



Added VALue Learning for Preschool Teachers & Pedagogical Coordinators (AVAL)  
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# GUIDELINES FOR THE IMPLEMENTATION OF VALUES EDUCATION IN PRE-SCHOOL AND PRIMARY EDUCATION



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<http://valueseducation.odl.org/>



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# I. INTRODUCTION

There are things that have to be “learned” from a very young age because they help us to become accomplished people: respect for ourselves, respect for others and the acting with care. The aim of the Added VALue Learning for Preschool Teachers & pedagogical coordinators (AVAL in short) project was to provide pre-school and school teachers with tools and guidance that helps them to teach children how to develop a deep commitment to values in a way that is appropriate for their age group (0-3, 3-6, 7-11). Our aim is to create habits in the children that determine any performance in the future, a transfer of values that remains in the long term that extends during all their lives.

This guidelines document is for the pedagogical coordinators, teachers and all educators to support their implementation of values education in pre-school and primary education. It is both an awareness raising document about the meaning and importance of values education in our interpretation, reflected in the developed learning materials and to walk through the steps to consider when introducing them to the institutions educational program.

The following part of the document consists of

- What is values education?
- Different levels and aspects to consider when introducing values education: a checklist.
- Guidelines and recommendations that are of interest of the whole European communities of practice.  
These guidelines and recommendations come from the validation workshops that were held on the national level in all partner countries: Spain, Croatia, Slovenia, Greece, Cyprus, Hungary, Romania and Germany.
- Highlights of national guidelines in order to share the focus and concerns of the participating countries ECEC professionals regarding values education.
- National guidelines that are specific to the country of the language you are reading the present text.

Specific national guidelines are not translated to English as they are only of interest of the professionals in the specific country. If you are interested in reading the state-of-the-art of values education in ECEC and primary school in the participating countries in English, please refer to the country reports prepared as part of the needs analyses at the beginning of the project. All reports are available in English on the project's website:  
<http://valueseducation.odl.org/project-outputs/>

## I.1 TEACHING VALUES

Education consequently must be an education of values. Today pre- and primary school education is defined as what is offered to children for their INTEGRAL DEVELOPMENT not only in cognitive aspects, but also

socio-emotional educational aspects through experiences of pedagogical and recreational socialization. This definition is perfectly valid regardless of the age of the child. The methodologies to be utilized could vary, but the essence of the concept will remain constant and lifelong.

Values education is one of the most important ingredients in the "recipe for the good education of the XXI century" if we really want to offer an integral education to prepare students to be active and responsible citizens.

Arguing from the premise that when children are born they are not cognizant of the roles, norms, standards of conduct, and the moral and social values of their community, educational agents are converted into facilitators of experience and relations that facilitate their progressive social maturity.

We can define a value as a real, desirable, objective, and convenient element for human beings who interiorize it through individual experience, and which is converted in a moral norm of conduct.

Children through their experiences select, choose, and make their own a system of values that help them to develop a moral conscience and to acquire the individual commitment of organizing their conduct and put it into practice.

Education must offer a conduct guide to children from their early childhood, promoting the internal maturity necessary for acquisition of an autonomous conscience.<sup>1</sup>

These small people in the first stages of development are opened to knowledge of themselves, to a world that surrounds them, and to the people in their environment in which they live. This environment must offer role models who transmit positive values accepted by the community, helping them to distance themselves from negative values and destructive forces as well as learn how to deal with these energies.

In order to learn to live together, *it is necessary to instruct from early childhood the norms that govern or should govern living together.*

The fundamental achievements of personality development in early education consist of the formation of self-conscience and of subordination and hierarchy of motives. Thanks to this, children acquire a rather stable interior world that allows them actively and consciously to participate in the world that surrounds them. It also imprints on them a determined tendency in all their conduct.

The fundamental condition that allows us to speak of personality formation at this age is that their

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<sup>1</sup> If "conduct guide" is too strict of a description, education can also be described as an offer and incentives to support development at the individual level of moral development. Please refer to the levels of moral development according to Kohlberg: <https://courses.lumenlearning.com/teachereducationx92x1/chapter/kohlbergs-stages-of-moral-development/>

comportment is foreseeable, which implies a definable direction of behavior. The main point of this formation is the observance of rules of conduct that are socially acceptable. These are norms that children assimilate in their activity and in communication with adults and the surrounding world, and that allow them to regulate their conduct more effectively in subsequent stages.

From this point of view, values take shape in the process of development of the individuals from their earliest stages.

Within this conception of MORAL NORMS OF CONDUCT, values are infinite in the sense that reality is objective and ideally oriented. This means that carrying out actions that encompass an important range of aspects based on reality, constructs the bases for the formation of multiple values.

The educational programs for the formation of values at early ages must:

- easily apply to practice,
- Offer positive role models, and
- transmit fundamental or virtuous qualities.

The formation of values in early education must be carried out in the same way that habits, abilities, knowledge, and capacities take shape. It should also be carried out through the same educational processes and procedures - that is to say IN A GLOBAL MANNER.

In the first years of life, values, like everything with children, have a global focus, just as concepts, norms, notions, capacities, abilities, and other psychological formations do. This is true because the activities of children at these ages have a generalized character.

Within the global focus of children the distinct and specific values that are going to characterize the adult human are established, though the specific values possessed by such youngsters cannot be affirmed.

Only at the end of this early stage (the first years of life) do we begin to see a differentiation of these global values, in that affective and cognitive development that permits greater knowledge and personal experience of surrounding reality.

In all psychological formation it is impossible to act directly on the structuring of values, capacities, and motivation. Therefore it is necessary to carry out well organized and methodologically conceived activities that allow children to orient themselves when carried out. This base of orientation is transferred to any other similar activity and progressively forms capacity, motive, and value according to what is intended to be formed.

From our point of view it is a conceptual error to attempt to directly form values. What should be done is work on abilities, habits, concepts, notions, and personal experience that will result in the formation of values.

Values are not taught as values, but rather arise as a consequence of doing activities that children find interesting. In these activities actions are performed that affect the composition of these future values.

When in role-playing or in an acting performance the hero helps her/his needy friend, a determined influence on concepts of friendship and human solidarity is affected. Slowly through repetition and enrichment of this activity a subsequent personality value is formed.

Values as we know them are learned and chosen in quotidian life through behaviour that children assimilate and through what they observe in adults. The formation of values can occur spontaneously or be directed pedagogically. Pedagogical direction of the formation of values guarantees that the individual value accords with social norms and values. If the activities that are offered for the formation of values are accompanied by emotional satisfaction and welfare, children will tend to repeat them. Such activities will become habitual because they will begin to form a part of the system that regulates children's conduct.

That is to say that the formation of habits and the performance of activities directed at value formation should develop feelings and personal experiences in children and not only external reinforcement to orient their conduct. In this sense, knowledge for knowledge's sake does not guarantee value formation. Instead it must be accompanied by personal emotional experience that expresses the unity of affective and cognitive processes.

Keeping in mind the characteristics of age (and here it is important to remember times of excitement and inhibition of the basic nervous system of children) and the fact that children work with what interests them, we have framed VALUES EDUCATION in a series of eminently recreational activities that have special meaning for children and it should become a transversal program that is developed through all the activities of a learning center.

### **What is values education?**

**VALUES EDUCATION** implies the formation of a conjunction of traits, norms, values, and behaviour for children. This group of psychological qualities of personality are inseparable from any area of development and conduct of children.

These qualities are focused on two great aspects of the personality of children--the Self, referring more directly to the formation of their character, temperament, and other internal psychological formations, and the projection of the self on the environment that surrounds children, that is the family, the local community, and society in general.

This is a dialectic interrelation, given by the unity of cognitive and affective factors, the "Self" expresses in its essence the formative action of the medium on children. The "Self and others" expresses the action of the child on this medium. In this sense it is necessary to remember that all psychological qualities are at first an interpsychological relation of children with those that surround them. Later it becomes an intrapsychological relation of the Self. Therefore, the establishment of limits between the personality development area (the internal psychological zone) and the other area (the external social zone) is at times inconsistent and not very scientific.

The relation of traits, norms, values, and behaviour that are indicated below must focus on this concept. Only the fact that in pedagogical work emphasis is given to one aspect or the other is what allows them to be differentiated.

Direct work on the formation of values cannot be done. Instead the formation of habits, concepts, notions, and personal experiences that will result in the formation of values is to be carried out through well organized and methodologically conceived activities that allow children to orient themselves in their performance. This base of orientation is transferred to any other similar activity and progressively forms the capacity, motive, or the value that is intended to be formed. This means that value formation is really a transversal axis that must be utilized in all the content of the activities that the children carry out. It must be incorporated as a general objective within the planning of any activity.

Knowledge of educational practice leads us to claim that it is necessary to work with the transversal axes of the curriculum and with the rest of the objectives and content in a structured manner as one of the blocks that make up the curriculum.

Work with values exclusively as transversal axes has the important disadvantage of difficulty in relating the general objective to the more specific objectives. This disadvantage often leads to the discarding of this pedagogical practice. Working this general objective into other activities and evaluating it in reference to the specific objectives of the activity can be difficult. On the other hand the excessive cognition in the previously cited programs limits work of the transversal axes to mere verbal observations on the part of the educator. This does not guarantee the realization of the value.

Offering activities specifically directed toward carrying out actions that result in the formation of values is not a pedagogical contradiction in the global focus of value formation.

This way in certain moments the value is integrated as a general objective within any general activity, and the value is worked with in other activities as particular and specific content. The realization of one or another methodological procedure depends on the characteristics of the group, the focus of the content, the objectives of the activity, and so on.

## II. INTRODUCING VALUES EDUCATION IN YOUR INSTITUTION

The working definition of ethic and values education in our project is described in the AVAL Handbook for Teachers and Parents as *all aspect of education which either explicitly or implicitly relate to ethical dimensions of life and are such that can be structured, regulated and monitored with appropriate educational methods and tools.*<sup>2</sup>

Learning materials developed in the AVAL project are directly related to value education and are divided into 3 main pillars that can be combined with relationship concepts in the following way:

### SELF-EXPLORATION

ONE SELF - Ethical values - Personal values

Developing and understanding personal values and their relation to one's thoughts, emotions, needs and wishes.

### RELATIONSHIP

ONE SELF AND THE OTHER - Democratic Societal Values

Understanding the set of social values and how we interact with other people by developing different relationships in our community.

### STEWARSHIP

ONE SELF AND THE ENVIRONMENT - Environmental values

Exploring the biological world and raising awareness of environmental problems for which we can find ecological solutions that raise quality of healthy life.

Learning materials employ different methodology for each of the three age groups: 0-3 years, 3-6 years and 7-11 years. Learning materials are suitable for children's learning abilities in the designated age range and respond to the appropriate stage in their cognitive, motoric, emotional and moral development.

### II. 1 Considerations to make

As educational contexts and regulations differ at national level, our aim is to provide you with milestones in integrating and/or enriching the existing values education practices in your institution. Below you will find a checklist of all the instances you should study when you are to introduce values education to your institution.

<sup>2</sup> INTRODUCTION TO ETHICS AND VALUE EDUCATION (EVE) AND OVERVIEW,  
In: AVAL Handbook for Teachers and Parents (2019)

**Ministerial level** criteria of values education

Do educational laws have any regard on values education? Is there any criteria of these learning provisions? Does regulations have any direct effect on the work you are about to do? National guidelines will provide you with answers to these questions, please refer to chapter IV. for the specifics in your country.

**School level** assessment of values education

Does your school have a code of conduct or declaration of ethics? Is there any criteria or focus that would support your initiative? Should the school have some kind of declaration on its ethical conduct?

Here you can find a good example on Declaration of Ethics in the school (in English):

<https://www.educatetogether.ie/app/uploads/2019/01/Educate-Togethers-Charter.pdf>

Assessment of the institution's educational program:

What is the profile of your institution? Environmental protection, sports, languages and cross-cultural understanding? Define the main focus of the activities of the institution and familiarize yourself with the pedagogical program.

Demands and opportunities coming from Ministry and/or the governing/funding body

Are there any specific demands coming from the municipality or the state? Are there initiatives (with possible funds) that the institution could partake through these activities? Are there any restrictions or rules of conduct that you had to adhere to?

National selection based on the validation workshop feedback

The national guidelines chapter intends to help you in this regard by providing recommendations of integration.

Possible integration of the learning materials: where, when and to whom?

