them?		Have done	might do	would never do		
1	Signing a petition (both in person or online)					
2	Joining in boycotts					
3	Attending lawful demonstrations					
4	Joining unofficial strikes					
5	[Open question] What would be necessary to change your actions?					

Version German

Pre-Post-Evaluation. Fragebogen für beide Erhebungen.

1. Pseudonymisierung Ihrer Daten

[individuelles Codesystem]

		gar nicht vollständig					
		1	2	3	4	5	6
2. Bitte bewerten Sie Ihren eigenen Stand in Bezug auf die folgenden Aspekte der Vermittlung von Kompetenzen für Demokratie- und Wertebildung. Bitte wählen Sie eine Zahl zwischen 1=gar nicht und 6 = vollständig							
1	Ich habe ein reflektiertes Verständnis über meine eigene Werteorientierung						
2	Ich weiß um die Werteorientierungen der Menschen in meinem eigenen Land						
3	Ich kenne die Werteorientierungen der Menschen in den beiden ValiDE-Partnerländern						

4	Ich weiß um den Status der Demokratie in meinem eigenen Land						
5	Ich weiß um den Stand der Demokratie in den ValiDE-Partnerländern						
6	Ich habe ein reflektiertes Verständnis für die Werte, die der Demokratie in meinem eigenen Land zugrunde liegen und sie fördern						
7	Ich habe ein reflektiertes Verständnis für die Werte, die der Demokratie in den beiden anderen ValiDE-Partnerländern zugrunde liegen und sie fördern						
8	Ich kenne die offiziellen Richtlinien und Lehrpläne für Werte- und Demokratiebildung in meinem Land						
9	Ich kenne die offiziellen Richtlinien und Curricula der Werte- und Demokratiebildung in den beiden anderen ValiDE-Partnerländern						
10	Ich bin in der Lage, Hauptziele der Werte- und Demokratiebildung in offiziellen Richtlinien und Lehrplänen zu analysieren						
11	Ich bin in der Lage, Interpretationen nationaler Richtlinien in der Schule kritisch zu reflektieren						
12	Ich bin in der Lage, die Umsetzung nationaler Richtlinien in der Schule kritisch zu reflektieren						
13	Ich weiß um die Rolle des Wissens der Lehrkraft im Zusammenhang mit der Werte- und Demokratieerziehung						
14	Ich weiß um die Rolle der Einstellung der Lehrkraft im Zusammenhang mit der Werte- und Demokratieerziehung						
15	Ich weiß um die Rolle der Fähigkeiten von Lehrkräften im Zusammenhang mit der Werte- und Demokratieerziehung						
16	Ich bin in der Lage, meine eigenen Lehrkompetenzen im Bereich der Werte- und Demokratiebildung zu reflektieren						
17	Ich habe eine Vorstellung von meiner weiteren beruflichen Entwicklung im Bereich der Werte- und Demokratiebildung						
18	Ich kann erklären, wie wichtig der interkulturelle und interreligiöse Dialog für die Förderung demokratischer Werte in der Schule ist						
19	Ich kenne Prinzipien des Lehrens und Lernens in der Werte- und Demokratiebildung.						
20	Nach diesen Prinzipien bin ich in der Lage, Unterrichtsmaterialien und Szenarien zu analysieren						
21	Ich kann den Ansatz der globalen Ethik erklären						

22	Ich kenne schulische Entwicklungsprozesse hin zu einer Schule mit Fokus auf demokratische Werte						
23	Ich bin in der Lage, meine eigene Werteorientierung in interkulturellen Gruppen auszudrücken.						
24	Ich weiß, wie ich meine Gedanken über Demokratie in einer internationalen Gruppe von Gleichgesinnten vermitteln kann.						
25	Ich kann Wege und Bildungsniveaus für demokratische Werte definieren						
26	Ich verstehe Prinzipien der Erziehung zu demokratischen Werten						
27	Ich kann die Rolle der Lehrkraft bei der Förderung des Konzepts der Werteerziehung erklären						
28	Ich kenne die Prinzipien der Auswahl innovativer Formen, Methoden und didaktischer Hilfsmittel bei der Vorbereitung von Szenarien für Klassen, die sich auf demokratische Werte beziehen						
29	Ich bin in der Lage, den Inhalt (Literaturquellen) zu demokratischen Werten zu wählen						
30	Ich weiß, wie man Ziele und Zielsetzungen der Wertebildung formuliert						
31	Ich kann den Kernlehrplan im Hinblick auf demokratische Werte analysieren						
32	Ich kann die Ziele der Erziehung zu demokratischen Werten formulieren						
33	Ich bin in der Lage, Verbesserungsvorschläge in den aktuellen Schulszenarien im Zusammenhang mit der Wertebildung zu formulieren						
3. In diesem Abschnitt werden Sie gefragt, inwiefern Sie mit den folgenden Aussagen einverstanden sind. Bitte wählen Sie eine Zahl zwischen 1= gar nicht und 6 = vollständig		1	2	3	4	5	6
1	Die Arbeit im Studierendenrat lehrt die Prinzipien der Demokratie						
2	Die Fähigkeit, mit Kolleg:innen zusammenzuarbeiten, ist eine der Haupteigenschaften einer Lehrkraft						
3	Meinungsvielfalt ermöglicht Diskussion						
4	Nicht jeder muss meine Meinung teilen						
5	Jedes Fach hat das Potenzial, Demokratie zu erziehen						

6	Eines der Ziele des Unterrichts in jedem Schulfach ist es, die Einstellung gegenüber Menschen mit Behinderung zu prägen						
7	Die Ausbildung sollte praxisorientiert sein und nicht theoriebasierte Lehrpläne						
8	Bei der Vermittlung von Werteerziehung an die Schüler:innen muss ein ganzheitlicher Ansatz verfolgt werden						
9	Werteerziehung sollte in den Lehrplan der Schule eingebettet werden						
10	Ein demokratisches politisches System ist ein guter Weg, um ein Land zu regieren						
11	Demokratie mag Probleme haben, aber sie ist besser als jede andere Regierungsform						
12	Für die Entwicklung von Staat und Gesellschaft braucht es eine starke Führungspersönlichkeit, die sich nicht um Parlament und Wahlen kümmern muss						
13	Die Herrschaft der Armee ist für die Entwicklung des Staates und der Gesellschaft notwendig						
14	Für die Entwicklung von Staat und Gesellschaft braucht es ein demokratisches politisches System						
15	Die Zusammenarbeit der Schule mit dem Museum und NROs ermöglicht die effektive Umsetzung der Ziele der Erziehung zu demokratischen Werten						
16	Es ist einfach, die Quellen für die Erziehung zu demokratischen Werten auszuwählen						
17	[offene Frage] Welches sind die 5 demokratischen Grundwerte, die Ihrer Meinung nach bei Schüler:innen am wichtigsten zu entwickeln sind? Bitte 5 Werte notieren.						
4. Hier ist eine Liste von Eigenschaften, die Kinder zu Hause lernen können. Wie wichtig sind diese für ein Kind? Bitte angeben. 1=sehr unwichtig bis 6=sehr wichtig		1	2	3	4	5	6
1	Gute Manieren						
2	Unabhängigkeit						
3	Harte Arbeit						
4	Verantwortungsgefühl						
5	Vorstellungskraft						

6	Respekt vor anderen Menschen.						
7	Akzeptanz gegenüber der Kultur anderer Menschen.						
8	Sparsamkeit, Geld sparen und Dinge						
9	Zielstrebigkeit, Durchhaltevermögen						
10	Religiöser Glaube						
11	Selbstlosigkeit						
12	Gehorsam						
13	Streben Sie nach Fairness und Gleichheit						
14	Bewusstsein dafür, was jeder Mensch braucht, um ein Leben in Würde (ein lebenswertes Leben) zu führen						
5. Inwiefern sollten Lehrkräfte in der Schule dazu beitragen, dass Kinder diese Qualitäten erlernen? 1=gar nicht bis 6=sehr viel		1	2	3	4	5	6
1	Gute Manieren						
2	Unabhängigkeit						
3	Harte Arbeit						
4	Verantwortungsgefühl						
5	Vorstellungskraft						
6	Respekt vor anderen Menschen.						
7	Akzeptanz gegenüber der Kultur anderer Menschen.						
8	Sparsamkeit, Geld sparen und Dinge						
9	Zielstrebigkeit, Durchhaltevermögen						
10	Religiöser Glaube						
11	Selbstlosigkeit						
12	Gehorsam						
13	Streben Sie nach Fairness und Gleichheit						
14	Bewusstsein dafür, was jeder Mensch braucht, um ein Leben in Würde (ein lebenswertes Leben) zu führen						

6. Die Menschen haben unterschiedliche Ansichten über sich selbst und darüber, wie sie sich zur Welt verhalten. Bitte angeben. 1="überhaupt nicht schließen"; 2="nicht sehr nah"; 3="nah" und 4="sehr nah" Wie nah fühlen Sie sich ...		1	2	3	4	
1	... Ihrer Heimatstadt (in der Sie aufgewachsen sind)					
2	... der Stadt, in der Sie studieren					
3	... Ihre Region					
4	... Polen					
5	... Deutschland					
6	... Norwegen					
7	...dem europäischen Kontinent					
8	... der Welt					
7. Die Menschen unterscheiden sich darin, was es bedeutet, Europäer zu sein. Wie wichtig ist es Ihrer Meinung nach, dass jeder der folgenden Punkte europäisch ist? 1=überhaupt nicht wichtig; 2=nicht sehr wichtig; 3=ziemlich wichtig; 4=sehr wichtig		1	2	3	4	
1	In Europa geboren zu werden.					
2	Europäische Vorfahren haben.					
3	Christ sein (Katholiken, Protestanten, Orthodoxe zählen dazu)					
4	Die europäische Kultur teilen.					
5	Einen Reisepass von einem europäischen (nicht nur EU!) Land ausstellen zu lassen					
6	Viel von Europa bereist/gesehen zu haben.					
7	Menschen in anderen europäischen Ländern persönlich kennen zu lernen.					
8. Bitte wählen Sie zwischen 1="überhaupt nicht", 2="nicht so sehr", 3="bis zu einem gewissen Grad", 4="viel", 5="sehr sehr": Inwiefern sind Sie besorgt über die Lebensbedingungen von ...		1	2	3	4	5
1	... Kindern in Ihrer Nachbarschaft?					
2	... Kindern in der Region, in der Sie leben?					
3	... Kindern in Ihrem Land?					
4	... Kindern in Europa?					

5	... Kindern auf der ganzen Welt.					
6	... Einwandererkindern in Europa.					
7	... kranken Kinder und Kinder mit Behinderungen in Europa.					
8	... älteren Menschen in Europa.					
9	... Arbeitslosen in Europa.					
9. Haben Sie die folgenden Dinge getan? Bitte geben Sie an, ob Sie sie gemacht haben, tun könnten oder niemals tun würden, unter keinen Umständen?		Erledigt haben	könnte tun	würde es nie tun		
1	Unterzeichnung einer Petition (sowohl persönlich als auch online)					
2	Sich dem Boykott anschließen					
3	Teilnahme an rechtmäßigen Demonstrationen					
4	Teilnahme an inoffiziellen Streiks					
5	[Offene Frage] Was wäre notwendig, um Ihr Handeln zu ändern?					

Norwegian Version

Evaluering før og etter. Spørreskjema for begge undersøkelsene.

1. Pseudonymisering av dataene dine

[individuell kodesystem]

		slett ikke				helt	
2. Vennligst vurder din egen status i forhold til følgende aspekter ved undervisningskompetanse for demokrati- og verdiopplæring. Velg et tall mellom 1=ikke i det hele tatt og 6 = helt		1	2	3	4	5	6
1	Jeg har en reflektert forståelse av min egen verdiorientering						
2	Jeg kjenner til verdiorienteringer til folk i mitt eget land						
3	Jeg kjenner til verdiorienteringer til mennesker i de to partnerlandene til ValiDE						
4	Jeg vet om demokratiets status i mitt eget land						
5	Jeg kjenner til demokratiets status i partnerlandene til ValiDE						
6	Jeg har en reflektert forståelse av verdiene som ligger til grunn og fremmer demokrati i mitt eget land						

7	Jeg har en reflektert forståelse av verdiene som ligger til grunn og fremmer demokrati i de to andre partnerlandene i ValiDE							
8	Jeg kjenner til offisielle retningslinjer og læreplaner for verdier og demokratiopplæring i mitt land							
9	Jeg kjenner til offisielle retningslinjer og læreplaner for verdi- og demokratiopplæring i de to andre partnerlandene til ValiDE							
10	Jeg kan analysere hovedmål for verdi- og demokratiopplæring i offentlige retningslinjer og læreplaner							
11	Jeg kan kritisk reflektere over tolkninger av nasjonale retningslinjer i skolen							
12	Jeg kan kritisk reflektere over implementering av nasjonale retningslinjer i skolen							
13	Jeg kjenner til rollen til læreres kunnskap knyttet til verdi- og demokratiopplæring							
14	Jeg kjenner til rollen til læreres holdninger knyttet til verdier og demokratiopplæring							
15	Jeg kjenner til rollen til læreres kompetanse knyttet til verdi- og demokratiopplæring							
16	Jeg kan reflektere over egen undervisningskompetanse innen verdi- og demokratididaktikk							
17	Jeg har en idé om min videre faglige utvikling innen verdi- og demokratiutdanning							
18	Jeg kan forklare betydningen av interkulturell og interreligiøs dialog for å fremme demokratiske verdier i skolen							
19	Jeg kjenner til prinsipper for undervisning og læring i verdi- og demokratiopplæring.							
20	Jeg er i stand til å analysere undervisningsmateriell og scenarier ved hjelp av disse prinsippene							
21	Jeg kan forklare den globale etiske tilnærmingen							
22	Jeg kjenner til skoleutviklingsprosesser for å bli en skole med fokus på demokratiske verdier							
23	Jeg er i stand til å uttrykke min egen verdiorientering i interkulturelle grupper.							
24	Jeg vet hvordan jeg skal formidle mine tanker om demokrati i en internasjonal gruppe av jevnaldrende.							

25	Jeg kan definere måter og utdanningsnivåer for demokratiske verdier						
26	Jeg forstår prinsipper for utdanning for demokratiske verdier						
27	Jeg kan forklare lærernes rolle i å fremme begrepet verdiopplæring						
28	Jeg er bevisst på prinsipper for valg av innovative former, metoder og didaktiske hjelpemidler under utarbeidelse av scenarier for undervisning knyttet til demokratiske verdier						
29	Jeg kan velge innhold (litteraturkilder) om demokratiske verdier						
30	Jeg vet hvordan jeg skal formulere mål og mål for verdiopplæring						
31	Jeg kan analysere kjernepensum i form av demokratiske verdier						
32	Jeg kan formulere utdanningens mål om demokratiske verdier						
33	Jeg er i stand til å formulere forslag til forbedringer i dagens skolescenarier knyttet til verdiopplæring						
3. I denne delen blir du spurt om i hvilken grad du godtar følgende utsagn. Velg et tall mellom 1 = ikke i det hele tatt og 6 = helt		1	2	3	4	5	6
1	Å jobbe i elevrådet bidrar til opplæring om demokratiets prinsipper						
2	Evnen til å samarbeide med kolleger er en av hovedegenskapene til en lærer						
3	Mangfold av synspunkter muliggjør diskusjon						
4	Ikke alle trenger å dele min mening						
5	Hvert har potensial til å utdanne demokrati						
6	Et av målene med undervisningen i hvert skolefag er å forme holdninger til personer med nedsatt funksjonsevne						
7	Utdanningen skal være praktisk orientert heller enn en teoribasert læreplan						
8	En helhetlig tilnærming må tas i bruk for å formidle verdiutdanning til studentene						
9	Verdiopplæring bør være innebygd i skolens læreplan						
10	Å ha et demokratisk politisk system er en god måte å styre et land på						
11	Demokrati kan ha problemer, men det er bedre enn noen annen styreform						

12	For utvikling av stat og samfunn trengs en sterk leder som ikke trenger å bry seg med parlament og valg						
13	Hærstyret er nødvendig for utviklingen av staten og samfunnet						
14	Et demokratisk politisk system er nødvendig for utvikling av stat og samfunn						
15	Skolens samarbeid med museet og frivillige organisasjoner muliggjør effektiv implementering av målene for utdanning av demokratiske verdier						
16	Det er lett å velge kilder for utdanning av demokratiske verdier						
17	[Åpent spørsmål] Hvilke er de 5 demokratiske kjerneverdiene mener du er de viktigste å utvikle hos skoleelever? Vennligst skriv ned 5 verdier.						
4. Her er en liste over egenskaper som barn kan oppmuntres til å til å lære hjemme. Hvor viktige er disse for et barn å ha? Vennligst angi. 1=svært uviktig til 6=svært viktig		1	2	3	4	5	6
1	Gode manerer						
2	Uavhengighet						
3	Hardt arbeid						
4	Følelse av ansvar						
5	Fantasi						
6	Respekt for andre mennesker.						
7	Aksept for andres kultur.						
8	Sparsommelighet, spare penger og ting						
9	Besluttsomhet, utholdenhet						
10	Religiøs tro						
11	Uselviskhet						
12	Lydighet						
13	Strebe etter rettferdighet og likhet						
14	Bevissthet om hva alle trenger for å leve et liv i verdighet (et liv verdt å leve)						

5. I hvilken grad bør lærere i skolen bidra til barns læring av disse egenskapene? 1=ikke i det hele tatt til 6=veldig mye		1	2	3	4	5	6
1	Gode manerer						
2	Uavhengighet						
3	Hardt arbeid						
4	Følelse av ansvar						
5	Fantasi						
6	Respekt for andre mennesker.						
7	Aksept for andres kultur.						
8	Sparsommelighet, spare penger og ting						
9	Besluttsomhet, utholdenhet						
10	Religiøs tro						
11	Uselviskhet						
12	Lydighet						
13	Strebe etter rettferdighet og likhet						
14	Bevissthet om hva alle trenger for å leve et liv i verdighet (et liv verdt å leve)						
6. Folk har forskjellige syn på seg selv og hvordan de forholder seg til verden. Vennligst angi. 1="ikke i nærheten i det hele tatt"; 2="ikke veldig nær"; 3="nær" og 4="veldig nær" Hvor nær føler du deg ...		1	2	3	4		
1	... hjembyen din (der du vokste opp)						
2	... bygda/byen du studerer i						
3	... Din region						
4	... Polen						
5	... Tyskland						
6	... Norge						
7	... det europeiske kontinentet						
8	... Verden						

7. Folk er forskjellige i hva de tror det vil si å være europeer. Hvor viktig er det etter ditt syn å være europeisk? 1=ikke viktig i det hele tatt; 2=ikke veldig viktig; 3=ganske viktig; 4=veldig viktig		1	2	3	4	
1	Å bli født i Europa.					
2	Å ha europeiske aner.					
3	Å være kristen (katolsk, protestantisk, ortodoks (alle retninger))					
4	Å dele europeisk kultur.					
5	Å ha et pass utstedt av et europeisk (ikke bare EU!) land					
6	Å ha reist/sett mye av Europa.					
7	Å kjenne folk i andre europeiske land personlig.					
8. Velg mellom 1="ikke i det hele tatt", 2="ikke så mye", 3="til en viss grad", 4="mye", 5="veldig mye": I hvilken grad føler du deg bekymret for levekårene til ...		1	2	3	4	5
1	... barn i nabolaget ditt?					
2	... barn i regionen du bor i?					
3	... barn i ditt land?					
4	... barn i Europa?					
5	... barn over hele verden.					
6	... innvandrerbarn i Europa.					
7	... syke barn og barn med funksjonshemmede i Europa.					
8	... eldre mennesker i Europa.					
9	... arbeidsledige i Europa.					
9. Har du gjort følgende? Vennligst angi om du har gjort dem, kan gjøre dem eller aldri, under noen omstendigheter, vil gjøre dem?		Har gjort	kan gjøre det	ville aldri gjøre det		
1	Signere en underskriftskampanje (både personlig eller online)					
2	Deltar i boikott					
3	Delta på lovlige demonstrasjoner					
4	Bli med i uoffisielle streiker					

5	[Åpent spørsmål] Hva vil være nødvendig for å endre handlingene dine?
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Polish Version

Ocena przed i po. Kwestionariusz dla obu badań.

1. Pseudonimizacja danych użytkownika

[indywidualny system kodów]

		wcale nie i całkowicie					
2. Oceń poziom swojej aprobaty następujących stwierdzeń dotyczących różnych aspektów edukacji na rzecz wartości demokratycznych. Zaznacz liczbę w skali 1-6, gdzie 1 - wcale się nie zgadzam i 6 - całkowicie się zgadzam		1	2	3	4	5	6
1	Mam przemyślane zrozumienie mojej własnej orientacji w stosunku do wartości						
2	Wiem jakie wartości są ważne dla ludzi w moim kraju						
3	Znam wartości wyznawane przez ludzi w dwóch krajach partnerskich ValiDE						
4	Wiem jaki jest stan demokracji w moim kraju						
5	Wiem o stanie demokracji w krajach partnerskich ValiDE						
6	Mam przemyślane zrozumienie wartości leżących u podstaw i wspierających demokrację w moim kraju						
7	Doskonale rozumiem wartości leżące u podstaw i wspierających demokrację w dwóch innych krajach partnerskich ValiDE						
8	Wiem o oficjalnych wytycznych i programach nauczania w zakresie edukacji na rzecz wartości demokratycznych w moim kraju						
9	Wiem o oficjalnych wytycznych i programach nauczania w zakresie edukacji na rzecz wartości demokratycznych w dwóch pozostałych krajach partnerskich ValiDE						
10	Potrafię analizować główne cele edukacji na rzecz wartości demokratycznych w oficjalnych wytycznych i programach nauczania						
11	Potrafię krytycznie zastanowić się nad interpretacją krajowych wytycznych w szkole						
12	Potrafię krytycznie zastanowić się nad wdrażaniem krajowych wytycznych dotyczących edukacji szkolnej						

13	Wiem o roli wiedzy nauczycieli związanej z edukacją na rzecz wartości demokratycznych						
14	Wiem o roli postaw nauczycieli związanych z wartościami na rzecz wartości demokratycznych						
15	Wiem o roli umiejętności nauczycieli związanych z edukacją na rzecz wartości demokratycznych						
16	Potrafię zastanowić się nad własnymi kompetencjami dydaktycznymi w obszarze edukacji na rzecz wartości demokratycznych						
17	Mam pomysł na dalszy rozwój zawodowy w obszarze edukacji na rzecz wartości demokratycznych						
18	Potrafię wyjaśnić znaczenie dialogu międzykulturowego i międzyreligijnego dla promowania wartości demokratycznych w szkołach						
19	Znam zasady nauczania i uczenia się w edukacji na rzecz wartości demokratycznych.						
20	Potrafię analizować materiały dydaktyczne i scenariusze z wykorzystaniem tych zasad						
21	Potrafię wyjaśnić globalne podejście etyczne						
22	Wiem o procesach rozwoju szkół zmierzających do stania się placówkami skoncentrowanymi na wartościach demokratycznych						
23	Potrafię wyrażać własne wartości, orientację w grupach międzykulturowych.						
24	Wiem, jak przekazać swoje myślenie o demokracji w międzynarodowym gronie rówieśników.						
25	Potrafię zdefiniować sposoby i poziomy edukacji na rzecz wartości demokratycznych						
26	Rozumiem zasady wychowania do wartości demokratycznych						
27	Potrafię wyjaśnić rolę nauczycieli w promowaniu koncepcji edukacji opartej na wartościach						
28	Znam zasady doboru nowatorskich form, metod i pomocy dydaktycznych podczas przygotowywania scenariuszy zajęć związanych z wartościami demokratycznymi						
29	Potrafię dobierać treści (źródła literatury) dotyczące wartości demokratycznych						

30	Wiem, jak formułować cele i założenia edukacji na rzecz wartości demokratycznych						
31	Potrafię analizować podstawę programową pod kątem wartości demokratycznych						
32	Potrafię sformułować cele wychowania do wartości demokratycznych						
33	Potrafię formułować propozycje ulepszeń w obecnych scenariuszach szkolnych związanych z edukacją na rzecz wartości demokratycznych						
3. W tej sekcji zostaniesz zapytany, w jakim stopniu zgadzasz się z poniższymi stwierdzeniami. Wybierz liczbę z przedziału od 1 do 6, gdzie 1 - wcale się nie zgadzam i 6 - całkowicie się zgadzam		1	2	3	4	5	6
1	Praca w samorządzie uczniowskim uczy zasad demokracji						
2	Umiejętność współpracy z kolegami i koleżankami jest jedną z głównych cech nauczyciela						
3	Różnorodność poglądów umożliwia dyskusję						
4	Nie każdy musi podzielać moje zdanie						
5	Każdy przedmiot ma potencjał do edukowania na rzecz wartości demokratycznych						
6	Jednym z celów nauczania każdego przedmiotu szkolnego jest kształtowanie postaw wobec osób z niepełnosprawnościami						
7	Edukacja powinna być zorientowana na praktykę, a nie na program nauczania oparty na teorii						
8	Należy przyjąć holistyczne podejście do przekazywania uczniom edukacji opartej na wartościach demokratycznych						
9	Edukacja o wartościach demokratycznych powinna być włączona do szkolnego programu nauczania						
10	Posiadanie demokratycznego systemu politycznego to dobry sposób zarządzania krajem						
11	Demokracja może mieć problemy, ale jest lepsza niż jakakolwiek inna forma rządów						
12	Dla rozwoju państwa i społeczeństwa potrzebny jest silny przywódca, który nie musi zawracać sobie głowy parlamentem i wyborami						
13	Rządy wojskowe są potrzebne do rozwoju państwa i społeczeństwa						

14	Demokratyczny system polityczny jest potrzebny dla rozwoju państwa i społeczeństwa						
15	Współpraca szkoły z muzeum i organizacjami pozarządowymi pozwala na skuteczną realizację celów edukacji na rzecz wartości demokratycznych						
16	Łatwo jest wybrać źródła dla edukacji na rzecz wartości demokratycznych						
17	[pytanie otwarte] Wymień 5 podstawowych wartości demokratycznych, które Twoim zdaniem są najważniejsze do rozwijania u uczniów?						
4. Oto lista cech, do których dzieci można zachęcać w domu. Jak ważne są one dla dziecka? Proszę wskazać. 1=bardzo nieważne do 6=bardzo ważne		1	2	3	4	5	6
1	Dobre maniery						
2	Niezależność						
3	Ciężka praca						
4	Poczucie odpowiedzialności						
5	Wyobraźnia						
6	Szacunek dla drugiego człowieka.						
7	Akceptacja wobec kultury innych ludzi.						
8	Oszczędność, oszczędzanie pieniędzy i rzeczy						
9	Determinacja, wytrwałość						
10	Wiara religijna						
11	Bezinteresowność						
12	Posłuszeństwo						
13	Dążenie do sprawiedliwości i równości						
14	Świadomość tego, czego każdy potrzebuje, aby żyć w godności (życiu, które jest warte przeżycia)						
5. W jakim stopniu nauczyciele w szkołach powinni przyczyniać się do uczenia się tych cech przez dzieci? 1=wcale do 6=bardzo		1	2	3	4	5	6
1	Dobre maniery						

2	Niezależność						
3	Ciężka praca						
4	Poczucie odpowiedzialności						
5	Wyobraźnia						
6	Szacunek dla drugiego człowieka.						
7	Akceptacja wobec kultury innych ludzi.						
8	Oszczędność, oszczędzanie pieniędzy i rzeczy						
9	Determinacja, wytrwałość						
10	Wiara religijna						
11	Bezinteresowność						
12	Posłuszeństwo						
13	Dążenie do sprawiedliwości i równości						
14	Świadomość tego, czego każdy potrzebuje, aby żyć w godności (życiu, które jest warte przeżycia)						
6. Ludzie mają różne poglądy na temat siebie i stosunku do świata. Proszę ocenić od 1 do 4 stopień bliskości którą czujesz w stosunku do wymienionych niżej miejsc, gdzie 1="wcale nie blisko"; 2="niezbyt blisko"; 3="blisko" i 4="bardzo blisko"		1	2	3	4		
1	... Twoje rodzinne miasto (w którym się wychowałeś)						
2	... Miasto, w którym studiujesz						
3	... Twój region						
4	... Polska						
5	... Niemcy						
6	... Norwegia						
7	... na kontynencie europejskim						
8	... Świat						
7. Ludzie różnią się w tym, co według nich oznacza bycie Europejczykiem. Oceń w skali od 1 do 4 poziom ważności w Twojej opinii bycie Europejczykiem w		1	2	3	4		

każdym z poniższych kontekstów? Gdzie, 1=wcale nie jest ważne; 2=niezbyt ważne; 3=dość ważne; 4=bardzo ważne						
1	Urodzić się w Europie.					
2	Mieć europejskie pochodzenie.					
3	Być chrześcijaninem (liczą się katolicy, protestanci, prawosławni)					
4	Dzielić się kulturą europejską.					
5	Posiadać paszport wydany przez kraj europejski (nie tylko unijny!)					
6	Podróżować/zobaczyć dużo krajów Europejskich.					
7	Osobiste poznanie ludzi w innych krajach europejskich.					
8. Oceń w skali od 1 do 5 poziom Twojego zmartwienia warunkami życia dzieci w różnych miejscach podanych poniżej, gdzie 1="wcale mnie nie obchodzi", 2="nie tak bardzo", 3="do pewnego stopnia", 4="dużo", 5="bardzo dużo"		1	2	3	4	5
1	... dzieci w Twojej okolicy?					
2	... dzieci w regionie, w którym mieszkasz?					
3	... dzieci w Twoim kraju?					
4	... dzieci w Europie?					
5	... dzieci na całym świecie.					
6	... dzieci imigrantów w Europie.					
7	... dzieci chore i niepełnosprawne w Europie.					
8	... osób w podeszłym wieku w Europie.					
9	... bezrobotnych w Europie.					
9. Zaznacz w skali od 1 do 3 ewentualność wykonania przez Ciebie następujących czynności? Gdzie 1 – na pewno było by zrobione; 2 – być może mogło by być zrobione; 3 – nie było by zrobione nigdy, pod żadnym pozorem		Zrobione	może się przydać	nigdy by się nie zrobił		
1	Podpisanie petycji (osobiście lub online)					
2	Przyłączanie się do bojkotów					
3	Udział w legalnych demonstracjach					

4	Przyłączanie się do nieoficjalnych strajków			
5	[Pytanie otwarte] Co byłoby konieczne, aby zmienić swoje działania?			

Addendum IV: Scenario Reflection

ValiDE Scenario Reflection

Reflection on didactic approaches based on scenarios.

English Version

Introduction: Please choose one scenario and reflect on it. Think about what you have discussed, worked on and learned during the exchange program. Try to use the ideas you have developed to answer the questions.

Scenario 1: Please reflect the questions and write a text about what you would say and expect (one page).

Task: "School Project" Imagine you work at a primary school in Poland/Germany and you talk to a Polish/German exchange teacher about projects on values education for democracy, both of you have conducted in their school. What do you tell him/her about your own objectives and principles? What do you mention about the intercultural situation in your class/school? What do you expect the colleague to tell about his/her conditions for a project on values education for democracy?

Scenario 2: Please reflect the questions and write a text about what you would say and expect (one page).

Task: "Museum Project" Imagine that you are working in a primary school and you would like to organize a lesson for democratic values in cooperation with a museum. Which museum in your country would you choose to work with? Why? How would you prepare your students for a visit to the museum? How would you encourage them to ask questions about democracy values? What kind of teaching materials do you expect from the museum? Describe in a few sentences the stages of this lesson. Define 3 criteria for the evaluation of this lesson.

Scenario 3: Please reflect the questions and write a text about what you would say and expect (one page).

Task: "Human Rights Project" Imagine you work at a primary school in Poland/Germany/Norway and you talk to a Polish/German/Norwegian exchange teacher about projects on human rights and human dignity, both of you have conducted in their school. What do you tell them about your own objectives and principles related to human rights and human dignity? What do you mention about the values of human rights and human dignity in your class/school? What do you expect the colleague of Poland/Germany/Norway to say about his/her conditions for a project on values education for democracy?

German Version

Szenario: didaktische Ansätze reflektieren

Einleitung: Bitte wählen Sie ein Szenario aus und denken Sie darüber nach. Denken Sie darüber nach, was Sie während des Austauschprogramms besprochen, woran Sie gearbeitet und gelernt haben. Versuchen Sie, die Ideen, die Sie entwickelt haben, zu nutzen, um die Fragen zu beantworten.

Szenario 1: Bitte reflektieren Sie die Fragen und schreiben Sie einen Text darüber, was Sie sagen und erwarten würden (eine Seite).

Aufgabe: "Schulprojekt" Stellen Sie sich vor, Sie arbeiten an einer Grundschule in Polen/Deutschland und sprechen mit einer polnisch/deutschen Austauschlehrkraft über Projekte zur Werteerziehung für Demokratie, die Sie beide an ihrer Schule durchgeführt haben. Was erzählen Sie ihm:ihr über Ihre eigenen Ziele und Prinzipien? Was erwähnen Sie über die interkulturelle Situation in Ihrer Klasse/Schule? Was erwarten Sie von dem:der Kolleg:en über seine:ihre Bedingungen für ein Projekt zur Wertebildung für die Demokratie?

Szenario 2: Bitte reflektieren Sie die Fragen und schreiben Sie einen Text darüber, was Sie sagen und erwarten würden (eine Seite).

Aufgabe: "Projekt Museum" Stellen Sie sich vor, Sie arbeiten in einer Grundschule und möchten in Kooperation mit einem Museum eine Unterrichtsstunde für demokratische Werte organisieren. Für welches Museum in Ihrem Land würden Sie sich entscheiden? Warum? Wie würden Sie Ihre Schüler:innen auf einen Museumsbesuch vorbereiten? Wie würden Sie sie ermutigen, Fragen zu demokratischen Werten zu stellen? Welche Art von Unterrichtsmaterialien erwarten Sie vom Museum? Beschreiben Sie in wenigen Sätzen die Phasen dieser Lektion. Definieren Sie 3 Kriterien für die Bewertung dieser Lektion.