Take account your institutions resources: how many of your colleagues would be interested and able (have time and energy) to partake in the integration? Which class (group) or extracurricular groups would benefit from it? When would be the best time to try something new? Define the age groups of the children, their number, when to work with them and which educators to collaborate with.

**Class level** assessment of values education

You have the selected groups or classes: do they have any declaration on ethical conduct between the kids and the educator?

[Here is an example of class rules in Spanish: https://drive.google.com/file/d/0B8HN9oCT-nX0eWRnOS1mSmpXTTA/view](https://drive.google.com/file/d/0B8HN9oCT-nX0eWRnOS1mSmpXTTA/view)

Selection of learning materials you want to use

Go over the pedagogical program of the chosen groups in a given topic and try to match it with the exercises in values education from the AVAL handbook.

AVAL Handbook: read the exercises; tailor it to your needs when necessary.

Preparation: downloading, printing of materials needed.

Implementation of the learning materials

Institutional evaluation: we advise you to have a short discussion on the pros and cons of the implementation.

You can create a simple survey along these questions or have a short discussion:

- Was it ok for the age group it was intended?

- Was it easy to implement for the teachers?
- What worked good and what needs to change? Create your own version of the exercise.
- Should you integrate it in the learning provision?

The feedback can also include a panel of the parents to give feedback on the experience.

□ Feedback to the community

Your experiences with the materials are very valuable! Share it in professional circles, conferences. Some countries have a national AVAL platform, where educators can rate and comment the materials and upload their own versions. Check in the national guidelines if you have this opportunity in your language.

*A good example*

*In the annex please find Sandra Mattes's analyses as a good example. She was one of the piloting educators in Germany and agreed to share her process of integration. The study is in English.*

### III. Highlights of the national guidelines

In order for the developed learning materials to be of best use in different educational and cultural environments, the AVAL partnership put a great emphasis on localization. It started with the translations, where rhymes and tales needed to be found in the local context for the same effect as the original. Moreover, it was important to provide guidelines for educators in the different countries how would the integration be most effective.

Guidelines are created specific of the partner countries, thus different national guidelines are not translated to all languages.

One of the main inputs of the guidelines are the state-of-the-art reports of values education of the participating countries that reflects upon legislative demands both national and local (or regional). The other main inputs are the validation workshops that were held in each country.

The main aim of the validation workshops is to gather feedback from experts and practitioners for the development of the final guidelines for the pedagogical coordinators to implement values education in pre-school and primary education. ECEC experts, primary school pedagogical coordinators, ECEC practitioners and representatives from other educational institutions (e.g. museums, libraries, etc.) were invited.

In the following chapter we highlight some of the recommendations of the national experts. These discussions are of the interest of the international community of educators, providing theoretical food for thought or practical advices for implementation.

All reports from the national validation workshops are available in English as an annex to this document.

## Peace education - Spain

*“Establishing lasting peace is the work of education; all politics can do is keep us out of war.”*

*Maria Montessori*

We are aware that when a child is born, his/her brain, except for a series of reflexes that allow the child to survive (unconditional reflexes), is free of genetic and constitutionally inherited behaviours, and s/he owns an infinite array of possibilities and capabilities to take in all the social experience accumulated by mankind during hundreds of generations that are transmitted to him or her by the adults in charge. This capability for a child to receive stimulation from the world that surrounds him/her is what is called the “*human brain plasticity*”. The child, when born, does not know the values and the characteristic of the society where s/he is going to live. S/he has to be taught.

*Peace education is the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviours to live in harmony with oneself, with others, and with the natural environment.*

AVAL project seeks to provide school teachers with elements that will help them educate the youngest children in love and respect for their fellows. Teachers will be able to access pedagogical and methodological procedures that will help them to develop in children the norms, values, concepts and behaviours that promote the acceptance of peace and the rejection of violence as essential components of their personality. Reviewing the AVAL IOs, teachers may think that the goals of AVAL partners are to create habits in the children that will determine their behaviours in the future, through a transfer of values that will continue during all their lifetime.



## The Existential Self - Italy

Excerpt from validation interview with Associate Professor of Developmental and Educational Psychology, Prof. Paola Corsano from the University of Parma.

**Q: Why is the existential self so crucial for the age group 0-3?**

**A:** All values are intrinsically ethical. It would be more appropriate and in line with the findings in child development to distinguish individual values from relational values. The knowledge and understanding of oneself are the starting point, the basis for any relationship with others. The existential self is the first to appear; it allows us to feel like a person distinct from all the others. The concept and developmental stage, often overlapping with that of personal identity, expresses the uniqueness of each child, his/her feelings of individuality and intentionality in the action, and also the ability to be aware and understand behavior.

**Q: If the existential self is a core developmental state, what could be a suitable way to engage with this very particular age group 0-3 around the individual discovery of the existential self?**

**A:** Self-reflection (mirroring). Looking at the mirror and thinking "that is me" also call the "mirror phase" by Jaques Lacan that can feel rather unsettling. The face the child see in the mirror not necessarily looks at he/she feels. We can assume that there is a process of learning to recognize oneself in a mirror.

"The mirror as a tool for reflection of the Self and about the Self. The first experimental studies on the emergence of self-awareness in children have been conducted from the "casual" observation of the attitude of concern shown by toddlers in front of a mirror. The view of their as yet unknown reflection in the first year of life produces a reaction of a social nature, similar to that observed by placing one child in front of another; later, thanks to the discovery of the contingency of movement, it causes a sort of bewilderment and anxiety, which gradually leads to the discovery of their own identity and the existence of a virtual space. Very important the pioneering and still current studies of René Zazzo, the French developmental psychologist, about the use of mirrors and other reflective surfaces for self-knowledge. In the wake of these studies, there are possible interventions to encourage in children, through games with their own images in the mirror, a "reflection period or a rational meditation upon themselves and their various possible identities. "(Paula Corsano)

What are activities around the topic self-discover and the relation with others?

- Paint a self portrait
- Paint a friend

Pay attention to the attention span of the age-group:

- Age group 0-3: The maximum attention span is from 5 to 10 minutes
- Age group 3-6: The maximum attention is 30 minutes

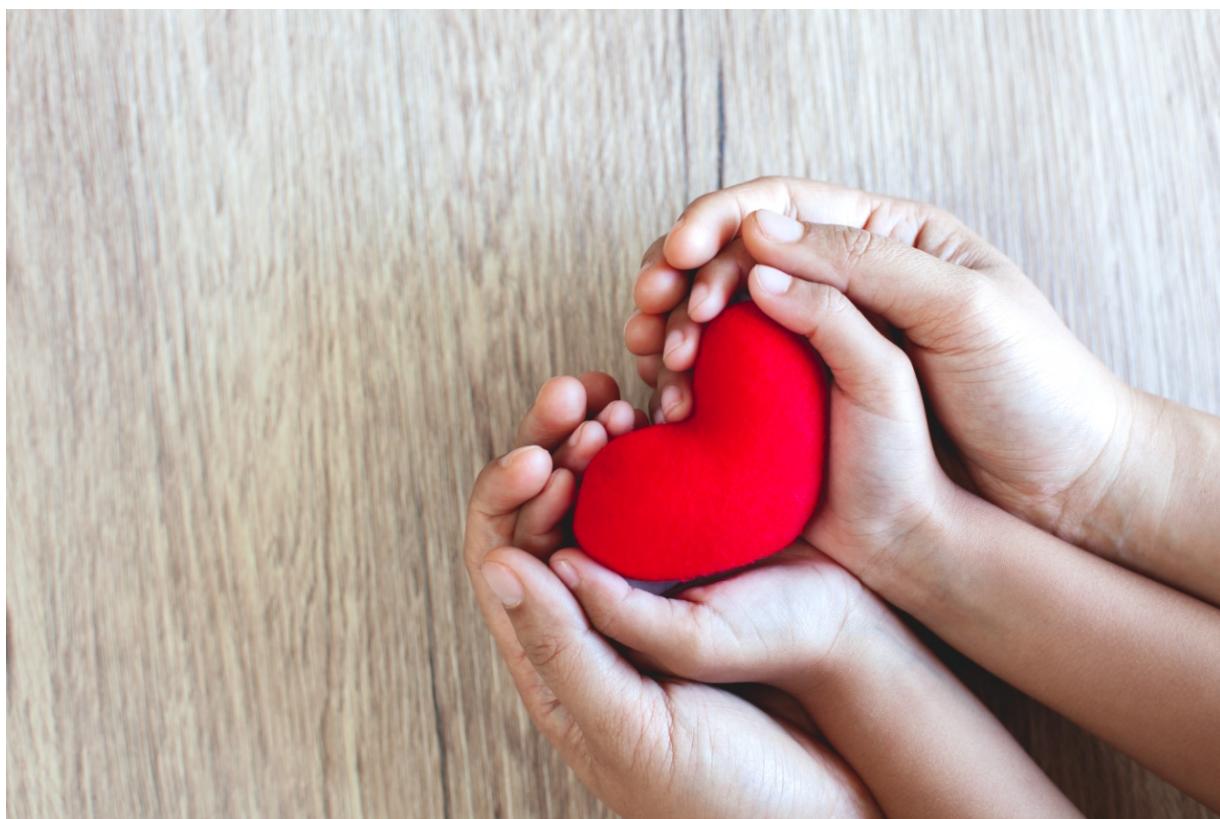
## Values education for educators - Hungary

30 experts representing all 3 age groups: nursery (20%), kindergarten (40%) and schools (40%) were present. After the keynote and project presentations, validation work took place in groups by age groups. They all

agreed that the Handbook cannot be used as a standalone resource. Some materials need to have warnings (eg. Fairness). Other materials need clarifications so it is only wise to take advantage from the experiences of teachers already implementing it. In addition to the Guidelines for implementation, an online forum should be very helpful to be maintained in order for the educators to continuously share their experiences.

Nursery age children are unique in their needs and understanding: Concern was raised by experts of needed specific revision for 0-3, nursery age children activities. This age group is very different from the kindergarteners; one cannot make a kindergarten activity simpler so it accommodates nursery age children. Materials should be developed and tested specifically for and by them.

Teachers also need an outlet and space to discuss and reflect on values: Working with elementary school teachers to enlighten the significance of the ethical principles is of utmost importance in order for value education to succeed. While teachers are inherently guided by ethical principles, the growing workload, burnout and the less than ideal working conditions lessen their openness towards the children. An opportunity to reflect on principles, ethical considerations, their own importance in values education would be key in the successfully implementation of values education.



### Work on teacher's self-awareness and confidence in ethics - Croatia

Ethical education should be embedded in teacher training and before the implementation of values education, work with teachers to build up their confidence in working on ethical topics with children and their self-awareness in this regard should precede or should take place parallel to it.

Education in Croatia should take ethical turn towards critical and creative thinking and that AVAL Handbook is providing first steps towards that goal.

There is also a need for technical literacy of teachers for today's education through annual seminars or trainings (which is lacking more and more), that would make the use of online resources easier.

Primary schools have very strict curriculum and for that reason it might be hard to incorporate the materials in existing lessons, nevertheless these materials could be used in free activities or parts of methodology could be implemented in similar subjects – especially in environmental education which for most part is incorporated in biology. They are also useful for parents (and other educational beginners) when they are spending quality time with their children.

### Values should be inherently present in all subjects - Cyprus

Due to its high significance in humans' lives and societies, it should not remain as an isolated subject, but also govern all subjects and all activities in in-side school/ classroom initiatives, actions in children's everydayness (storytelling on ethics and moral values, discussion on values, self- and group- reflection, role-play, study-visits, etc.).

Besides school literacy, ethics and values should be strongly supported (taught, practiced, experienced) in the context of family literacy, which has an important role to play from the early years of an individual as the first environment hosting a child immediately after birth.



How to teach values in school and at home, in formal and informal settings, should be a critical issue. Good practices in methodologies, tools, and resources should be constantly (re-)visited and research should feed practice and vice-versa so as for best practices to be detected and applied in the best possible (joyful and meaningful) way(s), in order to succeed with inspiring and motivating children to experience and adopt ethics and values on their lives.

Sustainable initiatives for children to understand, to experience and adopt ethics and values in our everyday lives and classrooms, in joyful and meaningful ways, should be of a high significance in life, every home, every school, every society.