Szenario 3: Bitte reflektieren Sie die Fragen und schreiben Sie einen Text darüber, was Sie sagen und erwarten würden (eine Seite).

Aufgabe: "Menschenrechtsprojekt" Stellen Sie sich vor, Sie arbeiten an einer Grundschule in Polen/Deutschland/Norwegen und sprechen mit einer polnischen/deutschen/norwegischen Austauschlehrkraft über Projekte zu Menschenrechten und Menschenwürde, die Sie beide an Ihrer Schule durchgeführt haben. Was sagen Sie ihm/ihr über Ihre eigenen Ziele und Prinzipien in Bezug auf Menschenrechte und Menschenwürde? Was erwähnen Sie über die Werte der Menschenrechte und der Menschenwürde in Ihrer Klasse/Schule? Was erwarten Sie von der:dem Kolleg:en aus Polen/Deutschland/Norwegen zu ihren:seinen Bedingungen für ein Projekt zur Werteerziehung für die Demokratie?

Norwegian Version

Scenario: reflektere over didaktiske tilnæringer

Introduksjon: Velg ett scenario og reflekter over det. Tenk på hva du diskuterte, jobbet med og lærte under utvekslingsprogrammet. Prøv å bruke ideene du utviklet for å svare på spørsmålene.

Scenario 1: Vennligst reflekter over spørsmålene og skriv en tekst om hva du vil si og forvente (én side).

Oppgave: "Skoleprosjekt" Tenk deg at du jobber på en barneskole i Polen/Tyskland og du snakker med en polsk/tysk utvekslingslærer om prosjekter om verdiopplæring for demokrati, som dere begge har gjennomført på hver deres skole. Hva forteller du ham/henne om dine egne mål og prinsipper? Hva nevner du om den interkulturelle situasjonen i klassen/på skolen din? Hva forventer du at kollegaen skal fortelle om sine forutsetninger for et prosjekt om verdiopplæring for demokrati?

Scenario 2: Vennligst reflekter over spørsmålene og skriv en tekst om hva du vil si og forvente (én side).

Oppgave: "Museumsprosjekt" Tenk deg at du jobber på en barneskole og ønsker å organisere en undervisningstime for demokratiske verdier i samarbeid med et museum. Hvilket museum i ditt land ville du valgt å jobbe med? Hvorfor? Hvordan vil du forberede elevene dine på et besøk på museet? Hvordan vil du oppmuntre dem til å stille spørsmål om demokratiske verdier? Hva slags undervisningsmateriell forventer du av museet? Beskriv i noen få setninger stadiene i denne undervisningstimen. Definer 3 kriterier for evalueringen av denne undervisningstimen.

Scenario 3: Reflekter gjerne spørsmålene og skriv en tekst om hva du vil si og forvente (én side).

Oppgave: "Menneskerettighetsprosjekt" Tenk deg at du jobber på en barneskole i Polen/Tyskland/Norge og du snakker med en polsk/tysk/norsk utvekslingslærer om prosjekter om menneskerettigheter og menneskeverd, som dere begge har gjennomført på hver deres skole. Hva forteller du dem om dine egne mål og prinsipper knyttet til menneskerettigheter og menneskeverd? Hva nevner du om verdiene menneskerettigheter og menneskeverd i klassen/på skolen din? Hva forventer du at kollegaen fra Polen/Tyskland/Norge vil si om deres betingelser for et prosjekt om verdiopplæring for demokrati?

Polish Version

Scenariusz: refleksja nad podejściami dydaktycznymi

Wprowadzenie: Proszę wybrać jeden scenariusz i zastanowić się nad nim. Pomyśl o tym, o czym rozmawialiście, nad czym pracowaliście i czego nauczyliście się podczas programu wymiany. Spróbuj wykorzystać opracowane przez siebie pomysły, aby odpowiedzieć na pytania.

Scenariusz 1: Prosimy o zastanowienie się nad pytaniami i napisanie tekstu o tym, co byś powiedział i czego byś oczekiwał (jedna strona).

Zadanie: "Projekt szkolny" Wyobraź sobie, że pracujesz w szkole podstawowej w Polsce/Niemczech i rozmawiasz z polskim/niemieckim nauczycielem z wymiany o projektach dotyczących edukacji na rzecz wartości demokratycznych, które oboje przeprowadziliście w swojej szkole. Co mówisz mu o swoich własnych celach i zasadach? O czym wspominasz na temat sytuacji międzykulturowej w Twojej klasie/szkole? Czego oczekujesz, że kolega powie o swoich warunkach związanych z projektem dotyczącym edukacji o wartościach dla demokracji?

Scenariusz 2: Prosimy o zastanowienie się nad pytaniami i napisanie tekstu o tym, co byś powiedział i czego byś oczekiwał (jedna strona).

Zadanie: "Projekt muzealny" Wyobraź sobie, że pracujesz w szkole podstawowej i chciałbyś zorganizować lekcję o wartościach demokratycznych we współpracy z muzeum. Które muzeum w Twoim kraju wybraćbyś do współpracy? Dlaczego? Jak przygotowałbyś swoich uczniów do wizyty w muzeum? W jaki sposób zachęciłby ich Pan/Pani do zadawania pytań o wartościach demokratycznych? Jakich materiałów dydaktycznych oczekujesz od muzeum? Opisz w kilku zdaniach etapy tej lekcji. Zdefiniuj 3 kryteria oceny tej lekcji.

Scenariusz 3: Proszę zastanowić się nad pytaniami i napisać tekst o tym, co byś powiedział/-łą i czego byś oczekiwał/-ła (jedna strona).

Zadanie: "Projekt Praw Człowieka" Wyobraź sobie, że pracujesz w szkole podstawowej w Polsce/Niemczech/Norwegii i rozmawiasz z nauczycielem z wymiany polsko-niemiecko-norweskiej o projektach dotyczących praw człowieka i godności ludzkiej, które prowadziliście w ich szkole. Co mówisz im o swoich własnych celach i zasadach związanych z prawami człowieka i godnością ludzką? O czym wspominasz na temat wartości takich jak prawa człowieka i godność ludzka w swojej klasie/szkole? Czego oczekujesz od kolegi z Polski/Niemiec/Norwegii na temat warunków projektu dotyczącego edukacji na rzecz wartości demokratycznych?

Addendum V: Questionnaire on value orientation of prospective teachers

Additional tool for comparing the career-related value orientations of student teachers (ValiDE student teachers and general student teachers).

Questionnaire 1: Value orientations of student teachers (who do not participate in the ValiDE program)

English Version

1. Pseudonymization Code

2. General questions

1	Have you already attended a course on “Values” during your studies?	Yes	No
2	Have you already taken part in an international exchange or are you planning to do so in the (near) future?	Yes	No
3	[open question] What do you understand by values?		
4	Have you ever looked at your own values before?	Yes	No

3. Career-related value orientations - Part 1

Please try to assess your behavior and professional actions as a (future) teacher, as you have experienced them in previous practical experiences (orientation internship, integrated semester internship, ...), using the following pairs of characteristics on the rating scales. Please try to make a personal assessment for each pair.

The closer you position yourself on the rating scales to an adjective, the more pronounced you rate this aspect of your behaviour and actions as a teacher.

1	caring								indifferent
2	loving								loveless
3	empathetic								distant
4	compassionate								unempathetic
5	attentive								negligent
6	impartial								biased
7	curious								disinterested
8	tolerant								intolerant
9	righteous								dishonest
10	just								unjust
11	fair								unfair
12	biased								impartial
13	legitimate (in the context of justified decisions)								illegitimate (i.e. unjustified decisions)
14	reliable								unreliable
15	conscientious								irresponsible
16	proper								improper
17	honest								dishonest
18	upright (or virtuous)								corruptible (morally reprehensible)
19	dependable								undependable

4. Career-related value orientations - Part 2

Please assess your competences with regard to the following aspects of democracy and values education. Select a number between 1 (= not at all) and 6 (= absolutely).

		1	2	3	4	5	6
1	I have a reflective understanding of my own value orientations.						

2	I know which values underpin democracy in my country, and I promote them.						
3	I can analyze the official guidelines and curricula for values and democracy education in my country.						
4	I am familiar with the official guidelines and curricula for values and democracy education in my country.						
5	I am able to reflect on my own teaching competencies in the field of values and democracy education.						
6	I know how to further develop myself professionally in the field of values and democracy education.						
7	I can explain the importance of intercultural and interreligious dialogue for promoting democratic values in school.						
8	I am familiar with the principles of values and democracy education in school.						

5. Career-related value orientations - Part 3

Please rate the extent to which you agree with the following statements. Select a number between 1 (= not at all) and 6 (= absolutely).

		1	2	3	4	5	6
1	Through participation in the student council, democratic principles are introduced to the students.						
2	The ability to collaborate with colleagues is one of the most important qualities of a teacher.						
3	Diverse perspectives enable discussions.						
4	Every school subject has the potential to introduce democratic values and principles to students.						
5	Values education should be part of the curriculum.						
6	Democracy is important for the development of a state and society.						
7	[open question] Which five democratic values do you think should be most promoted in schools? Please note five values.						

6. Career-related value orientations - Part 4

To what extent should teachers contribute to the learning of the following behavior by students in school? 1 = not at all, 6 = to a very great extent

		1	2	3	4	5	6
1	Good behavior/manners						
2	Independence						
3	Hard work						
4	Sense of responsibility						
5	Respect for others						
6	Acceptance of other cultures						
7	Religious belief						
8	Selflessness, unselfishness						
9	Obedience						
10	Striving for fairness and equality						
11	Awareness of what every person needs for a life of dignity (a life worth living)						

7. General value orientations

Have you ever done the following? Please indicate whether you have done it, whether you might do it at some point, or whether you would never do it.

		Have done it	Might do it	Would never do it	No answer
1	Signing a petition				
2	Participating in a boycott				
3	Participating in a demonstration				
4	Participating in a strike				
5	[open question] What would be necessary to change your behavior in this regard?				

German Version

1. Pseudonymisierungscode

2. Allgemeine Fragen

1	Haben Sie im Laufe Ihres Studiums bereits eine Veranstaltung zum Thema "Werte" besucht?	Ja	Nein
2	Haben Sie bereits an einem internationalen Austausch teilgenommen bzw. haben Sie es in (naher) Zukunft vor?	Ja	Nein
3	[offene Frage] Was verstehen Sie unter Werten?		
4	Haben Sie sich zuvor schon einmal mit Ihren eigenen Werten auseinandergesetzt?	Ja	Nein

3. Berufsbezogene Wertorientierungen - Teil 1

Versuchen Sie bitte Ihr Verhalten und berufliches Handeln als (zukünftige) Lehrkraft, sowie Sie es in bisherigen praktischen Erfahrungen (Orientierungspraktikum, Integriertes Semesterpraktikum, ...) erlebt haben, anhand der folgenden Eigenschaftspaare auf den Ratingskalen einzuschätzen. Bitte versuchen Sie, für jedes Paar eine persönliche Einschätzung zu treffen.

Je näher Sie sich auf den Ratingskalen an einem Adjektiv positionieren, desto ausgeprägter schätzen diesen Aspekt in ihrem Verhalten und Handeln als Lehrkraft ein.

1	fürsorglich									teilnahmslos
2	liebvoll									lieblos
3	empathisch									distanziert
4	mitfühlend									gleichgültig
5	umsorgend									nicht umsorgend
6	unvoreingenommen									voreingenommen
7	neugierig									desinteressiert
8	tolerant									intolerant
9	rechtschaffen									unrechtschaffen
10	gerecht									ungerecht
11	fair									unfair
12	parteiisch									unparteiisch

13	legitim (= berechnigte Entscheidungen)							illegitim (= unberechnigte Entscheidungen)
14	zuverlassig							pflichtvergessen
15	pflichtbewusst							unzuverlassig
16	ordnungsgema							ordnungswidrig
17	ehrlich							unehrlich
18	integer (= "anstandig")							korrumpierbar (= "moralisch verwerflich")
19	verlasslich							unverlasslich

4. Berufsbezogene Wertorientierungen - Teil 2

Bitte beurteilen Sie Ihre Kompetenzen bezuglich der folgenden Aspekte der Demokratie- und Werteerziehung. Wahlen Sie dafur eine Zahl zwischen 1 (= uberhaupt nicht) und 6 (= absolut) aus.

		1	2	3	4	5	6
1	Ich habe ein reflektiertes Verstandnis meiner eigenen Wertorientierungen.						
2	Ich wei, welche Werte der Demokratie in meinem Land zugrunde liegen und sie fordern.						
3	Ich kann die offiziellen Richtlinien und Lehrplane der Werte- und Demokratieerziehung in meinem Land analysieren.						
4	Ich kenne die offiziellen Richtlinien und Lehrplane der Werte- und Demokratieerziehung in meinem Land.						
5	Ich bin in der Lage dazu, meine eigene Lehrkompetenzen im Bereich der Werte- und Demokratieerziehung zu reflektieren.						
6	Ich wei, wie ich mich professionell im Bereich der Werte- und Demokratieerziehung weiterbilden kann.						
7	Ich kann die Bedeutung von interkulturellem und interreligiosem Dialog fur die Forderung demokratischer Werte in der Schule erklaren.						
8	Ich kenne Prinzipien der Werte- und Demokratieerziehung in der Schule.						

5. Berufsbezogene Wertorientierungen - Teil 3

Bitte beurteilen Sie, inwiefern Sie den folgenden Aussagen zustimmen. Wahlen Sie dafur eine Zahl zwischen 1 (= uberhaupt nicht) und 6 (= absolut) aus.

		1	2	3	4	5	6
1	Im Rahmen der Mitarbeit in der Schuler:innenvertretung (SMV) werden den Lernenden demokratische Prinzipien nahergebracht.						
2	Die Fahigkeit zur Zusammenarbeit mit Kolleg:innen ist eine der bedeutsamsten Eigenschaften einer Lehrkraft.						
3	Vielfaltige Sichtweisen ermoglichen Diskussionen.						
4	Jedes Schulfach hat das Potenzial, den Lernenden demokratische Werte und Prinzipien naherzubringen.						
5	Werteerziehung sollte ein Teil des Lehrplans sein.						
6	Fur die Entwicklung eines Staates und der Gesellschaft ist die Demokratie wichtig.						
7	[offene Frage] Die Entwicklung welcher funf demokratischen Werte sollte Ihrer Meinung nach in der Schule am meisten gefordert werden? Notieren Sie bitte funf Werte.						

6. Berufsbezogene Wertorientierungen - Teil 4

In welchem Umfang sollten Lehrkräfte in der Schule einen Beitrag zum Erlernen des folgenden Verhaltens der Lernenden leisten? 1 = überhaupt nicht, 6 = sehr stark

		1	2	3	4	5	6
1	Gutes Verhalten/Manieren						
2	Unabhängigkeit						
3	Harte Arbeit						
4	Verantwortungsgefühl						
5	Respekt gegenüber Mitmenschen						
6	Akzeptanz von anderen Kulturen						
7	Religiöser Glaube						
8	Selbstlosigkeit						
9	Gehorsamkeit						
10	Streben nach Fairness und Gleichberechtigung						
11	Bewusstsein dafür, was jeder Mensch für ein Leben in Würde (ein lebenswertes Leben) benötigt						

7. Allgemeine Wertorientierungen

Haben Sie die folgenden Dinge schon einmal getan? Geben Sie dabei bitte an, ob Sie es schon getan haben, es eventuell einmal tun würden oder es niemals tun würden.

		schon getan	würde ich eventuell tun	würde ich nie tun	keine Angabe
1	Unterzeichnen einer Petition				
2	Teilnahme an einem Boykott				
3	Teilnahme an einer Demonstration				
4	Teilnahme an einem Streik				
5	[offene Frage] Was wäre notwendig, um Ihr Verhalten diesbezüglich zu ändern?				

Norwegian Version

1. Pseudonymiseringskode

2. Generelle spørsmål

1	Har du i løpet av studiene deltatt på et arrangement om temaet "Verdier"?	Ja	Nei
2	Har du allerede deltatt i et internasjonalt utvekslingsprogram, eller har du planer om å gjøre det i (nær) fremtid?	Ja	Nei
3	[Åpent spørsmål] Hva forstår du med begrepet verdier?		
4	Har du tidligere reflektert over dine egne verdier?	Ja	Nei

3. Karrierelaterte verdiorienteringer - Del 1

Vennligst prøv å vurdere din atferd og profesjonelle handling som (fremtidig) lærer, slik du har opplevd det i tidligere praksisperioder (punktpraksis, ordinær praksis, langpraksis, veiledet selvstendig praksis, orienteringspraksis, integrert semesterpraksis, ...), basert på de følgende parene

av egenskaper på vurderingsskalaene. Prøv å gi en personlig vurdering for hvert par. Jo nærmere du plasserer deg på vurderingsskalaen til et adjektiv, desto mer fremtredende vurderer du denne egenskapen i din atferd og handling som lærer.