### In support of a sustainable open and intercultural model - Greece

The AVAL training provision for ECEC and primary school teachers offers easy to use teaching activities to address issues such as the relationships between the person, society and the environment. The modular structure of the provision is facilitating the teacher to pick relevant topics and activities according to will and pedagogical goals. However, especially in the case of pre-kindergarten teachers, they should be aware of the abstract nature of several concepts. It is recommended, that teachers should exploit own scientific knowledge and maybe relevant literature to support concepts with tangible models suited for that age, reflecting the meaning of the aforementioned concepts.

A transversal issue is this of the different approach of ECEC and primary school education at national level, and even the coupling thereof under the scope of lifelong learning. In particular, ECEC is not monitored by an educational body, whereas kindergarten and primary school are. This makes adopting and adaptation of the material at hand easier in the case of ECEC, but not in primary school. In the latter case, teachers should closely follow the standard curricula and identify 'entry points' where the provided material suits the pedagogical goals as set out by the ministry of Education.



At a different level, this of lifelong learning, it is recommended that teachers should be aware and explore application of such initiatives, since teachers in Greece are substantially lacking behind in terms of lifelong learning after having finished tertiary education. A lifelong learning culture is missing at national level, and this affects teachers as well. The AVAL project provisions for teachers are thus recommended to be used by teachers, who however are prompted to cross-fertilise them as in-class activities so that they respond to overarching pedagogical goals. Lastly, in the particular case of Greece, hosting an increasing number of immigrants, provisions like this could be adapted in order to support an open-class, intercultural educational model that is needed.

## Feel free to experiment - Romania

The Handbook and learning materials probably would be difficult to be used as a standalone teaching resource, adapting them to the various teaching context would assure their usefulness at maximum.

Nevertheless, the main conclusion were: the AVAL materials in general are appropriate to age, fitting children's needs, are motivating, inspiring, enhancing critical thinking and creativity, child-friendly, ensuring learning ethical values in a playful way and most importantly they may be a good alternative to completing school's curricula.

- Feel free to adapt the learning materials in order to fit the multilevel abilities (verbal, physical, etc) of children as well as their background (cultural, familial, etc) in the class.

- Make sure you enrich the materials with complementary items (e.g. videos, images, drawings, cartoons, etc) addressing all sorts of learning styles in order to make the learning activity as enjoyable as possible



## Easy fit to educational standards - Germany

Value education has been an integral part of the curricula of public institutions in Germany at least since the introduction of educational standards ("Bildungsstandards"). The developed materials can support educators in consistently implementing values education.

The materials were evaluated with regard to criteria of integration and desired outcome:

- The materials should be practical in that they are easily accessible and easy to understand.
- The materials must be able to implement the desired objectives in the field of value education in their respective categories.
- The values must be conveyed through a positive example.

Since the materials are adapted to the Bavarian curriculum, they can be implemented in teaching and pedagogical work. Teachers and educators are also given the opportunity to change and further develop the materials. German colleagues can also take advantage the previously referred annex of a German integration case analysis by Sandra Matthes.

## Ethics and Values Education - A View from Slovenia

As the European societies are facing deep, continuously evolving and in many respects unprecedented challenges, emerging out of processes ranging from globalization, migrations and refugee crisis (disintegration and the loss of trust in the EU, youth unemployment, low natality rates, terrorist threats and violent extremism, the rise of populism and dominant identities, loss of resiliency of communities, digitalization etc.) these phenomena have a profound impact on the daily lives of people. These processes are also having a profound and lasting impact regarding social, cultural and religious diversity that need to be addressed. That is why ethics and values education in schools and kindergartens are growing in importance and must play a key role within the domain of inter-cultural exchanges of views in a European and global context.

In Slovenia, there are some tendencies to include more and earlier classes on ethics education. But, the level, quality and availability of education and training for teachers and educators for the subject of ethics or philosophy varies and is lacking in some cases. Also, practices, experiences, and opportunities for teachers and educators to acquire knowledge in this field vary significantly, as it is the case with the presence of innovative educational approaches to these topics. The success of creating ethics and values education as a key to establishing our European societies depends on agreement among all relevant partners on a common vision supported by a set of specific policies and regulations to be taken to put this vision into practice.



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## VI. ANNEXES

- Annex 1. Sandra Mattes: How to plan an educational material. Sustainability – background (done for the AVAL project)
- Annex 2. Validation workshop report from Spain
- Annex 3. Validation workshop report from Croatia
- Annex 4. Validation workshop report from Cyprus
- Annex 5. Validation workshop report from Germany
- Annex 6. Validation workshop report from Greece
- Annex 7. Validation workshop report from Hungary
- Annex 8. Validation workshop report from Italy
- Annex 9. Validation workshop report from Romania
- Annex 10. Validation workshop report from Slovenia

## How to plan educational material.

### Sustainability – background

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2. Factual analysis (What ist the subject about? What do I have to know about the topic?)	2
3. Central areas of education (in Germany) What do the children have to know about (defined in the curriculum of Germany)?:	4
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## 1. Condition analysis:

3 to 6-years- old Children

## 2. Factual analysis (What is the subject about? What do I have to know about the topic?)

„Der Begriff "Region" ist gesetzlich nicht geschützt. Beim Einkauf regionaler Lebensmittel ist es deshalb ratsam, immer genau zu fragen, wofür die Angabe "regional" steht.“ (Verbraucherzentrale NRW e.V., 2018)

Engl: "The term "region" is not protected by law. When purchasing regional food it is therefore advisable to always ask exactly what the term "regional" stands for."

### **Advantages of regional food:**

- Bridge between consumer and producer
- Climate friendly
- Promoting regional economy
- Reduction of traffic volume
- flavour
- Higher biodiversity (biological diversity)
- Product quality
- Avoidance of dependencies of global corporations
- environmental protection
- Landscape conservation (orchards, extensive pastures)
- additional qualitative, ecological and social criteria (for certain regional badges)

### Problems:

- Hardly uniform product seals

### Conclusions after a practical test (Why are few regional foods bought?):

- Regional shopping = very abstract rather thinking in small steps
- Important: Discuss the sense of regional food! (Not only about the product, but also about the company situation, solidarity with companies (is necessary) and relationships).
- Better: Support regional businesses! think realistically
- Explain contradictory recommendations in an overall context!!! For Example: "Apples from New Zealand are more climate-friendly in spring"
- Role models make solutions tangible. We buy from our baker so that his shop stays nearby", "We buy locally because we want to preserve our orchards".
- Reasons and motives for the importance of regional food Different situations lead to different occasions talk about it
- Know different concepts in your own city (surroundings):

### **Urban Gardening:**

Common use of public areas for the production of food, for example in raised beds, flower boxes, tubs or city park beds. In this way, the experience of nature, of doing things oneself, but also of encounter and community can be made possible.

### **Self-reap-garden:**

A professional farmer sows and plants many different kinds of vegetables in long parallel rows. The hobby gardener takes over a plot of land in the self-harvesting garden, pays a rent, cultivates his area and harvests his own food.

### **Food Assembly:**

New form of direct marketing for locally produced food via an online platform. Consumers pick up their orders at a central location and can meet the producers there. Consumers pay fair prices.

<https://foodassembly.de/de/assemblies/97>

### **Solidarity agriculture:**

Many private households bear the costs of a farm. In return, they receive part of the harvest, insight into agricultural production and the opportunity to participate. Producers and consumers benefit from market-independent agriculture.

[www.aid.de/inhalt/essbare-stadt-kassel-2901.html](http://www.aid.de/inhalt/essbare-stadt-kassel-2901.html)

### **Eatable City:**

A city is officially managing an urban gardening project and is bringing some of the food production back to the public green areas. Cities like Andernach or Kassel have been successful with this project for quite some time.

(Maschkowski & Klein, 2016)

### **This is how you recognize regional foods:**

- **Eggcode** mit x-DE-05 xxxx: The number 05 is the sign for eggs from NRW. The packer's address is printed on the packaging. The numbers for the other federal states can be found in our [detailed information on the egg code](#).
- **Regionalwindow:** It indicates where the main ingredients of the product come from and where they have been processed.
- **Indication of the producer or a clearly identifiable region:** In the case of unprocessed foodstuffs such as potatoes, strawberries or asparagus, the producer should be named with his address or at least the place or a specific region, such as the Lower Rhine or East Frisia.

- **g.U.- label:** For foodstuffs with a "protected designation of origin", the raw materials come from the region indicated and have been processed there.

These are not references to regional foods:

- Advertising references with indefinite terms such as "from the region", "from here", "home", "proximity", without exact place or region information.
- Brand names with regional references such as "Mark Brandenburg", "Mühlhäuser" or "Küstengold". For the regional origin of the raw materials and/or ingredients or the regional processing no regulations are prescribed in the trademark law.
- Regional specialities with protected geographical indication (PGI) such as Lübecker Marzipan, Schwäbische Spätzle or Düsseldorfer Senf. Here only one stage of production must take place in the area mentioned. The origin of the raw materials remains unclear.
- Identification mark: If, for example, D NW xxx is written there, this merely means that the last processing stage or packaging was carried out in NRW. The origin of the ingredients is unclear.
- Unprocessed fruit and vegetables with the country of origin "Germany".
- The indication "Manufactured for ..." or the manufacturer's address on packaged foods. These are not statements about the origin of the raw materials.

(Verbraucherzentrale NRW e.V., 2018)

Addresses for direct marketers from the region (Bavaria):

<https://www.regionales-bayern.de/anbieter-suche/>

(Bayerische Landesanstalt für Landwirtschaft, 2018)

3. Central areas of education (in Germany) What do the children have to know about (defined in the curriculum of Germany)

### In general:

Environmental protection and values → How we live on our planet

### Environment:

- Active waste avoidance and recycling
- Developing healthy lifestyles using examples
- Getting to know the function of a filter as dirt avoidance
- Earthworms and composting.

These elements are part of Klafkis Key Problems ([Bildungstheoretische Didaktik](#))!

**The curriculum in Germany always wants to promote competencies:**

What are competencies?

"The cognitive abilities and skills available to or learnable by individuals to solve specific problems, as well as the associated motivational, vocational and social readiness and abilities to use problem solutions successfully and responsibly in variable situations. " (Weinert 2001, 27-28)

**LehrplanPLUS (from Bavaria (Germany)):**

The subject of environmental protection and values is anchored in the curriculumPLUS in the subject "Homeland and material education".

The general competence expectation (end of class 4) for this is:

„The children explain the production of local, regionally produced food by means of concrete examples from their environment and deal with the importance of agriculture in their living environment for the production of food and the care of the cultural landscape. They distinguish between different product intensities and their effects on the environment and price. They relate these findings to global production and describe their responsibility as consumers.“

(Bayerisches Staatsministerium für Bildung und Kultus, Wissenschaft und Kunst, 2014, S. 142)

**Key objectives of education and upbringing - a competence-oriented view of the child:**

"The central task at all places of education is to strengthen the skills of children throughout their education. The emphasis changes according to the individual course of development as well as the needs and resources of the child. From birth, personal, cognitive, emotional and social basic competences form the basis for the further learning and development process. They enable children to cooperate and communicate with others and to deal with the material environment. Furthermore, they are prerequisites for the competent handling of changes and stress as well as the acquisition of "learning methodical competence". (Staatsinstitut für Frühpädagogik, 2016, S. XVIII).

**Educational and upbringing goals in Bavaria :**

"Getting to know the effects of technology on the environment and on the world in which people live and work". (Staatsinstitut für Frühpädagogik, 2016, S. 263)

#### 4. Didactic-methodical approach (How do the children learn the content? / Which methods have the highest success rate?):

Project-related, action-oriented learning = most effective.

Cooperative learning to implicitly impart social competences → easier for the children to remember

#### 5. Goals (What should the children have learned after the unit?)

**Caution: They have to be verifiable!!**

The children know the importance of regional food for environmental protection by learning about the value of regional products.

The children discover regional food as a tasty source of food.

The children buy their food from a regional food producer.

The children know local food.

The children prepare their own dishes with regional food.

The children try regional food dishes.