1	omsorgsfull								apatisk
2	kjærlig								kjærlighetsløs
3	empatisk								distansert
4	medfølelse								likegyldig
5	oppmerksom/imøtekommende								uaktsom/ikke omsorgsfull
6	upartisk								forutinntatt
7	nysgjerrig								uinteressert
8	tolerant								intolerant
9	rettskaffen/rettferdig								uærlig
10	rettferdig								urettferdig
11	rettferdig/rimelig								urettferdig
12	partisk								upartisk
13	legitim (dvs. berettiget beslutning)								illegitim (dvs. uberettiget beslutning)
14	pålitelig								upålitelig
15	samvittighetsfull								uansvarlig/ikke samvittighetsfull
16	skikkelig								uskikkelig
17	ærlig								uærlig
18	redelig								uredelig (moralsk forkastelig)
19	pålitelig								upålitelig

4. Karrierelaterte verdiorienteringer - Del 2

Vennligst vurder din kompetanse når det gjelder følgende aspekter ved demokrati- og verdiopplæring. Velg et tall mellom 1 (= ikke i det hele tatt) og 6 (= absolutt).

		1	2	3	4	5	6
1	Jeg kan analysere de offisielle retningslinjene og læreplanene for verdier og demokratiopplæring i mitt land.						
2	Jeg kjenner de offisielle retningslinjene og læreplanene for verdier og demokratiopplæring i mitt land.						
3	Jeg er i stand til å reflektere over mine egne undervisningskompetanser innen verdier og demokratiopplæring.						
4	Jeg vet hvordan jeg kan utvikle meg profesjonelt innen verdier og demokratiopplæring.						
5	Jeg kan forklare betydningen av interkulturell og interreligiøs dialog for å fremme demokratiske verdier i skolen.						
6	Jeg kjenner prinsippene for verdier og demokratiopplæring i skolen.						
7	Jeg kan analysere de offisielle retningslinjene og læreplanene for verdier og demokratiopplæring i mitt land.						
8	Jeg kjenner de offisielle retningslinjene og læreplanene for verdier og demokratiopplæring i mitt land.						

5. Karrierelaterte verdiorienteringer - Del 3

Angi i hvilken grad du er enig i følgende påstander. Velg et tall mellom 1 (= ikke i det hele tatt) og 6 (= absolutt).

		1	2	3	4	5	6
1	Gjennom deltakelse i elevrådet blir demokratiske prinsipper formidlet til elevene.						
2	Evnen til å samarbeide med kollegaer er en av de viktigste egenskapene en lærer bør ha.						
3	Mangfoldige perspektiver muliggjør diskusjoner.						
4	Hvert skolefag har potensialet til å formidle demokratiske verdier og prinsipper til elevene.						
5	Verdiledelse bør være en del av læreplanen.						
6	Demokrati er viktig for utviklingen av en stat og samfunnet.						
7	[Åpent spørsmål] Hvilke fem demokratiske verdier mener du bør fremmes mest i skolen? Vennligst notér fem verdier.						

6. Karrierelaterte verdiorienteringer - Del 4

I hvilken grad bør lærere bidra til at elevene lærer følgende atferd i skolen? 1 = ikke i det hele tatt, 6 = i stor grad

		1	2	3	4	5	6
1	God oppførsel/Manerer						
2	Uavhengighet						
3	Hardt arbeid						
4	Ansvarsfølelse						
5	Respekt for andre mennesker						
6	Aksept for andre kulturer						
7	Religiøs tro						
8	Selvoppofrelse						
9	Lydighet						
10	Streben etter rettferdighet og likestilling						
11	Bevissthet om hva hvert enkelt menneske trenger for et liv i verdighet (et liv verdt å leve)						

7. Generelle verdiorienteringer

Har du noen gang gjort følgende? Vennligst angi om du har gjort det, om du kanskje ville gjøre det en gang, eller om du aldri ville gjøre det.

		Har gjort det	Ville eventuelt gjøre det	Ville aldri gjøre det	Ingen opplysning
1	Underskrive en kampanje				
2	Delta i en boikott				
3	Delta i en demonstrasjon				
4	Delta i en streik				
5	[Åpent spørsmål] Hva ville være nødvendig for å endre atferden din i denne sammenhengen?				

Polish Version

1. Kod pseudonimizacji

2. Pytania ogólne

1	Czy uczestniczyłeś już w trakcie swoich studiów w kursie dotyczącym "Wartości"?	Tak	nie
2	Czy brałeś już udział w międzynarodowej wymianie, lub czy planujesz to w (bliskiej) przyszłości?	Tak	Nie
3	[Pytanie otwarte] Co rozumiesz przez pojęcie wartości?		
4	Czy wcześniej zastanawiałeś się nad swoimi własnymi wartościami?	Tak	Nie

3. Wartości związane z życiem zawodowym - część 1

Proszę spróbować ocenić swoje zachowanie i działania zawodowe jako (przyszły) nauczyciel, tak, jak to miało miejsce w dotychczasowych doświadczeniach praktycznych (praktyka wprowadzająca, zintegrowana praktyka semestralna, ...), w oparciu o poniższe pary cech na skalach ocen. Proszę postarać się dokonać osobistej oceny dla każdej pary cech.

Im bliżej umieścisz swoją ocenę na skali ocen przy przymiotniku, tym bardziej rozwiniętą oceniasz tę cechę jako rozwiniętą w swoim zachowaniu i działaniu jako nauczyciel.

1	troskliwy							apatyczny
2	kochający							pozbawiony czułości
3	empatyczny							zdytansowany
4	współczujący							obojętny
5	opiekuńczy							nieopiekunczy
6	bezzstronny							uprzedzony
7	ciekawski							niezainteresowany
8	tolerancyjny							nietolerancyjny
9	uczciwy							nieuczciwy
10	słuszny							niesłuszny
11	sprawiedliwy							niesprawiedliwy
12	stronniczy							bezzstronny
13	legitymny (np. uzasadnione decyzje)							nielegalny (np. nieuzasadnione decyzje)
14	niezawodny							zapominający o obowiązkach
15	sumienny							zawodny
16	legalny							niezgodny z prawem
17	rzetelny							fałszywy
18	cnotliwy (moralny)							zdeprawowany (moralnie naganny)
19	wiarygodny							niepewny

4. Wartości związane z życiem zawodowym - część 2

Oceń w skali od 1 do 6 stwierdzenia dotyczące Twoich kompetencji w odniesieniu do podanych niżej aspektów edukacji na rzecz wartości demokratycznych, gdzie 1 – wcale się nie zgadzam, a 6 – całkowicie się zgadzam

		1	2	3	4	5	6
1	Mam refleksyjne zrozumienie moich własnych orientacji dotyczących wartości.						
2	Wiem, jakie wartości leżą u podstaw demokracji w moim kraju i je promuję.						

3	Potrafię analizować formalne wytyczne i programy nauczania dotyczące edukacji na rzecz wartości demokratycznych w moim kraju.						
4	Znam formalne wytyczne i programy nauczania dotyczące edukacji w zakresie wartości demokratycznych w moim kraju.						
5	Potrafię dokonać refleksji nad moimi własnymi umiejętnościami nauczania w zakresie edukacji na rzecz wartości demokratycznych.						
6	Wiem, jak mogę się profesjonalnie doskonalić w zakresie edukacji na rzecz wartości demokratycznych.						
7	Potrafię wyjaśnić znaczenie dialogu międzykulturowego i międzyreligijnego dla promowania wartości demokratycznych w szkole.						
8	Znam zasady edukacji na rzecz wartości demokratycznych w szkole.						

5. Wartości związane z życiem zawodowym - część 3

Oceń w skali od 1 do 6 w jakim stopniu zgadzasz się z poniższymi stwierdzeniami, gdzie 1 – wcale się nie zgadzam, a 6 – całkowicie się zgadzam.

		1	2	3	4	5	6
1	Poprzez udział w samorządzie uczniowskim, uczniowie są wprowadzani w zasady demokratyczne.						
2	Umiejętność współpracy z kolegami z pracy jest jedną z najważniejszych cech nauczyciela.						
3	Różnorodne punkty widzenia umożliwiają dyskusję.						
4	Każdy przedmiot szkolny ma potencjał, aby przybliżyć uczniom wartości i zasady demokracji.						
5	Edukacja w zakresie wartości powinna być częścią programu nauczania.						
6	Demokracja jest ważna dla rozwoju kraju i społeczeństwa.						
7	[Pytanie otwarte] Jakie pięć wartości demokratycznych Twoim zdaniem powinno się najbardziej promować w szkołach? Proszę podaj pięć wartości.						

6. Wartości związane z życiem zawodowym - część 4

Oceń w skali od 1 do 6 rolę nauczyciela w wychowaniu uczniów według niżej podanych zachowań, gdzie 1 – wcale nie odgrywają żadnej roli, a 6 – odgrywają bardzo dużą rolę.

		1	2	3	4	5	6
1	Dobre zachowanie/Maniery						
2	Niezależność						
3	Ciężka praca						
4	Poczucie odpowiedzialności						
5	Szacunek dla innych ludzi						
6	Akceptacja innych kultur						
7	Wiara religijna						
8	Bezwzględność						
9	Posłuszeństwo						
10	Dążenie do sprawiedliwości i równości						
11	Świadomość tego, czego każdy człowiek potrzebuje, aby żyć godnie (życie warte przeżycia)						

7. Ogólne orientacje na wartości

Czy kiedykolwiek zrobiłeś/aś następujące rzeczy? Proszę podać, czy już to zrobiłeś/aś, czy ewentualnie zrobiłbyś/aś to kiedyś, czy nigdy byś/aś tego nie zrobił/a.

		Zrobiłem/- łam to	Być może bym to zrobił/- ła	Nigdy bym tego nie zrobił/- ła	Brak odpowiedzi
1	Podpisanie petycji				
2	Udział w bojkocie				
3	Udział w demonstracji				
4	Udział w strajku				
5	[Pytanie otwarte] Co byłoby potrzebne, aby zmienić Twoje zachowanie w tym zakresie?				

Questionnaire 2: Value orientations of student teachers (participants in the ValiDE program)

English Version

1. Pseudonymization Code

2. General questions

1	Have you attended a course on “values” during your studies before?	Yes	No
2	Have you taken part in an international exchange before or are you planning to do so in the (near) future?	Yes	No
3	[open question] What do you understand by “values”?		
4	Have you ever looked at your own values before?	Yes	No

3. Career-related value orientations

Please try to assess your behaviour and professional actions as a (future) teacher, as you have experienced them in previous practical experiences (orientation internship, integrated semester internship, ...), using the following pairs of characteristics on the rating scales. Please try to make a personal assessment for each pair.

The closer you position yourself on the rating scales to an adjective, the more pronounced you rate this aspect of your behaviour and actions as a teacher.

1	caring								indifferent
2	loving								loveless
3	empathetic								distant
4	compassionate								unempathetic
5	attentive								negligent
6	impartial								biased
7	curious								disinterested
8	tolerant								intolerant
9	righteous								dishonest
10	just								unjust
11	fair								unfair
12	biased								impartial

13	legitimate (in the context of justified decisions)								illegitimate (i.e. unjustified decisions)
14	reliable								unreliable
15	conscientious								irresponsible
16	proper								improper
17	honest								dishonest
18	upright (or virtuous)								corruptible (morally reprehensible)
19	dependable								undependable

German Version

1. Pseudonymisierungscode

2. Allgemeine Fragen

1	Haben Sie im Laufe Ihres Studiums bereits eine Veranstaltung zum Thema "Werte" besucht?	Ja	Nein
2	Haben Sie bereits an einem internationalen Austausch teilgenommen bzw. haben Sie es in (naher) Zukunft vor?	Ja	Nein
3	[offene Frage] Was verstehen Sie unter Werten?		
4	Haben Sie sich zuvor schon einmal mit Ihren eigenen Werten auseinandergesetzt?	Ja	Nein

3. Berufsbezogene Wertorientierungen

Versuchen Sie bitte Ihr Verhalten und berufliches Handeln als (zukünftige) Lehrkraft, sowie Sie es in bisherigen praktischen Erfahrungen (Orientierungspraktikum, Integriertes Semesterpraktikum, ...) erlebt haben, anhand der folgenden Eigenschaftspaare auf den Ratingskalen einzuschätzen. Bitte versuchen Sie, für jedes Paar eine persönliche Einschätzung zu treffen.

Je näher Sie sich auf den Ratingskalen an einem Adjektiv positionieren, desto ausgeprägter schätzen diesen Aspekt in ihrem Verhalten und Handeln als Lehrkraft ein.

1	fürsorglich								teilnahmslos
2	liebvoll								lieblos
3	empathisch								distanziert
4	mitfühlend								gleichgültig
5	umsorgend								nicht umsorgend
6	unvoreingenommen								voreingenommen
7	neugierig								desinteressiert
8	tolerant								intolerant
9	rechtschaffen								unrechtschaffen
10	gerecht								ungerecht
11	fair								unfair
12	parteiisch								unparteiisch
13	legitim (= berechnete Entscheidungen)								illegitim (= unberechnete Entscheidungen)
14	zuverlässig								pflichtvergessen
15	pflichtbewusst								unzuverlässig
16	ordnungsgemäß								ordnungswidrig
17	ehrllich								unehrllich

18	integer ("anständig")							korrumpierbar ("moralisch verwerflich")
19	verlässlich							unverlässlich

Norwegian Version

1. Pseudonymiseringskode

2. Generelle spørsmål

1	Har du i løpet av studiene deltatt på et arrangement om temaet "Verdier"?	Ja	Nei
2	Har du allerede deltatt i et internasjonalt utvekslingsprogram, eller har du planer om å gjøre det i (nær) fremtid?	Ja	Nei
3	[Åpent spørsmål] Hva forstår du med begrepet verdier?		
4	Har du tidligere reflektert over dine egne verdier?	Ja	Nei

3. Karriererelaterte verdiorienteringer

Prøv vennligst å vurdere din atferd og profesjonelle handling som (fremtidig) lærer, slik du har opplevd det i tidligere praktiske erfaringer (orienteringspraksis, integrert semesterpraksis, ...), basert på de følgende egenskapsparene på vurderingsskalaene. Prøv å gi en personlig vurdering for hvert par.

Jo nærmere du plasserer deg på vurderingsskalaen til et adjektiv, desto mer fremtredende vurderer du denne egenskapen i din atferd og handling som lærer.

1	omsorgsfull							apatisk
2	kjærlig							kjærlighetsløs
3	empatisk							distansert
4	medfølende							likegyldig
5	oppmerksom/imøtekommende							uaktsom/ikke omsorgsfull
6	upartisk							forutinntatt
7	nysgjerrig							uinteressert
8	tolerant							intolerant
9	rettskaffen/rettferdig							uærlig
10	rettferdig							urettferdig
11	rettferdig/rimelig							urettferdig
12	partisk							upartisk
13	legitim (dvs. berettiget beslutning)							illegitim (dvs. uberettiget beslutning)
14	pålitelig							upålitelig
15	samvittighetsfull							uansvarlig/ikke samvittighetsfull
16	skikkelig							uskikkelig
17	ærlig							uærlig
18	redelig							uredelig (moralsk forkastelig)
19	pålitelig							upålitelig

Polish Version

1. Kod pseudonimizacji

2. Pytania ogólne

1	Czy uczestniczyłeś/-łaś już w trakcie swoich studiów w kursie na temat "Wartości"?	Tak	Nie
2	Czy brałeś/-łaś już udział w międzynarodowej wymianie, lub czy planujesz to w (bliskiej) przyszłości?	Tak	Nie
3	[Pytanie otwarte] Co rozumiesz przez pojęcie wartości?		
4	Czy wcześniej zastanawiałeś/-łaś się nad swoimi własnymi wartościami?	Tak	Nie

3. Wartości związane z życiem zawodowym - część 1

Proszę spróbować ocenić swoje zachowanie i działania zawodowe jako (przyszły) nauczyciel, tak jak to miało miejsce w dotychczasowych doświadczeniach praktycznych (praktyka wprowadzająca, zintegrowana praktyka semestralna, ...), w oparciu o poniższe pary cech na skalach ocen. Proszę postarać się dokonać osobistej oceny dla każdej pary.

Im bliżej umieścisz się na skali ocen przy przymiotniku, tym bardziej rozwiniętą oceniasz tę cechę w swoim zachowaniu i działaniu jako nauczyciel.