#### 6. Required materials:

- 1-6 Schneidebretter
- 1-6 Schäler
- 1-6 Messer
- 1-7 Schürzen
- Einen Topf
- Herdplatte
- Pürierstab
- Wasser
- Gemüsesorten (hier Suppengemüse: Möhren, Sellerie, Kartoffeln, Lauch)
- Gewürze: Petersilie, Thymian, Muskat, Pfeffer, Salz)
- 1-7 Teller
- 1-7 Löffel
- 1-7 Becher für ein Getränk
- 1 Suppenlöffel
- 1 Hitzeschutzunterlage für den Suppentopf
- Zielscheibe
- 1-6 Steine

## 7. Procedure:

### First:

It is best to go to a regional grocery store or a vegetable grower with the children before the implementation and buy the vegetables together with the children. Alternatively, the children can ask the seller about the vegetables. This creates networks and builds relationships with the product.

(Nur Deutsche Variante: Eine Liste regionaler Gemüsesorten in Bayern ist hier zu finden: -link einfügen-)

### Execution of the sequence:

1. name vegetable varieties
  - a. The children may choose one type of vegetable and introduce it to the other children.
  - b. One after the other, each child speaks 1 to 3 sentences of one variety. The teacher can supplement the content if necessary.
2. choose a dish
  - a. The children are asked about a possible preparation of the vegetables: "How have you eaten the vegetables? What has your mom cooked out of it?"  
The children decide which dish can be cooked from the available vegetables, e.g. vegetable roastis or oven vegetables. In this example a soup is prepared.
3. cook a soup:
 

**Important: Pay attention to occupational safety!**

**While the children are cutting, keep an eye on everything.**

**The children wear an apron to protect their clothes.**

**Long hair is tied together.**

**The children wear sturdy shoes.**

**The children are made aware of the heat from the stove.**

  - a. The children are assigned the preparation tasks by the teacher.
    - i. The children each need: a peeler, a cutting board and a (small) knife.
    - ii. The children are asked to put on an apron and furnish the workplace with the necessary materials.
  - b. The pedagogue shows and supports the children in the preparation.
    - i. Peel carrots, celery and potatoes and cut into cubes.
    - ii. Wash the leeks and cut into pieces
    - iii. Put everything together with water (so that the vegetables are covered) in a saucepan and place at the highest level.
    - iv. Simmer for 15 minutes.
  - c. Clean up the workplace/ set the table
    - i. The children clean their used materials and clear them away.
    - ii. The children set the table. (plate, spoon, drink, soup spoon, heat protection pad for the soup pot)
  - d. Puree and season the soup
    - i. The pot is taken from the hob and mashed by the teacher.
    - ii. The children add the spices to the soup and stir them, seasoning the soup.
    - iii. The soup is eaten together.

#### 4. Reflection (**very important part to verify the goals**)

- a. The children sit in a circle. There is a target in the middle. The children each receive a stone.
- b. The teacher asks the children various questions. "Did you like the dish?" "Would you eat regional vegetables again?" "Did you protect the environment with this food?"
- c. The children can decide where to place the stone on the target.
- d. The children are allowed to justify their decision one by one.

#### 8. Hints for further work:

This procedure can be repeated at different times of the year.

The children can ask questions to the regional food producer and visit him.

The "expert group" invites different children in tandem to cook in the group, explaining the regional vegetables and their importance.

#### 9. Literatur:

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## VALIDATION WORKSHOP REPORT

### - SPAIN -

**Hosting partner:** World Association of Early Childhood Educators (AMEI-WAECE)/ Innovation Training Center ITC.

**Title of the event:** Values Education inside the classroom: how to implement values in the educational system.

**Venue and date:** June 1<sup>st</sup> 2019. AMEI-WAECE office. Estrella Polar 7, bajo derecha 28007, Madrid. SPAIN.

**Participants:** The participants of the validation workshops of AVAL project have been selected due their large experience on education: principals, pedagogical coordinators, practitioners, and so on. Some of them are also author of pedagogical resources for well-known publishing houses like Edelvives, Anaya or Buño, among others. One of them is very well known because she is participating in a Tv program called "The secret life of kids".



## **Feedback and results. Recommendations to be included in the general guidelines document:**

### **Feedback nº1: VALUES IN SCHOOLS as it is said in the Convention on the Rights of the Child**

The scientific community agrees on the necessity of education from the time babies are born, if not before, it would be advisable that **we all come to an agreement regarding the objectives, content and methods of this early education**. Furthermore, this would help us to avoid having education services become merely a stage of accelerated school knowledge. If we read once again *Article 29 of the Convention on the Rights of the Child* approved by the General Assembly of the United Nations on November 20, 1989, we find what we understand today as appropriate early childhood education:

*States Parties agree that the education of the child shall be directed to:*

- (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;*
- (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;*
- (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;*
- (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;*

These words are not a definition, but rather they describe what '**education of the child shall be directed to.**' They outline and identify perfectly what we must understand as "education." Today education is defined as what is offered to children **for their integral development NOT ONLY in COGNITIVE (a word that is not used in the article) aspects, but also psychological and spiritual aspects through experiences of pedagogical and recreational socialization.** This definition is perfectly valid regardless of the age of the child. It is a valid definition since the moment of birth. The methodologies to be utilized could vary, but the essence of the concept will remain constant and with a lifelong perspective. It must be, according to section (d), an education directed to '**The preparation of the child for responsible life in a free society, in the spirit of understanding, peace...'. That is, VALUES EDUCATION.**

### **Feedback nº 2: Values education, at soon as possible.**

Arguing from the premise that when children are born they are not aware of the roles, norms, standards of conduct, and the moral and social values of their community, educational agents are converted into facilitators of experience and relations that enable children's progressive social maturity.

We can define a value as a real, desirable, objective and convenient element for human beings who interiorize it through individual experience, and which is converted into a moral norm of conduct. Through their experiences, children select, choose, and make their own system of values that helps them to develop a moral conscience and to acquire the individual commitment for organizing their conduct and putting it into practice. Education must offer children a guide for conduct from their early childhood onwards. A guide that promotes achieving the internal maturity that is essential for acquiring an autonomous conscience.

The fundamental condition that allows us to speak of personality formation and values education at this age is that their conduct becomes predictable, which implies a definable direction in their behavior. The main point of this formation is gaining the capacity to observe and use rules of conduct that are socially acceptable. These are norms that children assimilate into their activities and use in communication with adults, other children and the surrounding world. These norms help them to self-regulate and to regulate their conduct more effectively during their subsequent stages of development.

Using this point of view, it is possible to state that values take shape during the processes of the development of individuals from their earliest stages of life. Neuroscientist Dr. Paul Bloom from Yale University has identified moral decision making in infants as young as 4 months of age. This highlights the fundamental importance of providing values education in the home and child care and development centers from infancy forward.

### **Feedback nº 3. How to teach values.**

In the early psychological formation of children, it is generally not possible to act directly on their structure of values, capacities, and motivation. Therefore, it is necessary to carry out a well-organized and methodologically conceived activities that allow children to orient their thoughts and conduct when they are carried out. This activity base is then intentionally transferred to other similar activities and they progressively form capacities, motives, and values.

**This is to say that values are not taught as values per se, but rather they are formed as a consequence of performing activities that children find interesting. In these activities, the actions enable the composition of future values.**

When during role playing or performance, the hero helps his needy friend, a determined influence on personal concepts of friendship and human solidarity is performed. Slowly, through the repetition and enrichment of this activity, a subsequent personality value is formed.

Values, as we know them, are learned and chosen in daily life through the behaviors that children observe in adults and assimilate through play. The formation of values can occur spontaneously or be directed pedagogically. Pedagogical direction of the formation of values helps to guarantee that the individual will gain values in accordance with generally accepted social norms and values – and hopefully those that are in line with peaceful relations among people.

If the activities that are offered for the formation of values are accompanied by strong sense of emotional satisfaction and welfare, children will tend to repeat them. Such activities will

become habitual because they will start being part of the system that regulates children's conduct.

That is to say that the formation of habits and the performance of activities directed at values formation should develop positive feelings and personal experiences in children and not only externally reinforce and orient their conduct.

In this sense, **knowledge for knowledge's sake does not guarantee value formation**. Instead it must be accompanied by personal emotional experiences that express and enable the unity of affective, social and cognitive processes.

#### **Feedback nº 4. Values education must become a transversal program that is developed through all of the activities of a learning center.**

Thus, direct work on the formation of values should not be attempted. Instead, the formation of habits, concepts, notions and personal experiences that will result in the formation of values should be carried out through well-organized and methodologically conceived activities that allow children to orient themselves as they perform the activities. This should be transferred to other similar activities and progressively form the capacities, motives or values that are intended to be formed. This means that **values formation is really a transversal axis that must be utilized trasversally in the content of all the activities that children carry out**. It can be incorporated as a general objective within the planning of any learning activity.

Knowledge of educational practice leads us to claim that it is necessary to work with the transversal axes of the curriculum and with the rest of the objectives and content in a structured manner as one of the blocks that make up the curriculum.

Work with values exclusively as though they were a separate transversal axis has the disadvantage of creating a difficulty in relating the general objective to more specific objectives. This disadvantage can lead to discarding this pedagogical practice. Working this general objective into other activities and evaluating it in reference to the specific objectives of the activity can be difficult. On the other hand, the excessive use of cognition in the previously cited programs limits work on the transversal axes to mere verbal observations on the part of the educator. This does not guarantee the realization of the value.

Offering activities specifically directed towards carrying out actions that result in the formation of values is not a pedagogical contradiction in the global focus of value formation.

Approaching values education in this way values education can be integrated as a general objective within any general activity. Each value can be worked with in other activities as particular and specific content. The realization of one or another methodological procedure depends on the characteristics of the group, the focus of the content, the objectives of the activity, and so on.

## VALIDATION WORKSHOP REPORT

### - CROATIA -

**Hosting partner:** City of Trogir

**Title of the event:** Ethical education in schools and kindergartens

**Venue and date:** 12<sup>th</sup> of June 2019, Trogir town hall (ceremonial hall – second floor)

**Participants:** Kindergarten teachers, University professors from University of Split, primary school teachers and deputy mayor of Trogir

**Program of the event:**

**15 – 15:15**

Greetings and Introductory word from Deputy Mayor Ruža Kovačević Bilić

**15:15 – 15: 30**

Introduction game “Let me tell you about him/her”

**15:30 – 15: 45**

Introduction to AVAL project

**15: 45 – 16: 15**

Presentation of AVAL Handbook

**16:15 – 17**

Workshop – Animals in captivity

**17 – 17:15**

Coffee break

**17: 15 – 17: 45**

Workshop – Empathy

**17: 45 – 18**

Feedback on workshops

**18 – 19**

Workshop Design thinking “What we need for ethical education”

**19 – 19:15**

Feedback on workshop and closing word

### **Feedback and results**

Validated workshop took place in City of Trogir and most of the participants were from Trogir and some came from neighboring cities Zadar and Split.

Participations were pedagogical experts, pre-primary and secondary teachers as well as University professors that are involved in methodology and bioethical education. Deputy Mayor is also

philosophy teacher and on current position is working very hard to invest time and resources in educational system.

Participations were introduced to AVAL's online Handbook and commented that it is very clear and simple to use.

Additionally, they concluded that learning materials are much more adaptable for pre-primary education as curriculum is much more flexible to adjust.

On the other hand primary schools have very strict curriculum and for that reason it might be hard to incorporate the materials in existing lessons. Nevertheless some materials could be used in free activities or parts of methodology could be implemented in similar subjects – especially in environmental education which for most part is incorporated in biology.

Some of the materials have very basic approach and in that line didn't bring any new methodologies in working with children, but they can be useful for educational beginners or parents when they are spending quality time with their children.

One the other hand some of the materials provide new methodology and clear step by step plan to reach the set up goals.

The methods are appropriate to age groups but timeline of some materials are not too realistic which means that teachers should adjust time frame of some materials according to their school class schedule.

Altogether the conclusion is that education in Croatia should take ethical turn towards critical and creative thinking and that AVAL Handbook is providing first steps towards that goal.

Design thinking strategy game provided a feedback on what teachers need in order to implement ethical education in their everyday work (see recommendations to be included in guideline document).

#### **Recommendations to be included in the general guidelines document:**

- To emphasize the flexibility of adjusting materials and time line when implementing them in school subjects
- To emphasize the need of teacher trainings when it comes to ethical education
- Need for technical literacy of teachers for today's education through annual seminars or trainings (which is lacking more and more)
- Work on teachers confidence and self-awareness in order to work on ethical topics with children
- To provide a strategy how to include AVAL learning materials in school subject

## VALIDATION WORKSHOP REPORT

### - CYPRUS -

This is a report on the validation workshop that was hosted in Cyprus, on the 31<sup>st</sup> of July, at CARDET Premises, for the purposes of AVAL project. The main aim of the validation workshop was to gather feedback from experts and practitioners for the development of the final guidelines for the pedagogical coordinators to implement values education in pre-school and primary education.