1	troskliwy								apatyczny
2	kochający								pozbawiony czułości
3	empatyczny								zdystansowany
4	współczujący								obojętny
5	opiekuńczy								nieopiekunczy
6	bezstronny								uprzedzony
7	ciekawski								niezainteresowany
8	tolerancyjny								nietolerancyjny
9	uczciwy								nieuczciwy
10	słuszny								niesłuszny
11	sprawiedliwy								niesprawiedliwy
12	stronniczy								bezstronny
13	legitymny (np. uzasadnione decyzje)								nielegalny (np. nieuzasadnione decyzje)
14	niezawodny								zapominający o obowiązkach
15	sumienny								zawodny
16	właściwy								niezgodny z prawem
17	rzetelny								fałszywy
18	cnotliwy (moralny)								zdeprawowany (moralnie naganny)
19	wiarygodny								niepewny



Values in Democracy Education

ValiDE Handbook

PART 3: CATALOGUE OF CRITERIA
FOR HIGH-QUALITY TEACHING
MATERIALS IN VALUE
EDUCATION



Erasmus+



Co-funded by the
European Union



CATALOGUE OF CRITERIA FOR VALUE EDUCATION TEACHING MATERIALS

PROJECT VALIDE

**University of Education Weingarten/Germany
University of the National Education Commission, Krakow /Poland
University of Agder/Norway
Global Ethic Foundation / Germany
ARKIVET Peace and Human Rights Centre / Norway
Education Center ProHarmonia / Poland**

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1. Introduction to the teaching material collection

The development of teaching materials plays a crucial role in enhancing the learning experience and supporting educational goals. In the context of the ValiDE project, the creation of teaching materials was designed to reflect democratic values and promote intercultural understanding. The process of producing these materials involved both national and project-level considerations, ensuring that the resources were relevant, adaptable, and effective in a variety of educational settings.

1.1 National level

At the national level, the creation of teaching materials was guided by the specific educational frameworks, curriculum guidelines, and pedagogical approaches of each participating country. Teachers and educators took into account the cultural and social context of their students, tailoring the materials to meet local needs while still aligning with the overarching goals of the ValiDE project. The national-level approach ensured that the materials were culturally sensitive, contextually relevant, and compliant with national educational standards.

Key aspects at the national level included:

- **Alignment with National Curriculum:** Ensuring that the teaching materials supported the educational goals and learning objectives set by national education authorities.
- **Cultural Relevance:** Adapting materials to reflect the local culture, history, and societal values, making them more meaningful and engaging for students.
- **Teacher Autonomy:** Allowing educators the flexibility to modify and personalize the materials to suit the specific needs of their students.

This report provides an overview of the didactic approaches and materials used in the Values in Democratic Education (ValiDe) project, specifically aiming at school teachers, who are interested in integrating democratic values into their educational practices. The focus of the report is to offer insights into how the project addressed the role of democratic values in the classroom, especially in the context of national curricula.

Findings from the Project Results

An analysis of the curricula in Poland, Germany, and Norway revealed that these countries referenced the *Reference Framework of Competences for Democratic Culture* (Barrett, 2020) to a rather limited extent. The RFCDC is a tool developed by the Council of

Europe to promote democratic competence, intercultural understanding, and human rights education. However, the project results highlighted, that values had a subordinate role in the national curricula of these three countries. This suggests that while democratic principles are acknowledged, they are not always given the prominence or depth of focus necessary in educational practices.

The Need for Emphasizing Values

Given these findings, the ValiDe project sought to address this gap by placing a special emphasis on values within its teaching materials. The teaching resources developed through the project were designed to provide a more substantial exploration of democratic values, aiming to fill the void identified in national curricula. The materials focused on fostering critical thinking, reflection, and dialogue on values such as fairness, justice, participation, equality, and respect.

In response to the limited attention to values in the curricula, the ValiDe teaching materials were specifically crafted to provide educators with the tools to better incorporate and explore democratic values in their lessons. This approach was particularly crucial for ensuring that democratic education moved beyond theory and became a lived, actionable part of students' educational experiences.

Ultimately, the national-level focus within the ValiDe project was to enhance the integration of democratic values in educational practices, making them more central to the curriculum and providing teachers with resources that encouraged deeper engagement with these crucial topics.

Even though democratic values are not very prominent in the three curricula, there are some characteristics in each country:

In the **Norwegian curriculum** democratic values are explicitly addressed: “Education and training shall be based on fundamental values in Christian and humanist heritage and traditions, such as respect for human dignity and nature, and on intellectual freedom, charity, forgiveness, equality and solidarity, values that also appear in different religions and beliefs and are rooted in human rights” (Department of Education, 2017). Such education and training should teach pupils about democracy, it should prepare them for democracy, and it should teach them through democracy (NOU 2019:23, p. 219).

In the **German educational curriculum**, democracy education plays a central role in fostering democratic values, civic participation, and human rights awareness. This is reflected

in the federal approach to education, where each of Germany's 16 states (Lünder, 2022) develops its own curricula while aligning with overarching constitutional principles emphasizing democracy and pluralism. Democracy education in Germany has evolved, with significant reforms since 2012 to adapt to a more competence-oriented learning framework. However, its implementation varies across states, with some emphasizing it more extensively than others.

Key Aspects of Democracy Education in Germany include:

Curricular Integration: Democracy education is primarily delivered through subjects such as social studies, history, and political science. It emphasizes participatory and experiential learning, such as involving students in classroom decision-making or school councils (Lüber, 2022; Council of Europe, 2016). The curricula emphasize developing democratic competencies, including critical thinking, understanding diverse perspectives, and fostering inclusion (Leibniz Institute for Educational Media).

Age-Appropriate Education: Early childhood education includes democratic principles such as equality, tolerance, and participation. Activities like electing children's councils or resolving conflicts collectively introduce democracy as a lived experience rather than just abstract concepts (Lüber, 2022). In primary and secondary education, democracy education becomes more structured, incorporating discussions on political systems, human rights, and global challenges (Council of Europe, 2016; Leibniz Institute for Educational Media).

Cross-Curricular Approach: Democracy education is not limited to specific subjects but is embedded across disciplines to create a "whole-school" democratic ethos. Schools integrate democratic practices in everyday activities, encouraging a culture of respect and participation (Leibniz Institute for Educational Media).

Teacher Training and School Culture: Effective democracy education depends heavily on the attitudes and practices of educators, who are expected to model democratic values. Training programs emphasize equipping teachers with the skills to facilitate discussions on complex societal issues and foster inclusive environments (Lüber, 2022).

Overall, Germany's approach combines formal curricular elements with experiential and participatory learning to instill democratic values from an early age, aiming to prepare students for active, informed citizenship.

Democratic value education within the **Polish primary school curriculum** aims to equip students with the knowledge, skills, and attitudes essential for active participation in a

democratic society. Through the integration of critical thinking, civic participation, social justice, and respect for diversity, the curriculum fosters a foundation for democratic principles, encouraging students to become informed and responsible citizens. While these values may not always be explicitly stated, they are woven throughout various subject areas, preparing students to engage meaningfully with the democratic processes in their communities and beyond. However, it is important to acknowledge some of the challenges and critiques that have emerged in recent years regarding the Polish education system. According to research by Wiśniewski and Zahorska (2020), the introduction of the new “Law on Education” (2017) led to significant disruptions within the system. The swift implementation of changes without adequate preparation, infrastructure, or consultation resulted in hasty curriculum revisions. This rushed approach led to the fragmentation of interdisciplinary teaching, where subject areas were no longer integrated as they had been in the past. Furthermore, the extended syllabi in subjects like history and Polish language were aimed at strengthening national identity but risked sidelining the development of broader democratic competencies. As educators, it is important to recognize that even successful reforms cannot be sustained if they are not fully understood and supported by the wider society, including parents. The lack of public understanding and support for changes in the education system can create fertile ground for populist movements to promote nostalgia for “better times,” often at the expense of progress. In such an environment, reforms that aim to strengthen democratic values may face resistance, and reversing these changes becomes increasingly difficult, if not impossible. Despite these challenges, democratic value education remains crucial. Teachers play a key role in ensuring that students are not only informed about democratic values but also empowered to practice them in their daily lives. By focusing on cultivating critical thinking, social responsibility, and respect for diversity, educators can help students navigate a complex and changing world while promoting a strong and enduring commitment to democratic principles.

As a common frame of reference, we lean on the “Butterfly-model” from the Council of Europe, describing a model of “Competencies for Democratic Culture” (Figure 1) which is emphasized to be considered in the curriculum of all European countries. This model considers different attitudes, knowledge and critical understanding, skills and values. We focus in particular on the values in the project, but of course also with a view on the model as a whole.

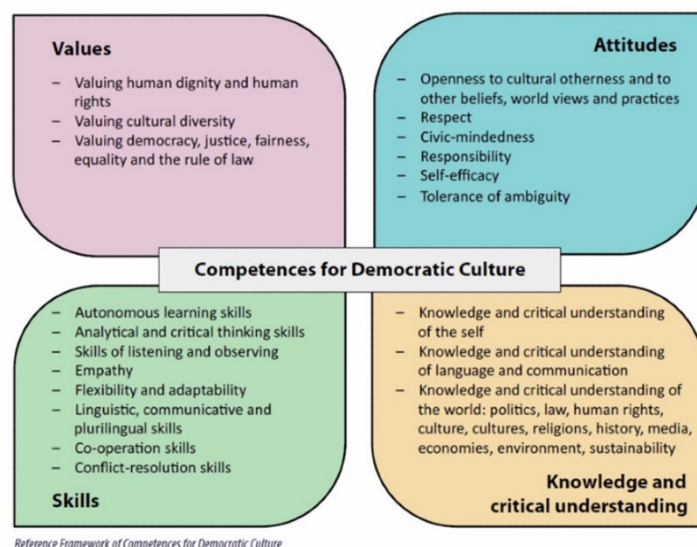


Figure 1. Model of competencies for democratic culture (“Butterfly-model”)

Source: Council of Europe, Model of Competences. <https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture/model>

Throughout the project the three countries focused on different values in more depth: In Norway the students focused on human dignity and human rights, in Germany the students were involved with the focus on diversity, and in Poland the students focused on equity and equality. This ensured little overlap in the content and that students learnt different things in the three countries, which they had to integrate at the end of the three-weeks course.

1.2. Project level

At the project level, the creation of teaching materials was centered around the core objectives of the ValiDE project, which emphasized the promotion of democratic values, intercultural communication, and critical thinking. The project-level approach focused on ensuring that the materials were universally applicable and could be adapted to different educational contexts while fostering a shared understanding of democratic principles across all participating countries.

Key aspects at the project level included:

- **Promotion of Democratic Values:** Ensuring that the materials reflected key democratic concepts such as equality, freedom, participation, and social responsibility.
- **Intercultural Dialogue:** Designing materials that encouraged students to engage with diverse perspectives and promote mutual understanding.

- **Collaborative Approach:** Encouraging the involvement of students from different countries to work together, thus enriching the learning process and fostering a sense of shared ownership of the educational resources.
- **Critical Thinking and Reflection:** The materials were developed to encourage students to think critically about societal issues and engage in reflective discussions on topics like justice, fairness, and human rights.

2. Process of Creating Scenarios and Producing Materials in the ValiDE Project

The development of scenarios and materials within the ValiDE project was guided by the principle of fostering intercultural collaboration and learning. Students were organized into transnationally mixed cooperation groups, a structure deliberately designed to present challenges while simultaneously offering significant added value. This setup encouraged intercultural communication, mutual understanding, and collaborative learning, key goals of the project.

While this approach enriched the process, it also required students to navigate complexities, such as overcoming language barriers, cultural differences, and varied working styles. Consequently, more effort was directed towards dialogue, reflection, and discussion rather than solely focusing on the refinement of the materials in terms of design, formatting, and detailed articulation of ideas.

Despite these challenges, the collaborative process proved essential. The emphasis on shared ideas and diverse cultural perspectives became the foundation of the materials' quality. The project team strongly believes that this intercultural exchange is where the true value of the materials lies, highlighting the strength of collective creativity and understanding over polished presentation.

2.1 Quality Criteria for Content and Structure of Learning Scenarios in the ValiDE Project

Content Quality

In the ValiDE project, we placed significant emphasis on ensuring that students incorporated current research and relevant theories into their lesson planning. This was crucial in helping them make informed and practical choices when designing their lessons. By

grounding their work in evidence-based approaches, students were able to develop materials that were not only relevant but also aligned with best practices in education. Additionally, we stressed that the content should be accurate, ensuring that students presented correct information that would be both reliable and meaningful for their intended audience.

Structure of the Learning Scenarios

We also highlighted the importance of embedding the teaching materials within a clear and logical course structure. A well-organized structure is key to effective learning, as it ensures that students can easily follow and engage with the content. The lesson plans should have a clear starting point, providing students with a sense of direction and purpose. Similarly, each lesson should conclude with a summary, reinforcing the key concepts and helping students to solidify their learning. This structured approach enhances understanding and makes the learning experience more cohesive and accessible.

2.2 Didactic Ideas and Learning Materials in the ValiDE Project

In the ValiDE project, students were encouraged to explore a variety of creative options for presenting their topics. The emphasis was placed on choosing the most appropriate medium to trigger the desired learning processes. The goal was to create materials that were not only engaging but also flexible and universally applicable across different educational settings and for diverse groups of students. This allowed the materials to be adaptable to different cultural backgrounds and learning environments, fostering inclusivity and accessibility.

In Norway, one of the lessons was called “Virtual Reality as a didactical method in values education in the classroom”. The learning goals were: understanding the differences between racism and prejudice, and mechanisms that create in or out groups; Having experienced VR didactics and reflected on VR in a teaching context. This lesson was inspired by the following Dembra activity. Dembra is a programme for schools for the prevention of racism, group-based hostility and antidemocratic attitudes. At dembra.no you will find teaching materials and background information for these topics. The pages can also be used for implementing prevention initiatives at the school (Democracy against prejudice and exclusion ...)

The students were presented with theory on racism and prejudice. Then the students watched a video called "Is Australia Racist?" in VR. The session was followed by questions for

reflection: What was the movie about?; What types of racism did the film address? Refer back to the topics of the introductory lecture; How did the group dynamic work in the film?; How do group dynamics influence the willingness to intervene and avert a racist incident?; What representations of "us" and "the others" does the film show? Who is "us" and who are "the others", and do these change during the film? The session ended with a short plenary discussion.

2.3 Didactical ideas for learning materials proposed by NGOs

When we sum up the NGOs approaches in ValiDE we can clearly see a pattern across all three countries. As the NGOs are not subject to the specific rules, regulations and time restrictions you may find in school and teacher education, they are freer to develop teaching methods out of their own principles, philosophies and histories. In all NGOs there is a clear objective to engage and involve the visitors, be it pupils, students or teacher students. This in turn leads to the ValiDE participants being heavily involved in the pedagogical sessions. They are encouraged to discuss, reflect out loud, criticize and thus possibly change the direction of the workshop.

So the participants in the NGOs workshops and seminars are not at the receiving end of a one-sided "teacher-student"-relation, they do not remain passive. They are encouraged by the set-up of the NGO workshop/seminar to bring in all their thoughts, experiences, attitudes, values, even emotions. In sharing these they create a third space (s. Homi K. Bhabha) in which new thoughts, new synapses, new experiences are created by the students themselves. The NGOs are the facilitators of a democratic setting and respectful atmosphere. They provide the space and time, the rules for a respectful and open atmosphere to enable the students to authentically share their innermost thoughts and feelings. The NGOs are merely moderating the debates i.e. by impulse questions, they are not steering them! What the participants learn during these workshops depends highly on the involvement and activity of the participants themselves. They shape their own learning experience in a peer group setting.

ARKIVET, Peace and Human Rights Centre, Norway

History didactics and existentialist pedagogy

Most of ARKIVETs pedagogical activities are based on historical consciousness where past, present and future are somewhat intertwined. This is a central feature of history didactics

(Nordgren, 2019). This comes from the foundations location which is a former Gestapo head quarter. When the past is constantly reinvigorated it is not sufficient to have just heard or learned about an historic event, one has to reflect on it. This creates the opportunity for all teaching about historical events to be used as reference points for introspective analysis as well as extroverted responsibility. This affects not just how and what people think about their responsibilities for what the future will look like, but also for how we re-tell or reproduce narratives. This way of critical thinking and thus de-construction is not just a didactical approach but can be used as an existential philosophical enquiry. At least there is the possibility for the participants of ValiDE to bring these approaches along and use them in every encounter with a narrative or teaching on an historical event.

One example of how this is done at ARKIVET is the way the most used teaching unit “Choices and values” is carried it. It starts with an introduction to the history of the State Archive building in which the ARKIVET Peace and Human Rights Centre is located, which was a Gestapo head quarter 1942-1945 and thus a crime scene for abuse and detention. After a tour in the permanent exhibition the pupils are gathered for what is popularly called “The stick”. This part starts from the attack on free speech on Norway under nazi occupation. From that they learn about this specific human right and from there they shall now reflect on their own responsibility and on how they execute their own free speech. They are presented with a stick that has a magnetic field. On this stick they shall put statements on the stick far or near the outer areas which are marked “OK” and “Not OK”, respectively. The statements they shall decide on are somewhat controversial, such as: “All Asian girls are so pretty” and “Does your father force you to wear the hijab?”. The students then engage in a discussion on the limits of free speech in general and the statements especially. They take lessons from past atrocities, and they learn about present human rights – namely free speech. They then reflect on their use of free speech and are encouraged to take responsibility for how and why they utilize it. This encourages the pupils to learn in the middle ground – between self-destruction and world-destruction.

Another example is what all ValiDE exchange students experienced (see “Use of history in exhibition” PR3/PR4). They were given a brief introduction to a local history of World War II in Kristiansand and what the Arkivet building was used for. Then they were taken on a tour in ARKIVETs permanent exhibition “Focal Point Arkivet”. Before they entered, they were given the task of finding aspects of the exhibition they could criticize. This could include the artefacts

in exhibition, narrative structures or the tour guides voicing among other things. After the tour they were invited to reflect on the exhibition and encouraged to come up with constructive critical approaches. After that they were shown a Power Point presentation of what the exhibition looked like from the first years (2001-2011), after a revision in 2011 (2011-2016) and after complete refurbishing of the exhibition in 2016 (2016-2024).

In short ARKIVETs didactical contribution to this project has been the insistence of critical approach to narratives and the intertwining of past, present and future which encourages reflecting on individual responsibilities.

Global Ethic Foundation (GEF), Tübingen, Germany

As Global Ethic Foundation which was founded by the Swiss theologian Prof. Dr. Hans Küng, our work focuses on interreligious education and encounter between citizens of all religions, cultures and nations. The idea of connecting people shaped by different religious and cultural environments promotes a peaceful coexistence in the world living together. In order to enhance peace among religions and nations, the idea of a Global Ethic identifies common values and standards that connect people above and beyond the boundaries of religion, culture and nationality.

The fundamental approach of Hans Küng has always been dialogue, specifically interreligious dialogue, but also any dialogue in the original sense of the word: two people coming from different backgrounds (be it politically, religiously, socially...) who enter a mutual exchange. A “true” dialogue will always leave both participants “changed”.

For a true dialogue to take place, one needs to create a safe space, rules of respectful communication even during very controversial debates as well as providing a welcoming and trusting setting. This established, the dialogue partners are able to really “show themselves”, utter their true beliefs (even if controversial or uncomfortable to the other) and thereby make themselves more “transparent” and understandable for the dialogue partner.

In sharing their own views in this open and authentic way, the dialogue partners can identify differences, which they can now accept respectfully because they understand the underlying beliefs and mind-sets. More importantly, they also find commonalities which can form a new basis for trust and understanding. This experience alters their views and attitudes and helps to create common ground for society to build on in trying times (social cohesion).

Global Ethic is shaped by a continuous interreligious dialogue and encounter, creating a space for living peacefully and in harmony together. For that reason, GEF main focus is the

educational area, encouraging teachers and pedagogical workers to use and experiment an interreligious pedagogical approach with children: i.e. learn about one's own culture and religious affiliation, but also to better understand and respect people following other religious faiths. By applying this approach, teachers are able to stimulate students' acquisition of social, interreligious and intercultural competencies. Furthermore, another complementary approach GEF recommends is the approach of "Philosophy for Children" (P4C). P4C can contribute to the development of cooperative and collaborative learning in classroom promoting critical and creative thinking. Those above-mentioned approaches provoke critical self-reflection among participants, who feel encouraged to reflect and analyze their own thinking patterns, values and world view. Certain didactic methods are useful to acquire those above-mentioned competencies. For instance, by using theater pedagogy in a workshop setting, which draws on elements of experiential education.

A very successful and highly sought after educational offer is organizing encounters with religious representatives from different religions, where the participants enter into a free exchange with them. This setting raises awareness of different faiths and religions in societal practice from a subjective perspective on a micro level. By creating this space, participants acquire interreligious and intercultural competencies and experience tolerance closely. Furthermore, those encounters and dialogues enhance the comprehension for the so-called "Other" in multicultural society by combating prejudices.

All educational offers provided by the GEF strive to establish space for real dialogue, encounters with people from (socially, politically, religiously...) different groups. Introducing the controversial to spark a dialogue and together reach a shared understanding: a common ground. This contributes in the end to higher societal cohesion, vibrant democratic culture and peace.

Working with complementary pedagogic approaches.

NGO Proharmonia, Centre of Education, Kielce, Poland

ProHarmonia uses the 'service-learning' method based on D. Kolb's experiential learning in its educational activities with children for democracy. In developing the programme, it works closely with primary education teachers from local schools who want to implement this method in their work with children.

In education through service ProHarmonia aims at the SERVICE-LEARNING model (Sigmon, 1979), in which learning goals and social action goals are of equal value and are

mutually reinforcing (in contrast to the SERVICE-LEARNING model - learning goals are more important than social service outcomes; SERVICE-Learning model- service outcomes are more important than learning goals; service-learning model- learning goals and social action outcomes are completely independent).

ProHarmony guides the process of preparation of the project by asking participants the following questions:

1. Who submits the idea of a task to be performed?
2. Who selects the tasks?
3. Who approves the tasks?
4. Who selects the methods for performing the tasks?
5. Who checks the tasks?
6. Who is responsible for carrying out the task?
7. Who decides whether a task is well performed?
8. Who benefits from a task done well?
9. Who decides that a participant/group performing a task should be withdrawn?
10. Who ultimately benefits from the project?

3. Core Aspects Driving the Didactic Approach

3.1. Learning main goals

The main objectives focus on students' social competences in terms of active participation, communication, critical thinking/critical reflection and collaborative learning. These goals refer to education in accordance with the concept of competences of the future proposed in 2021 by Jeremy Lamri. The second group of goals concerns teaching skills, i.e. mainly a constructivist approach to all educational activities related to the creation of lesson scenarios in multicultural teams. These objectives are detailed as follows:

Student Participation: Central to the approach was ensuring that students were actively involved in the learning process. They were encouraged to participate in decision-making, discussions, and hands-on activities, promoting a sense of ownership and engagement with the content.

Space for Reflection and Self-Awareness: The project created opportunities for students to reflect on their personal experiences and develop self-awareness. This encouraged deeper connections to the content and a better understanding of their own values and beliefs.

Learning from and About Others, and Learning About Oneself: An important aspect of the project was fostering learning through interactions with others. By engaging with peers from different backgrounds, students could learn not only about different cultures and perspectives but also about themselves and their own identities.

Constructivist Approach: The project emphasized creating spaces for students to develop their individual concepts and ideas. By encouraging interaction with both the material and other students, a constructivist approach was implemented where knowledge was co-constructed, allowing students to form personal understanding through communication and collaboration with teachers and peers.

Intercultural Approach: A key component of the project was making use of intercultural perspectives. The diversity of the groups provided opportunities to explore different viewpoints, fostering mutual respect and understanding among students from various cultural backgrounds. *Peace Project in Method and Content:* The project aimed to form a "peace project" through both the methods employed and the content explored. This was reflected in the focus on democratic principles, conflict resolution, and building understanding and tolerance between students from different cultures.

Knowledge Building and Critical Thinking: Students were encouraged to critically engage with the knowledge being presented to them. This not only involved absorbing information but also questioning and reflecting on it, thereby fostering critical thinking skills that are essential for active participation in a democratic society.

Addressing Controversial Questions and Moments: The project encouraged students to engage with complex and controversial issues, providing opportunities to discuss differing viewpoints and navigate difficult topics. This approach fostered a deeper understanding of democratic principles and helped students develop the skills needed to handle disagreements constructively.

Integration of Affective Learning Process Elements: In addition to cognitive learning, the project integrated affective elements to address emotions, values, and attitudes. This created a holistic learning experience, where students were not only intellectually challenged

but also emotionally engaged with the content, strengthening their personal connection to the subject matter.

By integrating these key elements into the teaching process, the ValiDE project created an environment where democratic principles could be learned, discussed, and applied in meaningful ways. Through active participation, intercultural exchange, and critical reflection, students were empowered to become informed, empathetic, and responsible citizens.

3.2 Examples of Didactic Ideas for Democratic Value Education in Primary Schools

Classroom Parliament

- a. Create a “classroom parliament” where students can discuss and vote on class issues, such as the organization of a party or project.
- b. Assign roles like speaker, representatives, and voters to mimic democratic processes.

Community Helpers Week

- c. Introduce the concept of community roles (e.g., firefighters, teachers, and local leaders) and their importance in a democratic society.
- d. Invite guest speakers or organize activities where students act as "helpers" to understand civic responsibility.

The Responsibility Tree

- e. Create a wall display where students write responsibilities (e.g., helping others, cleaning up) on leaves to attach to a tree.
- f. Discuss how responsibilities contribute to fairness and equality in a community.

Conflict Resolution Role-Play

- g. Present common classroom conflicts (e.g., sharing materials, choosing partners) and guide students to resolve them collaboratively.
- h. Highlight values like respect, compromise, and active listening.

Cultural Exchange Day

- i. Organize a day where students learn about and share traditions from various cultures represented in the class.
- j. Emphasize the democratic value of respecting diversity.

4. Learning Materials for Value Education in Primary Schools

Teaching value education to primary school students requires creativity and the use of diverse, engaging learning materials. By leveraging a variety of tools, educators can effectively communicate important democratic principles such as fairness, respect, cooperation, and responsibility.

The following examples showcase practical and age-appropriate materials that can be integrated into the classroom to make value education both enjoyable and meaningful. These resources, ranging from storybooks to interactive games and art projects, are designed to inspire curiosity, foster discussions, and help students develop a deeper understanding of democratic values in a way that resonates with their everyday experiences.

Storybooks and Fables

- a. Examples: *The Lion and the Mouse* (emphasizing kindness), *The Rainbow Fish* (sharing and inclusion).
- b. Use stories to spark discussions about fairness, respect, and cooperation.

Visual Aids and Posters

- c. Create or display posters illustrating democratic principles, such as “Everyone has a voice” or “Work together to solve problems.”
- d. Use visual charts to show classroom roles or shared responsibilities.

Interactive Games

- e. Example: A classroom board game where students collaborate to reach a goal, emphasizing teamwork and compromise.
- f. Use digital tools like Kahoot or Quizizz to quiz students on democratic concepts.

Multimedia Resources

- g. Videos or animations that depict democratic values, such as fairness or teamwork.
- h. Examples: Clips from *Sesame Street* or similar programs that teach respect and cooperation.

Activity Kits and Worksheets

- i. Printable worksheets for drawing or writing about democratic values, such as “How I can help my community.”

j. Puzzle activities where students match democratic terms (e.g., fairness, respect) to their definitions.

Art Projects

k. Create a “Democracy Mural” where students contribute ideas about what democracy means to them.

l. Encourage students to draw pictures of acts of kindness, fairness, or responsibility.

Below you find criteria for theoretical and practical approach for evaluating the quality of choosing academic content and teaching aids, teaching methods and student’s activities, assessing learning progress.

We emphasized that the students used key terms and subject terminology that could be expected at the student level.

Procedures of goals achieving

Democratic value education aims to instill principles such as equality, freedom, respect for others, participation, and responsibility in students. It equips them with the skills and mindset needed to actively engage in democratic processes and make ethical decisions. To effectively teach democratic values, educators should use strategies and methods that promote active participation, critical thinking, and collaboration in the classroom.

4.1 Strategies for Democratic Value Education

Create a Democratic Classroom Environment

- a. Encourage open dialogue where every student feels heard and respected.
- b. Establish classroom rules collaboratively, allowing students to take ownership of the learning environment.
- c. Model democratic behaviors, such as fairness and inclusivity, in interactions with students.

Foster Student Participation

- d. Give students opportunities to voice their opinions and contribute to decision-making processes, such as planning class activities or resolving conflicts.
- e. Rotate leadership roles, such as group leader or class representative, to ensure every student experiences responsibility.

Encourage Active Citizenship

- f. Link classroom discussions to real-world democratic processes, such as elections, community involvement, and civic responsibility.
- g. Promote participation in school governance through student councils or committees.

Fostering critical thinking

- a. Encourage critical thinking.

The goal is to create self-realised human beings (Hooks, 2010) – not just replace a dominating ideology with a new one (Fox, 2002). According to Willingham (i.d. i Hooks, 2010, p. 8-9), critical thinking involves «...seeing both sides of an issue, being open to new evidence that disconfirms young ideas, reasoning dispassionately, demanding that claims be backed by evidence...”.

- b. Encourage dialogue about the role of the teacher in fostering critical thinking. The teacher is a role model and because of this the teacher must not just talk about critical thinking but also practice it: “walk the talk”. It is also a demanding role that requires that the teacher can handle uncertainty. The teacher must encourage free speech and critical thinking, whilst at the same time recognize racism and extremist ideas and statements. It is important that the teacher reacts to discriminatory remarks and takes action. It is also important that the teacher practice dialogue with all students in class whilst at the same time upholding rules regarding right and wrong. In the core curriculum in Norway for example, this could mean to ensure that “All forms of discrimination must be counteracted” (The Norwegian Education Act § 1-1).

- c. Link the democratic classroom to critical thinking. What are the characteristics of a democratic classroom? «Progressive educators continue to honour education as the practice of freedom because we understand that democracy thrives in an environment where learning is valued, where the ability to think is the mark of responsible citizenship, where free speech and dissent is accepted and encouraged» (Hooks, 2010, p. 17).

4.2 Methods for Teaching Democratic Values

Discussion-Based Learning

- a. Use structured discussions or debates on topics related to democratic principles, such as equality or justice.

- b. Facilitate Socratic questioning to encourage critical thinking and exploration of diverse perspectives.

Collaborative Learning

- c. Use group projects to foster teamwork and mutual respect.
- d. Encourage students to work together to solve problems, emphasizing the importance of cooperation in achieving shared goals.

Experimental Learning

- e. Organize simulations, such as mock elections, model UN sessions, or classroom parliaments, to help students experience democratic processes firsthand.
- f. Plan community service projects to teach responsibility and the importance of contributing to society.

Case Studies and Real-Life Examples

- g. Analyze historical or current events that highlight democratic principles, such as civil rights movements or peaceful protests.
- h. Discuss inspiring figures who exemplify democratic values, like Mahatma Gandhi, Nelson Mandela, or Malala Yousafzai.

4.3 Techniques for Implementing Democratic Value Education

Role-Playing and Simulations

- a. Role-play scenarios involving democratic dilemmas or conflicts to help students practice decision-making and empathy.
- b. Conduct simulations of democratic institutions, such as voting or debating laws, to teach procedural aspects of democracy.

Dialogue Circles

- c. Hold regular dialogue circles where students can share their thoughts on topics like fairness, equality, or inclusion.
- d. Use the circle format to ensure all voices are heard and respected equally.

Peer Mediation

- e. Train students in conflict resolution techniques to mediate disputes among their peers.

- f. Use these opportunities to demonstrate the importance of compromise and mutual understanding in democratic societies.

Critical Media Literacy

- g. Teach students to analyze media and identify biases or misinformation.
- h. Discuss how media influences democratic processes and public opinion.

Reflection and Journaling

- i. Encourage students to reflect on their experiences with democratic practices in the classroom or their community.
- j. Use journals for personal reflections on how they can embody democratic values in their daily lives.

Summarizing, teaching democratic values requires intentional strategies that make principles like equality, freedom, and participation come alive in the classroom. By fostering a democratic atmosphere, using engaging methods, and applying practical techniques, educators can empower students to become active, informed, and responsible participants in their communities and the broader democratic society.

4.4 Didactical aids for Democratic Value Education

Incorporating educational teaching aids can significantly enhance student engagement and success in value education. These tools complement the teacher's instruction by reinforcing key concepts and ensuring that the core messages are clearly understood. Teaching aids help emphasize essential information, guiding students to focus on what matters most.

Moreover, they bridge the gap between abstract ideas and real-life experiences, making complex concepts more accessible. By stimulating multiple senses, educational aids cater to diverse learning styles, fostering a deeper connection to the material and promoting meaningful, inclusive learning experiences in the classroom.

A teaching aid is anything that can be used to help reinforce new information or skills. It is helpful to consider the age of your students and the subject you are teaching. You must also consider your specific students. Do they need more active involvement? Do they prefer more serious teaching aids? Are they struggling with your subject?

Create teaching aids that build on your students' knowledge and inspire them to learn more.

Examples of teaching aids for value education in primary school

Storybooks and Picture Books. Use age-appropriate stories that convey values such as honesty, kindness, or perseverance. Encourage discussions about the characters' choices and their consequences.

Role-Playing and Puppets. Create scenarios where students can act out value-based dilemmas, such as sharing or resolving conflicts. Use puppets to simplify complex ideas and engage younger learners in moral decision-making.

Visual Aids and Posters. Display posters or infographics illustrating values like teamwork, respect, and fairness. Example: A poster showing "The Golden Rule" with simple, illustrated examples of how to treat others kindly.

Interactive Games. Use board games, card games, or digital tools that promote cooperation, problem-solving, or empathy. Example: A game where students earn points for helping others or solving challenges collaboratively.

Art and Craft Projects. Engage students in creating value-themed crafts, such as "gratitude jars," where they write things they are thankful for, or posters celebrating diversity. Collaborative mural projects can also encourage teamwork and appreciation of shared efforts.

Real-Life Examples and Multimedia. Show short videos or animations depicting value-related lessons. Example: Clips from educational programs focusing on respect or friendship.

Experiential Activities. Organize activities like planting a garden to teach responsibility and care for the environment. Plan community service projects, such as cleaning the classroom or donating to a local cause, to instill a sense of responsibility and empathy.

Value Charts and Journals. Create a class "value chart" where students record acts of kindness or fairness they observe throughout the week. Provide personal journals for students to reflect on their feelings, decisions, and goals related to values.