Target groups: ECEC and pedagogical science experts, pre-primary school teachers, pedagogical coordinators, ECEC practitioners and representatives from other educational institutions, organisations and groups.

**Hosting partner:** CARDET

**Title of the event:** Ethical Storytelling and Critical Literacy

**Venue and date:** CARDET Premises, July 31<sup>st</sup> 900-1300

**Participants:** All 14 participants shared a background in education with a BA, MA, MSE or PhD in Education and Pedagogical Sciences. Most of them are members of the Pedagogical Association of Cyprus and the Cyprus Educational Society, as well as other pedagogical sciences organisations and groups in Cyprus and abroad.

As it was not an accredited continuous training event or series of events, that would provide credits for the teachers/ participants, badges and/or certificates were not issued.

All participants received a file with AVAL leaflet (with AVAL Logo and Website), a notepad and pen (complimentary by CARDET), as well as the AVAL Handbook and set of slides presented electronically, following the closure of the national validation workshop.

#### Program of the event<sup>1</sup>

09:00 - 09:05	Welcome address by Dr. Maria Solomou, CARDET EU Projects Co-ordinator and Pedagogical Expert
09:05 - 09:15	Warming-up – Interactive ice-breaker on Prioritizing Values
09:15 – 09:30	Who is who? – Self-presentations
09:30 – 09:40	Approaching the ‘Ethical’ in Education: An Overview of AVAL, by Elena Xeni, AVAL Project Manager/ Researcher

09:40 – 09:50	Promoting Ethics and Values in Education: AVAL Achievements, by Elena Xeni, AVAL Project Manager/ Researcher
10:00 - 10:40	Ethics and Values in Education in Action: Results and Feedback from AVAL Pilotings, by Elena Xeni, AVAL Project manager/ Researcher (with the contribution of primary and pre-primary school teachers that were involved in AVAL implementations)
10:40 – 11:00	Coffee break
11:00 – 12:15	Group Validation and Feedback Activities
12:15 - 12:45	Group feedback presentation & Plenary discussion
12:45 – 13:00	Closure and Evaluation

### Feedback and results

In the following lines, feedback received from all the parts of the workshop regarding AVAL intellectual outputs presented/ used during the national validation workshop will be reported.

- All intellectual outputs that were produced prior to the validation workshop were presented. Following an overview of the project's philosophy, aims and outputs (APPENDIX 4) AVAL achievements (see APPENDIX 5) were displayed and explained (Handbook, learning materials, methodology, symbols, etc.).

Participants express their content with how the project approached 'the ethical', by pointing out the user-friendly resources of appropriate material age-, content- and technical-wise. They stressed that the project is a step towards widely acknowledging the need systematically introduce 'the ethical' in the educational system.

<sup>1</sup> The programme/ agenda of the National Validation Workshop as displayed hereby may be found In APPENDIX 3.

- The AVAL website  
The website was displayed and a focus on the resources content-wise and technically-wise (e.g. step by step explication on how to reach, download and print them) was given. First impressions regarding the structure and colours used were very encouraging and the AVAL Validation Workshop Chair noted that the website ([www.valueseducation.odl.org](http://www.valueseducation.odl.org)) could be found on the leaflet of the project and would be sent to the participants after the workshop closure for participants to disseminate the link to their networks.
- Report on AVAL piloting (O3)  
The piloting results (see APPENDIX 6) were also presented, with the highlights of O3 report (and the experiences of the three participants that were involved in the pilotings implemented in the Cypriot context), regarding the activities, the provided material and provision of training, creating avenues for participants' comments and discussion. For the case of Cyprus, AVAL Validation Workshop participants:
  - found it critical that the AVAL partnership conducted a thorough work during the piloting phase, with steps that may be easily identified and assessed

- were pleased to be informed that the pilotings participants would recommend the activities to fellow-teachers and considered the high impact of the piloting (and the programme, the resources, etc.) to the co-workers as well as the children. They mentioned that the numbers that the piloting and the programme itself is targeting are much higher, since as commented, knowing that for the case of Cyprus a class-teacher might visit/ teach at least one more class in both the pre-primary and primary school, a wide audience will be definitely targeted, starting from the pilotings.
- were interested and content to notice that positive feedback was given throughout the pilotings in all partner-countries and they agreed with all comments, e.g. simple, innovative and child-friendly activities that promoting learning and having fun at the same time; easy to apply and appropriate to specified age groups (and even other age-groups); strengthening self-confidence, creativity, critical thinking skills and motivation among the children), pointing out the effective, target-oriented, good quality and updated work that was done throughout AVAL project, in terms of the learning material for Ethics and Values in Education and the teaching recommendations provided. Based on this, an in-depth discussion on the significance of best teaching practices in the respective field was held, since it was highlighted that how to teach 'the ethical' should be considered a priority.

- The e-Learning Platform/ Learning Material

The e-Learning Platform with the learning material and its recommended activities were thoroughly presented (see APPENDIX 7) and the Valorisation Workshop participants were given enough time to work with these in small groups and provide feedback on specific queries/ questions/ topics. The AVAL Validation Workshop participants:

- Commented that all in all, they found it a good practice for all displayed learning material to have a clear and common structure with a beginning, a middle and an ending.
- Stressed that in all cases they reviewed, they believe that content corresponds to the age-group pointed out.
- Said that all the reviewed material is relevant to the topic tackled.
- Saw the aspect/ element of storytelling (e.g. a story, either an at the beginning, in the middle, or in the end of a learning material, either as a known or unknown story, or as a request/ activity where children are asked to tell/ make, etc.) in a number of learning material as a very effective way to approach ethics and values in education, pointing out the benefits of storytelling in the early years. e.g.
- Realised that all learning material they reviewed addressed aspects of critical literacy which is an approach of high importance in the Cypriot Curricula and the Cypriot classroom nowadays. This, to them, ensured the wide appreciation and impact AVAL project and its outputs will have in the formal Cypriot educational settings, to begin with, that may be considered as a big step towards AVAL project sustainability.

- **On O4 – Guidelines for the implementation of values education in pre-school and primary education**

The Chair of the AVAL Validation Workshop moved on to O4 – Guidelines for the implementation of values education in pre-school and primary education explaining to the participants the scopus of this document and the role they play in its making. A discussion

on the recommendations to be included in the general guidelines document took place and an agreement on how to prioritise the recommendations was made. These recommendations are displayed in the section below.

### **Recommendations to be included in the general guidelines document**

As derived from the feedback and discussions held in the course of AVAL Validation Workshop in Cyprus, the following recommendations are to be included in the general guidelines document:

- Ethics and values (i.e. ethical literacy) should be supported in the educational system in Cyprus. It should be considered as a must field to be encompassed in the policies, priorities and practices of the educational system in Cyprus at all levels (pre-primary, primary, secondary and higher education level). It should exist in the educational system as a school subject and a higher education strand.
- Due to its high significance in humans' lives and societies, it should not remain as an isolated subject, but also govern all subjects and all activities in in-side school/ classroom initiatives, actions in children's everydayness (storytelling on ethics and moral values, discussion on values, self- and group- reflection, role-play, study-visits, etc.).
- Besides school literacy, ethics and values should be strongly supported (taught, practiced, experienced) in the context of family literacy, which has an important role to play from the early years of an individual as the first environment hosting a child immediately after birth.
- How to teach values in school and at home, now and in the future, in formal and informal educational settings, should be a critical issue. Good practices in methodologies, tools, and resources should be constantly (re-)visited and research should feed practice and vice-versa, so as for best practices to be identified and applied, in the best possible (joyful and meaningful) way(s), in order to succeed with inspiring and motivating children to experience and adopt ethics and values in their lives.

### **Recommendations to be included in the final report of IO4 and any other IO optionally**

As discussed in feedback received and discussions held in the course of AVAL Validation Workshop in Cyprus, the following recommendations should be included in the final report:

- Due to its high significance in humans' lives and societies, it should not remain as an isolated subject, but also govern all subjects and all activities in in-side school/ classroom initiatives, actions in children's everydayness (storytelling on ethics and moral values, discussion on values, self- and group- reflection, role-play, study-visits, etc.).
- Besides school literacy, ethics and values should be strongly supported (taught, practiced, experienced) in the context of family literacy, which has an important role to play from the early years of an individual as the first environment hosting a child immediately after birth.
- How to teach values in school and at home, in forms and informal settings, should be a critical issue. Good practices in methodologies, tools, and resources should be constantly (re-visited and research should feed practice and vice-versa so as for best practices to be detected and applied in the best possible (joyful and meaningful) way(s), in order to succeed with inspiring and motivating children to experience and adopt ethics and values on their lives.

- Sustainable initiatives for children to understand, experience and adopt ethics and values in our everyday lives and classrooms, in joyful and meaningful ways, should be of a high significance in life, every home, every school, every society.

### Summary

The AVAL National Validation Report was held in Cyprus on July 31<sup>st</sup> at CARDET premises between 9:00-12:00 in the morning. Attended by 14 participants from a wide spectrum of AVAL target-groups, the workshop generated discussions that created avenues for rich recommendations for introducing and encompassing Ethics and Values in the Cypriot Educational System in a more rigour and systematic way. The recommendations in question, address the class, school and ministerial level, linking to sustainable ideas for children (and adults) to understand, experience and adopt ethics and values in their everydayness inside and outside school settings.



@Dr Maria Solomou, CARDET EU Projects Co-ordinator, during her welcome address



@Elena Xeni, Validation Workshop Chair during AVAL Overview



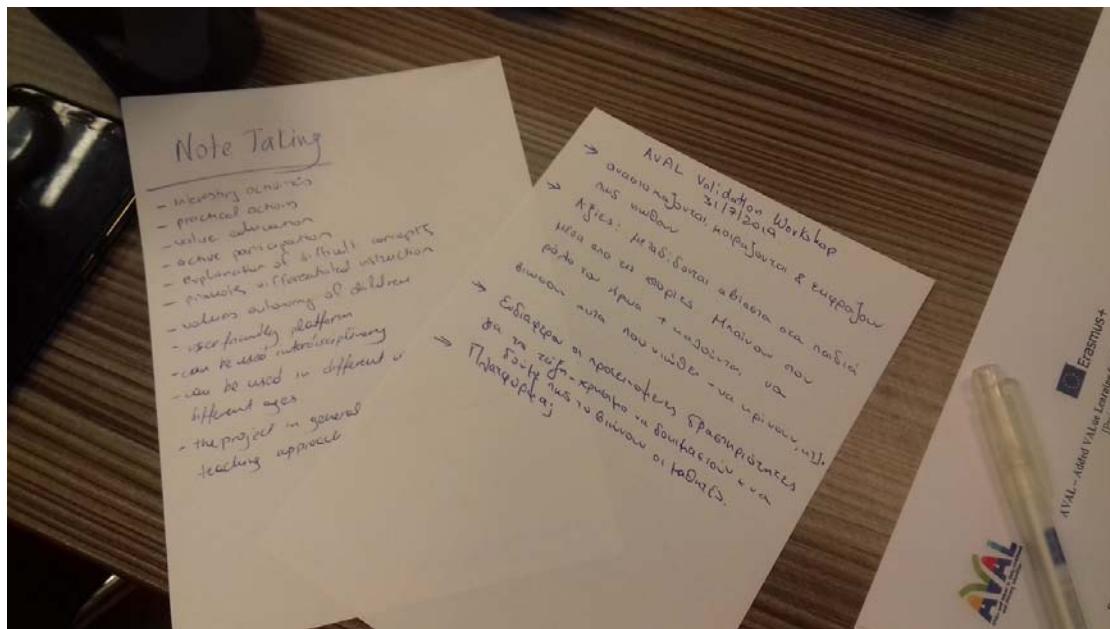
@Elena Xeni, Validation Workshop Chair while presenting AVAL Achievements



@Participants working in small groups



@Participants working in plenary



## @ Note-taking

## VALIDATION WORKSHOP REPORT - GERMANY -

The main aim of the validation workshop is to gather feedback from experts and practitioners for the development of the final guidelines for the pedagogical coordinators to implement values education in pre-school and primary education.