By using these aids, you can help primary school students internalize values in a way that resonates with their everyday experiences, ensuring the lessons are both enjoyable and impactful.

5. The ways of verification educational results

The main criterium of verification recognized competence of students manifesting in their activities and attitudes. Students' activity in argumentation, discussion and cooperation is crucial for evaluation. As far as the attitudes is concerned, didactical observation of the students should be the main method of validation.

Throughout the program, the students worked with their values and attitudes. Values and attitudes are not easy to assess, but one example how we approached this was the mind-maps about human rights and human dignity, which the students worked on in Norway at the beginning and at the end of the week. In this way, their growth (pre=black; post=green) in thinking about these values became visible on a piece of paper. At the end of the program, the students filled in a questionnaire, which addressed how the student experienced the learning output about values in democracy education.

6. Catalogue of Criteria for High-Quality Teaching Materials in Value Education

This catalog is based on an analysis of value education principles and current scientific research on instructional quality. It provides a framework for selecting and designing teaching materials that foster meaningful, impactful, and ethically grounded learning experiences.

Alignment with Educational Goals

- Reflect and support the overarching goals of value education, such as fostering respect, empathy, responsibility, and critical ethical reasoning.
- Align with the curriculum objectives and the developmental needs of students.

Age-Appropriateness and Accessibility

Materials must be suitable for the learners' age, cognitive development, and social-emotional maturity. They should:

- Present content that is comprehensible yet challenging.
- Include language and imagery appropriate to the students' developmental stages.
- Be inclusive of diverse learning abilities, providing support where necessary (e.g., visual aids, simplified texts, or extensions for advanced learners).

Fostering Critical Thinking and Ethical Reflection

- Encourage students to engage in higher-order thinking processes, such as analysis, synthesis, and evaluation.
- Present scenarios and dilemmas that require ethical reasoning and reflection on values.
- Offer opportunities for discussion, debate, and consideration of multiple perspectives.

Inclusivity and Representation

- Representing a wide range of cultural, social, and philosophical viewpoints.
- Avoiding stereotypes or bias in text, imagery, or examples.
- Encouraging students to see value in different cultures, traditions, and worldviews.

Relevance to Real-Life Contexts

Materials should connect to the learners' experiences and the broader social context by:

- Providing relatable examples and practical applications of values in everyday life.
- Incorporating current societal and global challenges (e.g., environmental sustainability, social justice, digital ethics).
- Encouraging students to apply values to real-life decision-making and problem-solving.

Engagement and Motivation

- Including interactive elements, such as case studies, role-playing activities, and reflective exercises.
- Using a variety of media (e.g., videos, stories, and digital tools) to maintain interest.
- Creating a balance between structured learning and exploratory, student-led activities.

Scientific and Ethical Accuracy

Teaching materials must meet high standards of factual and ethical credibility by:

- Being grounded in verified scientific, historical, or sociological knowledge.

- Reflecting ethical principles consistently throughout the content.
- Citing reliable sources for factual claims and philosophical positions.

Promoting Emotional and Social Skills

Value education materials should develop emotional intelligence and interpersonal skills by:

- Facilitating self-awareness and self-regulation through reflective exercises.
- Encouraging empathy, compassion, and active listening in group activities.
- Supporting collaborative learning and conflict resolution strategies.

Flexibility for Diverse Teaching Methods

Materials should support a variety of instructional strategies, allowing teachers to:

- Adapt content to suit individual and group needs.
- Use differentiated approaches for diverse classroom settings.
- Integrate materials into project-based learning, discussion forums, or experiential activities.

Quality Presentation and Usability

Finally, teaching materials should be well-designed and user-friendly:

- Visually appealing with clear organization, typography, and imagery.
- Structured with logical sequencing and explicit learning objectives.
- Easy for teachers to implement, including teacher guides, assessment tools, and supplementary resources.

Summarizing, high-quality teaching materials in value education serve as a bridge between ethical theory and practical application. By meeting these criteria, they empower students to develop a grounded, reflective, and inclusive value system that informs their behavior and decisions in both personal and social contexts.

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Values in Democracy Education

ValiDE Handbook

PART 4: STUDY COURSE

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This part of the ValiDE Handbook is a collection of the results 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 Education Weingarten (HE) as coordinator, University of the National Education Commission of Krakow (HE) and University of Agder (HE), Centrum Edukacji ProHarmonia (NGO) from Poland, and Stiftelsen ARKIVET (NGO), and Global Ethics Foundation (NGO).

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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0 Introduction

In light of the rapid development of global challenges and social diversity, it has never been more important to equip future educators, especially teachers, with the tools and understanding to teach these principles. The fourth part of the ValiDE handbook therefore presents the course program, which was developed to foster teacher students' value attitudes and didactic competencies. This course, designed as a collaborative effort among Higher Education Institutions (HEIs) and Non-Governmental Organizations (NGOs), aims to provide a transformative learning experience for students by integrating theoretical knowledge with practical applications. For this purpose, higher education didactic approaches were combined with various concepts from the practice of the NGOs involved, e.g. empowerment-based pedagogy (Mayrberger, 2019; Freire, 1970), participatory didactics and experiential learning (Kolb, 1984) and non-formal education (Blumenthal, Knecht, Kočnik, Lauer mann, More, & Sigot, 2024; Coombs, Prosser, & Ahmed, 1973). The selected target group and the transferability to other study programs are also presented.

The program is unique in its approach, combining interdisciplinary methods, intercultural dialogue, and digital tools to explore how values and democracy can be taught effectively in various educational contexts. By traveling across countries, participating in workshops at key cultural and historical sites, and engaging in group work, students experience firsthand the complexities and opportunities of teaching democratic values in an interconnected world. The course also highlights the importance of reflection and evaluation, ensuring continuous improvement and deeper understanding of the pedagogical strategies involved.

This document outlines the course's vision, development, and implementation, providing insights into its objectives, methods, and outcomes. It also emphasizes the collaborative nature of the project, showcasing how partnerships across borders can enrich democratic education and prepare educators to foster a culture of mutual respect, critical thinking, and shared values in their future classrooms.

This course description as part of the ValiDE-Handbook is the result of a cooperation partnership of 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 (NGO), and University of Education Weingarten (HE) and Global Ethics Foundation (NGO). The institutions participating in the Erasmus+ project Values in Democratic Education (ValiDE) are described more closely in *ValiDE Handbook – Part 1*.

The aim of the project was to set up a course for a teacher-student exchange to prepare future students to work with values in education to foster a democratic culture at primary schools. 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 **1.2.2 and 3**.

Under point **1.2.1** the basic model of the ValiDE study course is presented, which describes how the institutions contributed knowledge to the course and how they provided the students with different tasks. Section **2** describes in detail the content and the lectures of the course.

1 Foundations and Development of the Course

The overarching goal of the *ValidE Study Course* for students is to gain a greater understanding of values shaping our interpretation of what is good, attainable, sustainable and fruitful regarding democracy education. An intention of the course is 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. This was made possible by linking the different perspectives of the three universities and the three NGOs, producing a unique combination of theory and practice.

1.1 Didactic Foundations of the Course Model

The course was developed through a collaborative effort between three Higher Education Institutions (HEIs) and three NGOs, leveraging their unique strengths and expertise to create a cohesive and coherent pedagogical framework. 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 offer lectures and seminars, while each individual NGO in the project on the basis of its uniqueness, will contribute in various degrees with seminars, but based on their distinctive characteristics, offer more experiential and practical content.

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).

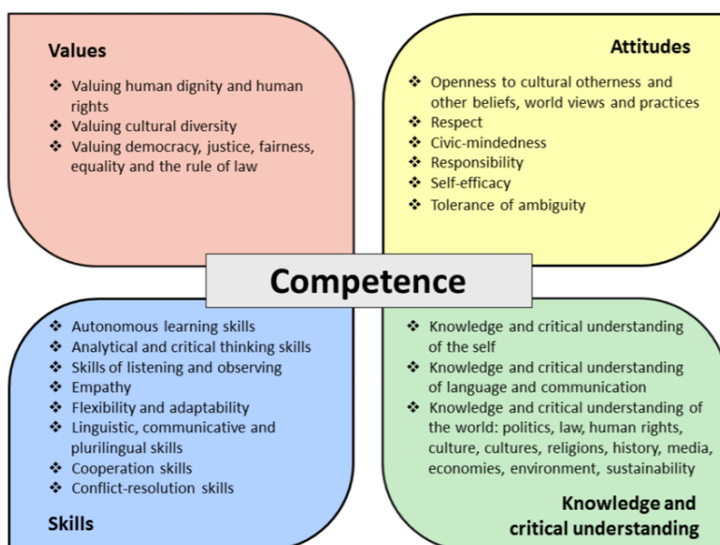


Figure 1. (Source: RFCDC, volume 1 Context, concepts and model, 2018, page 38)

The ValiDE Study Course emphasizes coherence across national boundaries while respecting the unique characteristics of each participating country. This requires harmonizing diverse educational systems and cultural perspectives while ensuring pedagogical continuity. Inspired by Biesta's (2021) framework, the course balances qualification (knowledge and skills), socialization (engagement with societal norms), and subjectification (developing individuality and agency).

The course therefore integrates the Council of Europe's Reference Framework for Competencies for Democratic Culture (RFCDC) and provides a structured approach to building competencies in values, attitudes, skills and knowledge that are essential for a democratic culture. Building on Crick's (2002) conceptualization of democracy as a societal practice and Biesta's (2013) notion of education as a "beautiful risk," the course emphasized both theoretical grounding and experiential learning. The course also draws on Nordgren's (2019) framework for historical consciousness, which emphasizes the role of history education in understanding societal dynamics and promoting democratic engagement. This was particularly relevant in the workshops conducted at key cultural and historical sites, where students explored how narratives shape collective memory and democratic values. By combining these theoretical perspectives, the course aimed to link the academic framework with practical applications to promote sustainable change in educational institutions. In concrete: The ValiDE study course must follow a model that takes into account what students should find in a preparatory course and what they should find in the activities of the exchange program so that they are prepared for what it means to "teach values".

1.2 Planning and Designing an International Educational Program

When developing the course model, it was decided that there would be two parts to the course: a preparatory course (seminar) at the respective universities and a subsequent three-week student exchange program with workshops and activities at the partners' locations in order to make use of their respective strengths and expertise. The course will incorporate innovative and creative methods, including the use of digital tools such as stop-motion animation, augmented reality (AR) and maker spaces. These approaches will allow participants to explore the possibilities that modern media can offer for communicating values and democracy, as well as promoting both engagement and critical thinking. Furthermore, the cooperating institutions within the individual countries differ in their missions and social functions. Accordingly, the universities have primarily worked with lectures and seminars, while the NGOs have offered more experience-oriented and practical content in line with their specific expertise. The course structure also provides for school visits in the individual countries. All of this should be built into the exchange program. However, the model must consider that students travel from country to country with a one-week stay in each country.

1.2.1 Development of a course model

The main didactic idea in the ValiDE project is to encourage students to explore a variety of creative options for presenting their topics. The focus here is on sensitizing students to the fact that the choice of the most suitable medium to trigger the desired learning processes is the most important factor. This should encourage them to create materials that are not only engaging but also flexible and universally applicable across different educational settings and for diverse groups of students. This allowed the materials to be adaptable to different cultural backgrounds and learning environments, fostering inclusivity and accessibility (for more see ValiDE Handbook - Part 3: Learning and Teaching Material).

For the exchange program, the course structure has been developed in such a way that students have the opportunity to perceive the program as coherent despite the travel from country to country. Each country has its own characteristics and it is important both to respect the differences and to create a

unity of processes and good transitions between the parts of the program in each country. The selection and distribution of topics on democracy and values must make use of the competence of the participants in the respective countries and their specific educational circumstances. At the same time, it is crucial to ensure coherence and continuity in the program. 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 values & attitudes	NGO What it is Similarities and differences between countries. (ICCS)	Rationales NGO Context (traditions, history etc.)	Rationales NGO Context (traditions, history etc.)	Rationales NGO 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 I Teacher Guide II Lesson Plan for Teachers
didactical knowledge school education	2) Visiting school	School	School	School	School Lesson plan B	
technical knowledge	3) Using technology (digital/analogue)	AI, Stopmotion Lego	Maker Space (UV)	Maker Space	Other: Lesson plan C	

The content for the preparatory course was defined as follows:

- Knowledge about the respective national curriculum (educational plans, etc.)
- Knowledge about national context such as traditions, history, etc.
- Basic knowledge about NGOs
- Basic knowledge about values and attitudes
- Didactical knowledge outside of school
- Didactical knowledge about school education
- Basic technical knowledge

These were set as the «students' prerequisites.»

Practical considerations for conducting the course were developed on two levels: «general perspectives», which are included in all countries and further developed in content, and «specific perspectives», which relate to the specific strengths and expertise presented above.

These two perspectives will be explored in greater depth by the partners in the workshops, seminars and lectures over the three weeks. The University of Education Weingarten (Germany) focused on religion, interreligious dialogue, and ethical dilemmas while the University of Agder (Norway) content on democratic education, historical consciousness, and the role of indigenous Sami culture delivered. Insights into identity and values within the Polish educational context provided the University of the National Education Commission of Krakow (Poland).

Each HEI partnered with an NGO to enrich the course with practical, field-based perspectives: The Global Ethics Foundation (Germany) is specialized in interreligious dialogue and global ethical frameworks (Küng, 1990). The GEF also recommends UNESCO's Philosophy for Children (P4C) approach (Topping, Trickey & Cleghorn, 2020) to help develop cooperative and collaborative learning in the classroom that promotes critical and creative thinking. Stiftelsen ARKIVET (Norway) focuses on historical consciousness and human rights education, drawing on Nordgren's (2019) emphasis on the didactics of history. As memorial site they offer the Peace and Human Rights Centre to get in touch with history. The Centrum Edukacji ProHarmonia (Poland) offers expertise in creative, non-formal

education methods, including team-building and stop-motion animation. Their 'service-learning' method bases on Kolb's (1984) experiential learning in its educational activities with children for democracy. In education through service ProHarmonia follows Sigmon's (1979) Service-Learning model.

Considering the special features of the countries, the "Use of history in exhibition" is introduced in Poland and Norway through visits to the Schindler Museum in Krakow and Dialog Museum in Kielce as well as the ARKIVET Peace and Human Rights Center, while religious sites are visited in Germany. To foster digital skills, students participate a stop-motion workshop in Poland, while the Norwegian team was inspired by the Dembra¹ activity and combined the visit of the Maker Space with Virtual Reality elements². In Germany, the Maker Space is to be made available with the support services provided at the university for the implementation of teaching materials. As we have seen in Part 3: Learning and Teaching Material, the NGOs' didactic approaches there is a pattern across all three countries: As the NGOs are not subject to the specific rules, regulations and time restrictions you may find in school and teacher education, they are freer to develop teaching methods out of their own principles, philosophies and histories. A clear objective to engage and involve the visitors, be it pupils, students or teacher students. This in turn leads to the participants being heavily involved in the pedagogical sessions. They are encouraged to discuss, reflect out loud, criticize and thus possibly change the direction of the workshop.

In this way, the participants in the NGOs workshops and seminars are not at the receiving end of a one-sided "teacher-student"-relation, they do not remain passive. They are encouraged by the set-up of each NGO workshop/seminar to bring in all their thoughts, experiences, attitudes, values, even emotions. In sharing these they create a third space (Bhabha, 1994; 2012) in which new thoughts, new synapses, new experiences are created by the students themselves. The NGOs are the facilitators of a democratic setting and respectful atmosphere. They provide the space and time, the rules for a respectful and open atmosphere to enable the students to authentically share their innermost thoughts and feelings. The NGOs are merely moderating the debates i.e. by impulse questions, they are not steering them! What the participants learn during these workshops depends highly on the involvement and activity of the participants themselves. They shape their own learning experience in a peer group setting.

In the ValiDE program, the students experience of democratic agency is built through involvement in different teaching and dissemination settings, as well as when traveling and getting along with fellow students from different countries. Central elements of the course are a focus on innovative and creative methods, including the use of digital tools such as stop-motion animation, Augmented Reality (AR), and Maker Spaces. These approaches allow participants to explore the possibilities that modern media can offer for teaching of values and democracy, fostering both engagement and critical thinking.

The main objectives of the offered components of the course focus on promoting learners' social competences related to active participation, communication, critical thinking/critical reflection and cooperative learning. These objectives relate to education in line with the concept of competences of

¹ Dembra is a program for schools for the prevention of racism, group-based hostility and antidemocratic attitudes. At dembra.no you will find teaching materials and background information for these topics. The pages can also be used for implementing prevention initiatives at school (e.g. democracy against prejudice and exclusion etc.)

² This lesson you find in ValiDE Handbook - Part 3: Learning and Teaching Material named "Virtual Reality as a didactical method in values education in the classroom".

the future proposed by Jeremy Lamri (2021). The second group of objectives concerns teaching skills, i.e. mainly a constructivist approach to all educational activities related to the creation of teaching scenarios in multicultural teams. The course thus includes:

- Student Participation
- Space for Reflection and Self-Awareness
- Learning from and About Others and Learning About Oneself
- Constructivist Approach
- Intercultural Approach
- Peace Project in Method and Content
- Knowledge Building and Critical Thinking
- Addressing Controversial Questions and Moments
- Integration of Affective Learning Process Elements

1.2.2 Organizational Implementation and Informal Learning

To support the pedagogical objectives, the course integrated organizational strategies that enhanced informal learning and intercultural exchange: 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. Shared accommodations and group activities foster informal learning and relationship-building. Workshops on AR and Maker Space technologies allow students to explore how modern media can transform the teaching of values and democracy. These tools provide innovative methods for engaging learners and fostering critical thinking. Targeted team-building and structured activities encouraged collaboration and reflection and enabled students to integrate their experiences into the course framework.

Challenges: Due to the special characteristics of the individual participating countries, harmonization is necessary. When organizing the journey, 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.

Overcoming logistical challenges, such as coordinating travel and organizing workshops in multiple countries, ensures that practical hurdles do not hinder the educational experience, but enhance it by fostering collaboration and adaptability. 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 students experience democratic self-efficacy through their participation in different teaching-learning situations and mediation settings, but also through the joint journey and exchange with students from the other countries.

The following overview shows the order in which the trips to test the ValiDE exchange program took place in the years 2020-2022. The course description of the workshops (incl. seminars, presentations, lectures) below describes the "best practice" developed throughout the Erasmus+ funded period (2022-2024) and sums up the final design of the course.

Course year 1:**Week 1:**

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

Week 2:

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

Week 3:

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

Course year 2 and year 3:**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)

1.3 Target Groups and Transferability

“Democracy is something that needs to be recreated and learned anew in every generation.” (John Dewey)

The main target group of the course presented here are student teachers for primary education, but the content can easily be transferred to other target groups, provided that their specific professional orientation is sufficiently taken into account. For pre-service professionals of other education-related fields (for example kindergarten education, social work, NGOs, 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.

The course emphasizes personal development in terms of democratic values, intercultural understanding and ethical reasoning and prepares participants for their future careers. 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.

The ValiDE study exchange program 2022-2024 offered various learning, teaching and training activities named as workshops, i.e. seminars, presentations, lectures. below describes the “best practice” developed throughout the Erasmus+ funded period (2022-2024) and sums up the final design of the course. The workshop components for adaptation can be found in the appendix.

2 Course: Content and Implementation

The ValiDE study course was designed to provide a comprehensive learning journey that combines theoretical input, practical engagement, and reflection. It aimed to foster critical thinking, creativity, and collaboration among participants, enabling them to apply democratic and values education in diverse educational settings. The following sections provide a detailed overview of the course structure and its implementation.

As we have seen before, we can differ between (1) input sessions like workshops, seminars, lectures, (2) workshops at key sites, (3) group work on teaching material, (4) reflection and evaluation (individual and in groups), and (5) regeneration and travel elements.

(1) The input workshops provide the foundational knowledge for the course. These sessions combine lectures, seminars, and interactive activities delivered by Higher Education Institutions (HEIs) and NGOs, ensuring a balanced integration of academic theory and practical insights. Key themes were: understanding democratic values and their role in education, exploring interreligious dialogue and ethical dilemmas and developing historical consciousness as a tool for teaching values.

HI and NGOs use different methods for their input sessions, like lectures and theoretical inputs based on models such as the Council of Europe’s RFCDC, brainstorming and moderated discussions on cultural similarities and differences, practical activities such as creating stop-motion animations to illustrate democratic values. All examples are in the appendix.

(2) Workshops at culturally, historically, and religiously significant locations encourage students to connect theoretical insights with real-world narratives and develop a deeper understanding of societal complexities. To focus on historical narratives and their implications for democracy, the examination of the historical memory and its impact on societal values, and the exploration of the intersection between religious values and democratic principles form another way to critically deal with the topic. School visits offer students the opportunity to observe and reflect on how democratic values are implemented in educational settings. These visits provide practical insights, raise questions of practicability and encourage the critical analysis of educational practices.

Different student activities allow the participants to engage creatively and critically with the content. These activities focus on developing teaching materials, applying theoretical insights, and gaining practical experience.

(3) In group work sessions, students design collaboratively innovative teaching materials and lesson plans that integrate democratic values. These sessions emphasize creativity, critical thinking, and adaptability. Methods here are for example: collaborative brainstorming and peer feedback sessions to refine ideas. The Application of digital tools, such as stop-motion animation, make abstract concepts more tangible. Group reflection sessions also foster intercultural dialogue and a critical engagement with ethical dilemmas. Group discussions explore cultural differences and commonalities in values education. The collaborative analysis of case studies help to deepen the understanding of ethical and societal challenges. The intercultural exchange fosters empathy, cultural understanding, and collaborative problem-solving among participants from different backgrounds. The exchange is designed to promote critical reflection and dialogue. Because of that, in all collaborative activities and projects students work in mixed-nationality teams to address societal challenges.

(4) Reflection and evaluation are integral to the course, ensuring that students connected their experiences to broader educational and societal contexts. This element emphasizes self-awareness, critical thinking, and continuous improvement. For individual reflection we use the ValiDE Evaluation Tool (see *ValiDE Handbook – Part 2: Evaluation Tool*). Students maintain logbooks to document their personal learning journeys, focusing on self-awareness and values development.

At the end of the course, students participated in an evaluation session where they discussed the program's impact on their professional and personal development, providing actionable suggestions for future iterations. This meta-level evaluation focused on assessing the course structure, content, and methods. Feedback from participants was used to refine the program and ensure its relevance and impact.

(4) As we have seen, regeneration and travel phases of the exchange program play a fundamental role in fostering informal learning, group cohesion, and the processing of workshop experiences. While the structured workshops and educational sessions provided theoretical and practical insights into democracy and values education, the moments outside of formal instruction—during travel, leisure activities, and shared social experiences—offered critical opportunities for reflection, intercultural exchange, and personal growth. In the revision of the course, input elements were therefore replaced with regeneration elements.³ Shared leisure activities such as sightseeing, communal meals, or attending cultural events contributed to deeper intercultural understanding and strengthened social bonds within the group. In this way students naturally compare their own cultural backgrounds and societal norms. Participatory group dynamics help students to develop social skills essential for democratic engagement, such as negotiation, conflict resolution, and consensus-building.

The very act of traveling—moving from country to country, organizing accommodations, and dealing with unexpected disruptions—offers real-world problem-solving scenarios that reinforced key educational objectives. Students learn to adapt to new environments, manage uncertainties, and engage in critical thinking in unfamiliar contexts. The travel and regeneration phases of the exchange program are far more than logistical necessities—they are essential components of the learning process. They facilitate informal learning, supported deep reflection, strengthened group cohesion, and allow for meaningful intercultural engagement. By overcoming challenges together, navigating new cultural environments, and processing their experiences, students deepen their understanding of democratic education in ways that structured workshops alone could not provide.

Incorporating Kolb's Experiential Learning Cycle, Biesta's (2021) framework of qualification, socialization, and subjectification, and Nordgren's (2019) emphasis on historical consciousness, the

³ It was assessed to what extent input could be removed, shortened, or transferred to the online course.

program successfully demonstrates the power of learning beyond the classroom, reinforcing the idea that democracy is not just taught—it is lived and experienced.

3 Lessons learnt and additional online course

3.1 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 organizing 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 program, it was recognized 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.

3.2 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.

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Appendix: ValiDE study course – Module Manual

The ValiDE study course consists of two parts. It's designed as a preparation course, after revision an online seminar, and an exchange program. 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. 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.

1 ValiDE study exchange program: Learning, Teaching and Training Activities – Best Practice

1.1 Workshops in Poland

1.1.1 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	Dixit cards version with paintings presenting works of art collected in the National Museum in Krakow; Circle of Life/ Wheel of life - coaching tool; Author's exercise scheme to determine: What shapes us? What experiences us? What protects us? - flipchart with the contour of human body; M. Seligman's concept PERMA - flipchart; A sheet of paper with questions about various situations, to look for similarities and differences between participants.
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"> a) shape the individual, b) build his experience, c) 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	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

1.1.2 Visit to the Museum of Dialogue

Time required	1 hour
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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	

1.1.3 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	

1.1.4 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	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.
Material used	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
Opt. theoretical background	
Short description	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 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

	<p>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.</p> <p>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.)</p> <p>Workstation:</p> <p>Stage 4. Assembly</p> <p>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.</p> <p>Watch completed productions together. Congratulate participants on a job well done.</p> <p>Summary of workshops</p> <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	

1.1.5 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

	<p>during the Nazi/German occupation from 1939 to 1945.</p> <ul style="list-style-type: none"> • 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	<p>Oskar Schindler's Factory Krakow during the Nazi occupation 1939 – 1945, https://krakowwiedzanie.pl/en/oskar-schindlers-factory/ Sroka, M. (1999). The university of Cracow library under Nazi occupation: 1939-1945. <i>Libraries & Culture</i>, 1-16.</p>

1.1.6 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	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.

	Group discussion revolves around minority and majority related topics with a focus on participatory and anti-discriminatory practices.
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	Crick, B. (2002). <i>Democracy: A Very Short Introduction</i> . Oxford: Oxford University Press. Okitikpi, T., Aymer, K. (2010). <i>Key Concepts in Anti-Discriminatory Social Work</i> . London: Sage Publications Ltd. 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

1.1.7 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>

1.1.8 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</p>

	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.
Literature	Batest, B. (2023). <i>Learning Theories Simplified: ...and how to apply them to teaching</i> , SAGE McCulloch, M., & Carroll, M. (2018). Understanding teaching and learning in primary education. <i>Understanding Teaching and Learning in Primary Education</i> , 1-432.

1.1.9 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
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	Discussion about innovative forms, methods and didactic aids during preparing scenarios for classes related to democratic values Analysis of the principles of education for democratic values Presentation & Discussion of first results and ideas, using group feedback for further work
Material used	Presentations
Opt. theoretical background	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.
Short description	Crafting effective lesson plans requires an understanding of the school's socio-cultural context

	<p>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> <p>Feiman-Nemser, S. (1989). <i>Teacher preparation: Structural and conceptual alternatives</i>. National Center for Research on Teacher Education.</p>

1.1.10 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	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. Hapanowicz, P. (2022). Tadeusz Kościuszko and Liberty. <i>The Polish Review</i> , 67(4), 34-60. 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.

1.1.11 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.

1.1.12 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	<p>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 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>

1.1.13 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 dangers posed by populist and far-right movements prevalent in contemporary EU countries. • 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	<p>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>.</p> <p>Groenhuijsen, M., & Pemberton, A. (2011). Genocide, crimes against humanity and war crimes. <i>A victimological perspective on international criminal justice</i>, 7-34.</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>

1.2 Workshop in Norway

1.2.1 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	

1.2.2 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	

1.2.3 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</u>

1.2.4 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

1.2.5 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?

	<ul style="list-style-type: none"> • 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	

1.2.6 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)

1.2.7 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	

1.2.8 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.

	<ul style="list-style-type: none"> 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> 2 Sami reindeer herder tells a story about her life in the tundra https://youtu.be/_rBU25yAyeI?si=HOMPAhw692rJdUvo

2.1.1 Workshop: Racialised discourse in Norwegian curriculum

Time required	2 hours
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. <u>Journal of Education Policy</u> Volume 34, 2019 - Issue 3: <u>Equality and Justice in Education Policy</u> . Full article: <u>Patterns of racialised discourses in Norwegian teacher education policy: Whiteness as a pedagogy of amnesia in the national curriculum (tandfonline.com)</u>

2.1.2 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

2.1.3 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	

2.1.4 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.

2.1.5 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	

2.1.6 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	

2.2 Workshops in Germany

2.2.1 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	<p>Taylor C. (2009). <i>Ein säkulares Zeitalter</i>. Suhrkamp, Frankfurt am Main.</p> <p>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.</p> <p>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/ https://europeanacademyofreligionandsociety.com/news/insights-from-the-dashboard-education-across-europe/ https://europeanacademyofreligionandsociety.com/news/the-myth-of-meritocracy/ https://europeanacademyofreligionandsociety.com/news/awareness-of-normativity-as-a-tool-for-dialogue/ https://europeanacademyofreligionandsociety.com/news/normativity-religion-and-ethnicity-in-the-school-system/</p> <p>Riitaoja, A. & Dervin, F. (2016). Interreligious dialogue in schools: beyond assymetry 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>

2.2.2 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>

2.2.3 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

	<ul style="list-style-type: none"> 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 Guided/counselled collaborative work in multi-national groups Guiding questions/strategy check exchange on the state of work Give and get feedback Encouraging self-organized collaboration and production process</p>
Material used	<p>Selected aids on main aspects of the process guiding questions for a concise survey and didactic comments on the learning, ideas and material</p>
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 Stand up presentations on: (1) state of work/tasks accomplished (2) envisaged product in the making (3) assistance and aids needed Self-organized collaboration time in groups: group reflection, revision of the content, development/clarification on didactics Next steps/tasks: (e.g. choice of didactical tools to be applied; production of material to be used; optional teaching strategies etc.) 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. https://rm.coe.int/prems-008318-gbr-2508-reference-framework-of-competences-vol-1-8573-co/16807bc66c</p>

2.2.4 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	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
	Prompts: 1. What role do religions play in relation to democratic values and a democratic basic order in EU societies 2. What does interreligious dialog mean for society and for specific communities, e.g. a school community?

2.2.5 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	Input PPT Work in groups
Material used	PPT (attached) - 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	Hans Küng, Global Responsibility. In Search of a New World Ethic, New York / London 1991; 1993; Eugene/Oreg. 2004. Towards a Global Ethic. An Initial Declaration of the Parliament of the World's Religions (extended by 5 th Commitment to a Culture of Sustainability and Care for the Earth (Toronto 2018).

	https://parliamentofreligions.org/wp-content/uploads/2023/05/Global-Ethic-PDF-2020-Update.pdf
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2.2.6 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>

2.2.7 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> <p>1) What have I learned for myself (insights, experiences, knowledge gained)? How did the theatre workshop help me to discover “my” set of values?</p> <p>2) Do I see transfer options to primary school and if so, which ones?</p> <p>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?</p> <p>4) How does my set of values affect my attitude, behavior and decisions in everyday life (and therefore also my teaching)?</p> <p>5) What can I do to become an un-biased teacher?</p> <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	---

2.2.8 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?

	<ul style="list-style-type: none"> • 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)

2.2.9 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?

	<ul style="list-style-type: none"> • 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	<p>Students sit in little groups in different primary classes and observe a “Global Ethic lesson”.</p> <p>Afterwards each group evaluates the lesson together with their host teacher.</p> <p>Finally, all of the students reflect on their experiences together with the headmaster, the project staff and the involved teachers.</p>
Literature	“ValiDE Student Exchange 22_Tasks for GEF” (attached)

2.3 ValiDE Online Course Module

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.

2.3.1 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	<p>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</p>

	for the crucial task teachers meet shaping and practicing democratic values in schooling.
ValidE Material	<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

2.3.2 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>
ValidE Material	<ul style="list-style-type: none"> • Material for preparation and tasks (Presentations and Reader) • Checklist for individual preparation

2.3.3 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	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
Literature	<p>“Entre les murs” – What’s it got to do with democracy?</p> <p>CDC – Teacher Reflection Tool</p> <p>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.</p> <p>https://www.cambridge.org/core/books/cambridge-handbook-of-democratic-education/what-is-democratic-education-and-why-should-we-care/E34DFB4E09DA5EF298AF700132FB05F6</p>
ValiDE Material	<ul style="list-style-type: none"> • Material for preparation and tasks (Presentations and Reader) • Checklist for individual preparation • Checklist for preparation in trinational groups

2.3.4 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
ValiDE Material	-

2.3.5 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.
ValiDE Material	<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) • Checklist for individual preparation • Flow Chart • Example: ValiDE Schedule student exchange program

2.3.6 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
ValiDE Material	<ul style="list-style-type: none"> • Self-Assessment

2.3.7 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

	<ul style="list-style-type: none"> 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	<p>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:</p> <ul style="list-style-type: none"> OER introduction How-to search and find OER How-to use OER How-to create OER <p>Use self-learning material by creating learning and teaching material on values</p>
ValiDE Material	<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>

2.3.8 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	<p>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.</p>
Literature	<p>Lyngsnes, K. & Rismark, M. (2017), <i>Didaktisk arbeid</i>, Gyldendal Akademisk, Oslo.</p> <p>Postholm M. B., Haug P., Munthe E. & Krumsvik R. J. (2016), <i>Lærerarbeid 5-10. For elevenes læring</i>, Cappelen Damm, Oslo.</p>

3 Detailed description from the perspective of each partner organization

3.1 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.

3.1.1 Input Workshops of HEs and NGOs

In Poland 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 heterogenous 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 lied 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) 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 and its Peace and Human Rights Center. 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 three 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 ARKIVET's 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 und 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.

3.1.2 School visits

In Krakow, Poland, 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.

3.1.3 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.

3.1.4 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 analyze and evaluate the course on a meta-level for democratic influence. This served as a means of evaluating and improving the course program. Participants provided feedback on the content, methodology, and organization 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 summarize our lessons learnt.