Target groups: ECEC experts, primary school pedagogical coordinators, ECEC practitioners and representatives from other educational institutions (e.g. museums, libraries, etc.).

*Attached: Program, signed List of Participants, evaluation report, slides, photos*

**Hosting partner:** [ACCORD](#), [FAU MeinStudium](#), [FUTURE – Future Time Traveller](#), Metropolis, [NEMESIS](#)

These are all Erasmus + ILI projects that address educators.

**Title of the event:** Digitale Transformation in der Schulbildung – Praxisbeispiele (Digital transformation in school education - practical examples)

**Venue and date:** ILI building, 1<sup>th</sup> floor. Address: Dr.-Mack-Str. 77., D-90762 Fürth, July 12. 2019. 14:00 – 18:00

**Participants:** The participants were members of the Friedrich Alexander University and different teachers of different schools. There was a representation of Open Educational Resources (in AVAL) and a presentation of the project. All Members of the workshop have been interested in the materials (7-11 Years old Kids).  
10 participants were present + the presenters  
All participants received a printed certificate for the workshop.

### Program of the event

- |               |   |
|---------------|---|
| 14:00 - 14:10 | Welcome address by Sonia Hetzner (Interim managing director of ILI)   |
| 14:10 - 14:30 | round of interviews, The participants expressed their expectations to the workshop  |
| 14:30 – 15:00 | Presentation of OER with AVAL (Homepage, online platform to exchange, modify and share AVAL materials)  |
| 15:00 – 16:00 | Validation in teams<br>Warm up with the online Platform. The participants logged into the online area of the AVAL – Materials. Three groups were formed based on the topics of the learning materials. Each group choose materials to review. <ul style="list-style-type: none"><li>• ETHIC VALUES (7-11)</li><li>• DEMOCRATIC AND SOCIETAL VALUES (7-11)</li><li>• ENVIRONMENTAL VALUES (7-11)</li></ul> |

Groups could choose to validate in smaller teams of two or more, than share their findings, or work with the whole group simultaneously. There were a set of questions to guide their feedback:

- Can the materials be easily applied in practice?
- Can they set a positive example?
- Can they communicate basic or virtuous qualities?

Group moderators presented their group's feedback

16:00 – 16:15	Coffee Break
16:15 – 17:45	project presentation (other projects)
17:45 – 18:00	final evaluation

The validation in teams took more time than expected, but we took some extra time from the other projects.

## Feedback and results

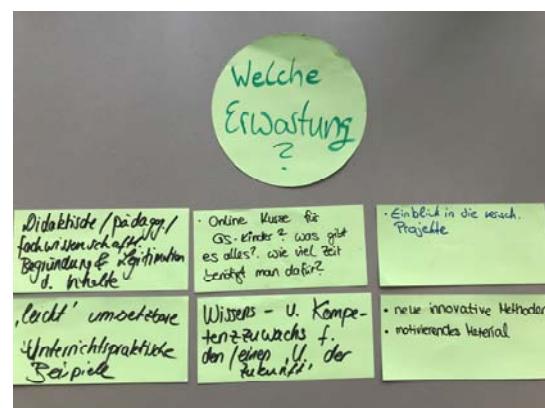
AVAL intellectual outputs presented and/or used during the workshop

- The AVAL website  
The website was presented, together with the resources, explanation on how to download and print them.
- I have shown them where to find the Handbook in German on the AVAL webpage.
- The Members got the opportunity to test the German-OER-interactive-platform of AVAL.
- The participants reflected on some AVAL materials from the age group 7-11 with the placemat method.

## National scenario and implementation, issues, suggestions

At the beginning, I ask the participants which expectations they put to the workshop.

- didactic and scientific justification and legitimization of the contents
- practical examples that can be easily implemented in teaching
- online courses for primary school children
- Increased knowledge and competence for the teaching of the future
- insight into different projects
- new innovative methods
- motivating material for teaching



The next question was about "modern teaching" What is modern teaching?

### 1 modern teaching

Answers:

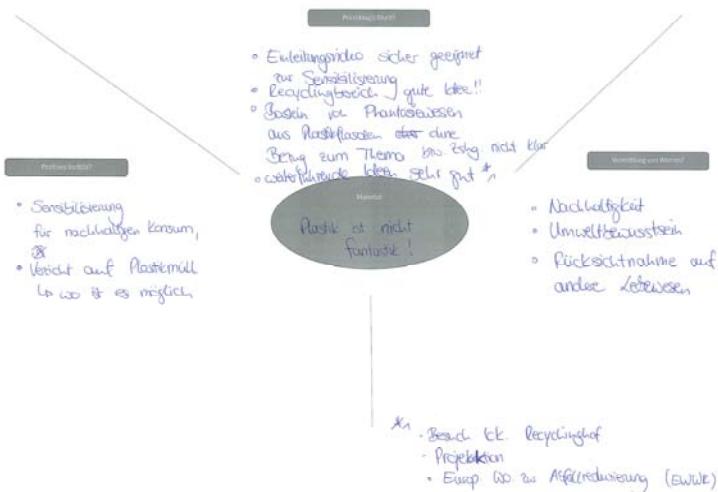
- Variety of media and methods
- competence-oriented teaching, individualized and differentiated
- interactive learning methods
- smartboard
- no frontal teaching
- media literacy education



As there is a different amount of material to be validated but in this workshop, only teachers tested the materials.

### Age group 7-11

#### RECYCLING



### 2 Recycling

#### Practicability:

- The video is suitable as an introduction to raising awareness for the topic.
- Recycling is a modern and actual topic
- The relationship between fantasy creatures and recycling is not entirely clear.
- The advanced ideas are very good.

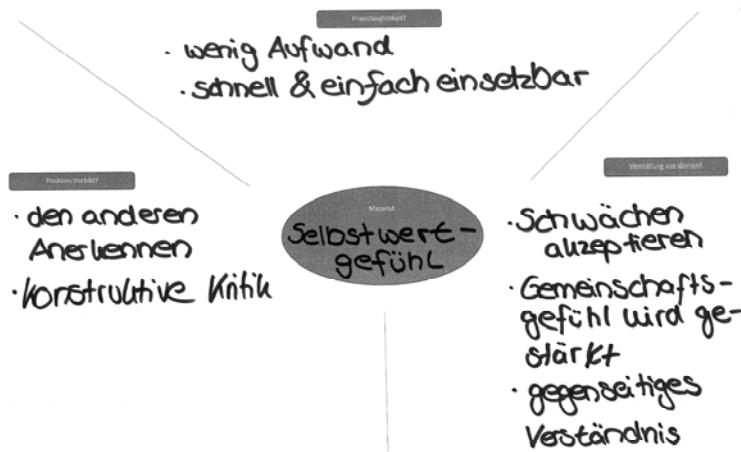
#### Can the values be transmitted in this way?

- The values of "sustainability", "environmental awareness" and "consideration for other living beings" can be conveyed.

### Can a positive example be created?

- Raising awareness for sustainable consumption
- No need for plastic waste (if possible)

### SELF-ESTEEM



### 3 Self-esteem

#### Practicability:

- little effort
- quick and easy to use

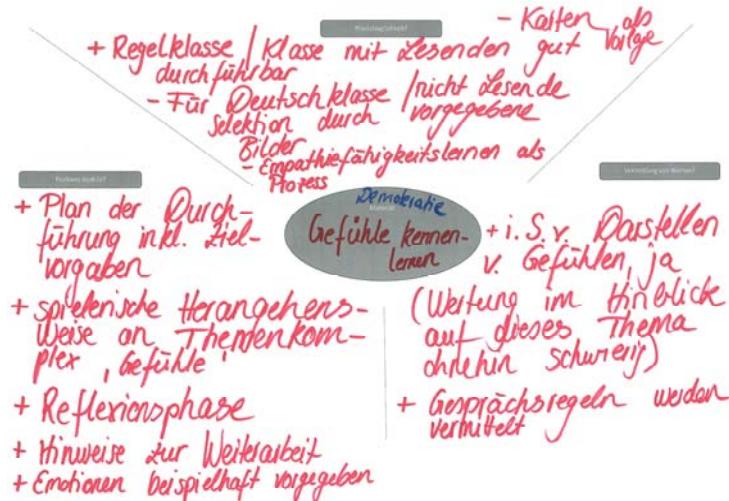
### Can the values be transmitted in this way?

- The children learn to accept weaknesses.
- The sense of community is strengthened.
- The children develop a mutual understanding.

### Can a positive example be created?

- The children experience recognizing each other.
- They learn constructive criticism.

## EMPATHY



### 4 Empathy

#### Practicability:

- The cards are in a regular class with readers a good template.
- If children cannot read yet, the texts can be replaced by pictures.
- Since learning empathy is a process, the unit is not sufficient.

#### Can the values be transmitted in this way?

- Values can be conveyed in the sense of "expressing feelings". However, the evaluation is very difficult with regard to the topic.
- Conversation rules are taught

#### Can a positive example be created?

- The implementation plan and objectives point to a positive picture.
- The playful approach makes it easier for the children to deal with the complex of topics.
- The reflection phase makes the children aware of the importance.
- The indications for further work were assessed as positive.
- Emotions are presented in an exemplary way. This is very positive.

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Ende Juni noch nichts vor? 😊  
Workshop „Digitale Transformation in der Schulbildung – Praxisbeispiele“ für #Lehrer\*innen und #Studierende. #FAU  
<https://bit.ly/2WsJPO>

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**Workshop „Digitale Transformation in der Schulbildung – Praxisbeispiele“ | GS, MS, RS und GYM – Zentrum für Lehrerinnen- und Lehrerbildung**  
Termindetails Datum & Uhrzeit 28.06.2019 15:00 bis 18:00 Uhr Serious Games, Open Educational Resources, MOOCs, Apps, interaktive...

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## VALIDATION WORKSHOP REPORT

### - GREECE -

**Hosting partner:** Militos Consulting SA

**Title of the event:** Ethical values in ECEC, kindergarten and primary school

**Venue and date:** 11<sup>th</sup> Nursery school of the Municipality of Acharnes, Athens, Greece, July 5, 2019 (10:30-13:00)

#### **Participants:**

11 participants (ECEC and primary school practitioners, including core group of 3 persons in the role of ECEC coordinator, primary school teacher/coordinator, ECEC expert with secondary and adult education expertise, especially in the field of ITC and pedagogies for teachers)

#### **Program of the event**

10:30 – 11:15 Presentation of AVAL project scope and objectives including research results (tool: website)  
11:15 – 12:15 Hands on presentation of online training modules in Greek (tool: online platform)  
12:15 – 14:00 Discussion and feedback on training material with core group

#### **Feedback and results**

##### *General remarks*

The workshop was structured in a way to present the issue of ethical values teaching in ECEC, kindergarten and primary school across the EU and at national level, including the needs and/or readiness of teachers to support in-class teaching, as coupled with the provided training material by the project and its potential to be fully adopted by teacher curricula at practical and theoretical level. The key issue characterizing the Greek educational system in this case is that ECEC structures function under the auspices and monitoring of Municipalities, whereas kindergarten and primary schools are functioning under the auspices of the Ministry of Education. This is reflected in the training curricula of respective teachers, but also in the notion of teachers, parents, society and the State, that pre-kindergarten pedagogical methodologies are rather considered loosely connected with the notion of 'education'. According to the workshop participants, pre-kindergarten structures (daily care, nursery structures) are not monitored by an education body (e.g. the Ministry of Education) and have therefore no standard curricula and education goals, verified by such a body. However, ECEC teachers and primary school teachers share relevant curricula during tertiary education attendance to become teachers. This issue has been clearly identified in the research phase of the project and the respective results, thus acknowledged by the participants as well.

Once the project has been presented to the participants by project partner Militos Consulting SA (presented by Kyriakos Lingas), a core group of 4 participants exposing a mix of expertise in ECEC and primary school coordination, adult education as a life-long activity, and ICT in teacher-training pedagogies, have explored the training material as presented online in the AVAL platform, followed

by the AVAL Handbook for teachers. The discussion was moderated so that a feedback on what works well and what not could be drawn from the core group among the participants.

#### *Feedback regarding the modular structure of the training provision*

Experts noted that targeted material for ECEC and primary school teachers is by and large missing in the Greek case. They liked the modular approach with bite-sized training activities to be applied in classroom. At this point, the teachers have been informed on the piloting results across project countries, showing the relevant feedback we received regarding the modular structure

#### *Content and in-class application*

12 modules in total have been deeper explored by the core group across the three umbrella topics of the training provision and age-groups (4 modules per umbrella topic), so that a balanced, representative feedback regarding content could be provided. ECEC experts stated that modules as practical teaching activities can be easily adopted in their daily activities with children in the age group 0-4. They stated that the pedagogical goals at this educational level can easily be complemented by these activities. However, they pointed out that some preliminary work is needed to prepare children of this age in order to understand concepts such as 'democracy', 'environment', 'society'. They suggested that teachers should maybe in this case prepare easy to understand 'models' which would help children understand abstract concepts. For example, children at school as a community as coupled with children in other schools as a separate community, adding to a society, and from there on to larger entities, culminating in human race, the animals, nature, planet earth.

Regarding use of material in primary school, experts stated that since curricula in primary school, as well as the pattern of a 'class-model' at this educational level, are firmly conditioned by the Ministry of Education, teachers should explore ways to successfully 'insert' these activities so that they relate to the curriculum provided by the Ministry. Teachers should thus use several material as presented in the form of experiential learning that should help to create a scenery where concepts as addressed in curricula across teaching subjects (e.g. Geography, Environment, History, Religion) could be attended through some kind of gamification, since this is the main methodological approach they identified throughout the training provision and the modules they explored. In addition, they pointed out, that the upper age group of primary school (9-11) could as well prompt to re-design activities by using real-life experiences that are relevant to the activities, using tools such as story-telling, gauging real-life experiences with the modules scenarios and drawing valuable results to be discussed at peer-level.

#### **Recommendations to be included in the general guidelines document:**

The AVAL training provision for ECEC and primary school teachers offers easy to use teaching activities to address issues such as the relationships between the person, society and the environment. The modular structure of the provision is facilitating the teacher to pick relevant topics and activities according to will and pedagogical goals. However, especially in the case of pre-kindergarten teachers, they should be aware of the abstract nature of several concepts. It is recommended, that teachers should exploit own scientific knowledge and maybe relevant literature to support concepts with tangible models suited for that age, reflecting the meaning of the aforementioned concepts. A transversal issue is this of the different approach of ECEC and primary school education at national level, and even the coupling thereof under the scope of lifelong learning. In particular, ECEC is not monitored by an educational body, whereas kindergarten and primary school are. This makes adopting and adaptation of the material at hand easier in the case of ECEC, but not in primary school. In the latter case, teachers should closely follow the standard curricula and identify 'entry points' where the provided material suits the pedagogical goals as set out by the ministry of Education. At a different level, this of lifelong learning, it is recommended that teachers should be aware and explore application of such

initiatives, since teachers in Greece are substantially lacking behind in terms of lifelong learning after having finished tertiary education. A lifelong learning culture is missing at national level, and this affects teachers as well. The AVAL project provisions for teachers are thus recommended to be used by teachers, who however are prompted to cross-fertilise them as in-class activities so that they respond to overarching pedagogical goals. Lastly, in the particular case of Greece, hosting an increasing number of immigrants, provisions like this could be adapted in order to support an open-class, intercultural educational model that is needed.

### Pictures



## VALIDATION WORKSHOP REPORT - HUNGARY -



**Hosting partner:** Budapest University of Technology and Economics together with AVAL Associate Partners, the Hungarian Pedagogical Society (HPS).

**Title of the event:** Európai módszertani innovációk a kisgyermekkori erkölcsi nevelésben (in Eng: Methodological innovations from Europe in the value education of children)

**Venue and date:** BME E building, 11<sup>th</sup> floor. Address: 1111 Budapest, Egry József utca 1. July 5. 2019. 14:00 – 18:00

**Participants:** The participants were all members of the Hungarian Pedagogical Society, which is the biggest association of this kind. There was a representation of all 3 main areas nurseries 20%, kindergartens 40% and elementary schools 40% (the numbers are based on the icebreaker exercise with Mentimeter). 30 participants were present + the presenters (one presenter from the HNPA and two from BME with one technical support) As it was not an accredited continuous training opportunity that would provide credits for the teachers, badges and/or certificates were not issued. All participants received a printed and binded Handbook in Hungarian (printed from management costs of BME).

### Program of the event

14:00 - 14:10      Welcome address by Jutka Villányi Jutka, Hungarian Pedagogical Society vice-president, leader of ECEC Section of HPS

14:10 - 14:30	Interactive ice-breaker with Dénes Zarka, pedagogical expert, director of the BME Centre for Learning Innovation and Adult Learning
14:30 - 15:00	Keynote address by Jutka Villányi (see slides attached)
15:00 - 15:20	The AVAL project and its results by Eva Szalma, project manager, BME
15:20 - 15:35	Introducing piloting results and feedback from piloting in Hungary by Eva Szalma, project manager, BME (piloting teacher and author were invited and excused)
15:35 - 15:50	Coffee break
15:50 – 17:15	Validation in teams  Warm up with Kahoot, introduction and explanation of tasks of validation. Three groups were formed based on the age groups assigned to the learning materials. Each group choose materials to review with a group moderator. <ul style="list-style-type: none"><li>• Nursery (0-3) with Dénes Zarka</li><li>• Kindergarten (3-6) with Jutka Villányi</li><li>• Schools (7-11) with Éva Szalma</li></ul> Groups could choose to validate in smaller teams of two or more, than share their findings, or work with the whole group simultaneously. There were a set of questions to guide their feedback: <ul style="list-style-type: none"><li>• Does the material fit the assigned age group?</li><li>• How easy it is to understand and use?</li><li>• Is it easily adaptable to the given educational institution?</li><li>• How can they adopt it?</li><li>• Would you recommend its use in a Hungarian setting?</li></ul>
17:15 - 17:45	Group moderators presented their group's feedback
17:45 – 18:00	Final address, questions, comments. (Filling out the evaluation sheets)

The validation in teams took more time than expected, but fortunately we had some extra time for networking in the end (see original program), that we rearranged and used for team work.

## Feedback and results

AVAL intellectual outputs presented and/or used during the workshop

- The main output presented was the Handbook translated to Hungarian. All participants received a printed version. The structure of the learning materials, the methodology and the symbols were explained.
- The AVAL website  
The website was presented, together with the resources, explanation on how to download and print them were given.
- Report on AVAL piloting  
Report in O3 provided by Militos was presented about pilot results.

## National scenario and implementation, issues, suggestions

As there is a different amount of material to be validated in each age group, the nursery group could successfully validate almost all, 5 out of 6 materials, the kindergarten group could validate 8 materials and the school group discussed in details 3 materials.

The following list of the discussions serves the purpose of adding it to the interactive forum when it is available well as adding it to the Hungarian recommendations.

### Age group 0-3

This age group is very different from the kindergarteners; one cannot make a kindergarten activity simpler so it accommodates nursery age children. Materials should be developed and tested specifically for and by them.

#### Creativity

- It is longer than the attention span of this age group
- It is mimicking, missing spontaneity
- there is no such activity in the nurseries, educators are only initiating and children can join in
- it should be a spontaneous initiative connected to a situation: yard, book

#### Exploring nature (Pond)

- It is feasible with a small group, if the group is bigger, you can do finger painting or palm painting instead of feet
- The text should accommodate the reaction of the children
- It is very complex, should be split into sections
- Voice range is not that of this age group
- It is very long

#### Exploring animals

- It is too long
- Not spontaneous

#### Comfort (Walking together)

- Children in that age cannot be made into groups

- Not all of them knows the colors
- If I am offering something for them to use than they are free to use it, I cannot limit them in it as it would feel like failure for them
- It is too complex
- It is too long
- It is not age specific

### *Curiosity*

- This is the best in the offered activities, recommended to use
- It develops verbal skills – we guide them by words not by map
- Mirror is good to use to develop awareness of self, awareness of one's body
- Sticking their hands into the box they feel and easily understand what is expected of them

### **Age group 3-6**

Almost all materials need some adjusting, but only one material was deemed not recommended. Some standard terminology would be appreciated, but the overall assessment was positive.

Title of learning material	Does it fit the age group?	Understanding	Adaptability	Adoptability	Recommendation
Generosity	Partly. The terminology is not perfect. Part 3 is good, as it comes from life experiences .	The kindergarten teacher understand the description.	To school level.	With methodological modifications.	With freedom given to the teacher, has to know the kids.
Self-control	Recognition of emotions missing from aims. For 6-7 age group it needs adaptations.	It is not understandable , adapt the name of emotions and the classification to Hungarian standards.	Should include a playful interpretation , adapting a story version rather than pictures.	Modification. Instead of drawings, faces should be used.	The subject is good, but it needs modification.
Conflict resolution	It fits, it could even be done with younger kids.	Adapt language to Hungarian standard terminology.	Easy to adapt.	Need to take own group strongly into consideration.	Only after modifications. Requires methodological knowledge.

Dialogue	Many issues.	Far from understandable.	Problematic.	Problematic.	Not recommended.
Respect	Good for final year in kindergarten.	Respect is too abstract, it would need re-work.	To school level.	With modifications.	Recommended with tailoring.
Sustainability	Yes.	Yes.	It is adaptable.	Yes.	Best material, highly recommended.
Clean water	Fits, the language needs to be adjusted.	Above 5 at least as it requires reading	It is adaptable.	Yes.	Recommended.
Self-sustainable gardens	Yes.	Builds on experience, it is clear	It is adaptable.	Yes. Shared experience, intuitive learning.	Highly recommended.

## Age group 7-11

Working with the teachers regarding some topics, eg. rights of the children, human rights would be as equally important for the success of these activities. It is important for the educators in this level to concord with ethical principles, to understand the importance of learning the rights of children, the importance of collaboration for the greater good etc. to be able to convey this message to the children.

### Trees and the oxygen

- Fits any age group throughout the educational spectrum (older kids as well), the difference is in the amount of involvement of the teacher.
- Recommendations:
  - choose the trees while taking a stroll together
  - clarify techniques of planting the seeds
  - make sure that the trees fit with regulations
  - collaborate with gardeners: this way children can experience adult are able to collaborate for a good cause
  - the local government might already have suggestions, regulations and initiatives, make sure to know that
  - Add signs to the trees about the class that has raised it.
- Warnings:
  - Need to make sure that the initiative is sustainable: who will take care of the trees? Clarification needed when adapting it.
  - This a long, multiple years activity – it needs to be accommodated when planning, so the kids attachment is included
- The material is recommended.

### Children's rights

- The material mixes the rights and regulations – it makes the principles relative and it is against the meaning of the subject of the material.
- Recommendations:
  - Make sure beforehand that the teaching staff is aware of what children's rights are. Start a discussion first with them. There are a lot of negative assumptions that need to be worked on.
  - Involve the institution in awareness – include the Charta in the website of the schools
  - Rights cannot be taught by paragraphs – they need to be thought through experiences when they come up. Right to food, to water, to development, to feel good etc. Kids will bring about the situations. Exercises: Make drawing with title What bothers me. Deduce the right that is not respected.
  - It should be thought and made aware of throughout the kids' formal education, coming back to it at every developmental level with greater and greater understanding.
  - Make kids understand the principles and that it is about them.
- The material in this format is not recommended at all. It would cause more harm than good.

#### Fairness

- The concept of unfairness might not be understandable to the age group in a way that the material describes.
- Recommendations:
  - Use drawing to make unfair advantage and disadvantage a chance not a quality
  - Kids might not understand why a modified dice is unfair. Make sure that they understand the concept.
- **Warning:** using the base of the kids existing characteristics as the base of unfair advantage and disadvantage can be damaging! Therefore the material cannot be used in this format!

#### Recommendations to be included in the general guidelines document:

- Think through the realisation of the activity: make sure it fits the emotional, verbal, physical etc. abilities of the children in your care.
- Feel free to take and leave anything – the descriptions are very general to accommodate various situations, so use it as a guideline rather than a user's guide
- In any case if the activity contradicts your professional knowledge, make sure that you stick with what you know. Your knowledge is officially certified, these materials are not.
- Make sure that you read online what other teachers have commented on a certain material: you will find it very useful.
- Make sure that you drop a few words after you completed it: it will help the whole community. Thank you!

#### Summary

30 experts from Hungary gathered on July 5 at the BME Centre for Learning Innovation and Adult Learning for a 4 hours validation workshop organised together with the Hungarian Pedagogical Society, which is the biggest national association of its kind. Experts represented all 3 age groups: nursery (20%), kindergarten (40%) and schools (40%). After the keynote and project presentations, validation work took place in groups by age groups.

Concern was raised by experts of **needed specific revision for 0-3, nursery age children activities**. This age group is very different from the kindergarteners; one cannot make a kindergarten activity simpler so it accommodates nursery age children. Materials should be developed and tested specifically for and by them.

**Working with elementary school teachers to enlighten the significance of the ethical principles** is of utmost importance in order for value education to succeed.

The main finding of the workshop is that **the Handbook cannot be used as a standalone resource**. Some materials need to have warnings (eg. Fairness). Other materials need clarifications so it is only wise to take advantage from the experiences of teachers already implementing it. In addition to the Guidelines for implementation, **an online forum has to be maintained in order for the pedagogues to continuously share their experience and warnings**. The Hungarian National Guidelines should already include the access to this forum. The Hungarian Pedagogical Society expressed its interest to work together with BME on the sustainability of the results.



## VALIDATION WORKSHOP REPORT

### - ITALY -



**Hosting partner:** Dipartimento di Discipline Umanistiche, Sociali e delle Imprese Culturali  
Università degli Studi di Parma

**Title of the event:** Ethics education with 0-3

**Venue and date:** University of Parma, B.go Carissimi 10, Parma, Italy  
July 10, 2019 11 am – 13 pm

**Participants:** [describe the participants in terms of the project's target groups, indicate their number]

Prof. Paola Corsano  
Associate Professor of Developmental and Educational Psychology  
President of the Master's Degree Course in Psychology of Clinical and Social Intervention  
Department of Humanities, Social and Cultural Enterprises

Badges and certificates awarded  
n.a.

**Program of the event** [please provide a detailed structure of the event]

Part one – *Validate the AVAL and its impact on early development*

Part two – *How to involve toddlers in ethics education – ages and stages*

STeps has organized a validation event that with an expert in early childhood development to investigate if the AVAL learning materials is effective for workforce development (ECEC staff and appropriate and helpful for the child welfare in particular those of toddlers. In this situation we draw from that expert knowledge and apply it to our AVAL approach.

### Feedback and results

- AVAL intellectual outputs presented and/or used during the workshop  
*All outputs regarding age group 0-3*
- National scenario and implementation

- Sustainability of the results
- Issue: appropriateness - suitability  
*We split appropriateness in several aspect.*
- Age
- Topics
- Methodology
- Timing
- Suggestions

### General Recommendation

**Discussion: Do you agree with the structure AVAL uses to classify its learning resources?**  
For this purpose Prof. Paola Corsano analysis the webpage (see below)

**Training Materials in English**

TABLE OF MATERIALS AND SYMBOLS
MANUAL FOR TEACHERS AND PARENTS

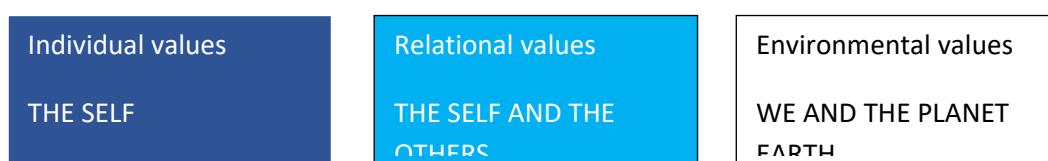
**Table**

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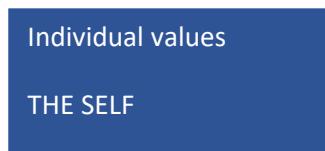
<b>ETHIC VALUES</b>  PERSONAL VALUES – THE SELF	<b>DEMOCRATIC AND SOCIETAL VALUES</b>  AS WE LIVE IN SOCIETY – THE SELF AND OTHERS	<b>ENVIRONMENTAL VALUES</b>  AS WE LIVE ON THE PLANET EARTH
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Screenshot: [AVAL Website – learning resource page](#)

The discussion with Prof. Paola Corsano resulted in the following suggestion for re-organisation



**Recommendation 1 to be included in the general guidelines document:**  
**Discussion: why is the existential self so crucial for the agegroup 03?**



According to Prof. Corsano all values are intrinsically ethical. It would be more appropriate and in line with the findings in child development **to distinguish individual values from relational**

**values.** The knowledge and understanding of oneself are the starting point, the basis for any relationship with others. The **existential self** is the first to appear; it allows us to feel like a person distinct from all the others. The concept and developmental stage, often overlapping with that of personal identity, expresses the uniqueness of each child, his/her feelings of individuality and intentionality in the action, and also the ability to be aware and understand behaviour.

Any early childhood practitioner should be aware of the importance of the developmental stage of the existential self at the beginning of year 2. Learning how the earliest relationships with children can promote healthy brain development, discover how young children build social and emotional skills are the most significant and promising way to support individual values. Later, when the child is older, teachers can stimulate self-awareness engaging children in reflective conversations about values, beliefs, attitudes, and moral dilemmas.

## **Recommendation 2 to be included in the general guidelines document**

### ***Discussion:***

#### ***How would you structure the learning material relational values – the self and the others?***

Young children experience their world as an environment of **relationships**, and these relationships affect virtually all aspects of their future development. According to research, the quality and stability of a child's human relationships in the early years lay the foundation for a wide range of later developmental outcomes reaching from self-confidence and sound mental health to motivation to learn etc.

Relational values

THE SELF AND THE  
OTHERS

The material could follow the path interaction and relations occur in the various developmental stages of a child within his/her microsystem:

1. Me and my parents: relations with caring adults beginning from birth.
2. Me and peers (peer relationship): experiences with peers that constitute an important developmental context for children wherein they acquire a wide range of behaviours, skills, and attitudes that influence their adaptation during the life span
3. Me and the community: mutual action-and-interaction, and an emotional connection to another human being, be it any other person who has an important impact on the child's early development

**Recommendation 3 to be included in the general guidelines document****Discussion:**

***Do you agree with the duration of the learning materials and, according to your experience, what is the maximum time for an activity developed for the age-group 0-3?***

Age group 0-3

The maximum attention span is from 5 to 10 minutes

Age group 3-6

The maximum attention is 30 minutes

**Recommendation 4 to be included in the general guidelines document****Discussion:**

***What are activities around the topic self-discover and the relation with others?***

Paint a self portrait

Paint a friend

**Summary****Discussion:**

***If the existential self is a core developmental state, what could be a suitable way to engage with this very particular age group 0-3 around the individual discovery of the existential self?***

**Self-reflection (mirroring)**

Looking at the mirror and thinking "that is me" also call the "mirror phase" by Jaques Lacan that can feel rather unsettling. The face the child see in the mirror not necessarily looks at he/she feels. We can assume that there is a process of learning to recognize oneself in a mirror.

"The mirror as a tool for reflection of the Self and about the Self. The first experimental studies on the emergence of self-awareness in children have been conducted from the "casual" observation of the attitude of concern shown by toddlers in front of a mirror. The view of their as yet unknown reflection in the first year of life produces a reaction of a social nature, similar to that observed by placing one child in front of another; later, thanks to the discovery of the contingency of movement, it causes a sort of bewilderment and anxiety, which gradually leads to the discovery of their own identity and the existence of a virtual space. Very important the pioneering and still current studies of René Zazzo, the French developmental psychologist, about the use of mirrors and other reflective surfaces for self-knowledge. In the wake of these studies, there are possible interventions to encourage in children, through games with their own images in the mirror, a "reflection period or a rational meditation upon themselves and their various possible identities. "(Paula Corsano)

There are many forms of mirror experience that are interesting not only self-recognition.



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## VALIDATION WORKSHOP REPORT - ROMANIA -

**Hosting partner:** Spektrum Educational Center Foundation, Miercurea-Ciuc, Romania

**Title of the event:** EDUCATIONAL AND VALUE-PREVENTED EDUCATION (AZ ERKÖLCSI ÉS ÉRTÉKORIENTÁLT NEVELÉS)

**Venue and date:** Spektrum Educational Center Foundation, Miercurea-Ciuc, Kossuth Lajos street, no.9, 3<sup>rd</sup> floor, no.5, 30 May 2019 12 -15 am.

**Participants:** members from Hungarian Teachers Association of Romania, educators, pre-school teachers, kindergarten teacher, students from Sapientia University (Miercurea Ciuc).

### Program of the event

11:00 – 11:10 Welcome address by staff members of Spektrum Educational center.

11:10 – 12.00 Opening presentation:

- Introduction to Ethics and Value Education (EVE) and overview
- Introducing AVAL, its background, goals, consortium
- Presenting the AVAL activities and results

12:00 – 12:30 Coffee break

12:30 – 15:00 Validation workshop of the learning materials (including snacks)

Spektrum Educational Center has organized a validation workshop for educators, pre-school teachers, on May 30th, 2019. The topics were the following: Ethical education and Democratic and societal values and Environment. The event took place at the premises of Spektrum Educational Center.

There were 2 presenters and 19 participants attended at the event. In the first part, besides the AVAL project's background, objectives, partnership, activities and the AVAL website was presented along with the most important AVAL intellectual outputs – AVAL Handbook learning materials on a variety of topics and for age 0-3, 3-6 and 7-11.

In the second part the AVAL project results in more details, specifically the AVAL Handbook and AVAL learning materials on a variety of topics and for different age groups. The structure of the learning materials, methodology and symbols were explained. Participants were given printed AVAL Handbook for Teachers and Parents Handbook in Romanian language.

In the last part the validation process of the learning materials took place with participation of the piloting teachers.



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As a closure of the event we had a brief discussion with participants about their experience concerning teaching ethical and democratic values.

Participants were grouped by the age grouped interested in, after which group discussions followed related to 3 learning materials selected to focus on from each age group. Following this, each group presented their findings.

***Feedback and results:***

The Handbook and learning materials probably would be difficult to be used as a standalone teaching resource, adapting them to the various teaching context would assure their usefulness at maximum.

Nevertheless, the main conclusion were: the AVAL materials in general are appropriate to age, fitting children's needs, are motivating, inspiring, enhancing critical thinking and creativity, child-friendly, ensuring learning ethical values in a playful way and most importantly they may be a good alternative to completing school's curricula.

***Recommendation to be included in the general guidelines:***

- Feel free to adapt the learning materials in order to fit the multilevel abilities (verbal, physical, etc) of children as well as their background (cultural, familial, etc) in the class
- Make sure you enrich the materials with complementary items (e.g. videos, images, drawings, cartoons, etc) addressing all sorts of learning styles in order to make the learning activity as enjoyable as possible





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## VALIDATION WORKSHOP REPORT - SLOVENIA -

**Hosting partner:** University of Ljubljana, Faculty of Theology, Ljubljana, Slovenia,

**Title of the event:** Ethical school

**Venue and date:** Faculty of Theology (Lecture room 2), Poljanska cesta 4, 1000 Ljubljana; April 16th, 2019 at 2pm

**Participants:** students, prospective educators

### Outline of the program:

Part one – *How to become ethical school* (Strahovnik Vojko, Centa Mateja)

Part two – *Challenges of ethical education in EU* (Gerjolj Stanko)

The University of Ljubljana, Faculty of Theology has organized a validation workshop for students and prospective educators in ethical education on April 16th, 2019. The event took place in the Faculty of Theology. There were 3 presenters and 18 participants present at the event. The event was organized in two parts. In the first part, we shortly presented a project AVAL and its most recent intellectual outputs – learning materials on a variety of topics and for different age groups. Then we handed out to participants a short questionnaire (with 13 guided questions) about their experiences they had with/in their schools and school year, about the values harboured in their schools, about the most important ethical principles, the possibilities for ethical action, etc. This was needed in order to get a clear idea of what is the best way to implement AVAL educational materials into the Slovene educational system as it is and as it is perceived from the perspective of students. After the participant finished with writing down their answers, we had a discussion and reflection about the answers. The key issue was how to improve ethical education in the early stages of education and how to sustainably implement ethical education into kindergartens and schools. The second part consisted of an overview and discussion of the most pressing challenges that ethical education is facing and about the most effective methodologies for its implementation. The feedback gathered from users (questionnaires and notes from the discussion) will be used in the preparation of the final intellectual output, O4 – Guidelines for the implementation of values education in pre-school and primary education, which will be tailored to the state of the art and specific needs of the Slovene educational system.



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Photo: Vojko Strahovnik