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Added VALue Learning for Preschool Teachers & pedagogical coordinators

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Short report on the state of the art of values education learning for ECEC and primary education teachers

Authors: Elvira Sánchez-Igual, Eduardo Linares, Begoña Arenas, Bruno Ćurko, Kyriakos Lingas, Michael Zwanziger, Zsófia Pál, Elena Xení, Éva Szalma, Svenja Pokorny, Peir Giacomo Sola, Mateja Centa, Marija Kragić, and Vojko Strahovnik.

Coordination: M. Begoña Arenas, ITC (ES)

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TABLE OF CONTENTS

1. INTRODUCTION: THE AVAL PROJECT.....	3
1.1 O1: WHAT THE PROPOSAL SAYS.....	3
1.2 PREVIOUS KNOWLEDGE FROM THE ETHIKA PROJECT: THE UNA REPORT	3
1.3 METHODOLOGY.....	4
2. SUMMARY OF FINDINGS FROM THE DESK RESEARCH IN PARTNER COUNTRIES... 5	
2.1 CONTENT OF THE CURRICULUM	5
2.2 SUMMARY OF GOOD PRACTICES IDENTIFIED	8
3 SUMMARY OF FINDINGS FROM THE FIELD RESEARCH	11
4 CONCLUSIONS AND RECOMMENDATIONS.....	15
ANNEX 1. GOOD PRACTICES IDENTIFIED	18
ANNEX 2. TEMPLATES	31

1. INTRODUCTION: THE AVAL PROJECT

In the frame of O1 – STATE OF THE ART OF VALUES EDUCATION LEARNING FOR ECEC AND PRIMARY EDUCATION TEACHERS, the team for the implementation of this IO is formed by M. Begoña Arenas from ITC and Elvira Sanchez-Igual from AMEI.

We have approached this report adapting and updating the results from the [ETHIKA project](#) and also proposing some updated existing materials from AMEI WAECE.

Our research has been implemented in the period 14/02/2018 until 13/04/2018. We hereby present our results.

1.1 O1: WHAT THE PROPOSAL SAYS

The proposal states that:

“IO1 refers to the Transnational AVAL review of the partners’ countries curriculum, State-of-the-Art in learning activities for 0-11 teachers focusing on ethics and values, and design of a state of the Art report which will be developed through the compilation of the 9 National Reports from ES, DE, IT, HU, CRO, CY, SI, GR, and RO and the 1 EU Report.”

This IO included the following activities:

- A1: Drafting of methodology and template for collection of input.
- A2: Review of the current literature learning on values for 0-6 and 7-11 teachers.
- A3: Review of the partners’ countries curriculum of 0-6 and 7-11 teachers to identify examples of real-world authentic learning, as well as lack of such examples and curriculum sections where learning about values could be envisaged.
- A4: Based on the results, development a “State of the Art of Values Education Learning for ECEC and Primary Education Teachers” report

IO1 was not finally funded by the Spanish NA. However, the partners met in Madrid in February 2018 and decided that we needed to have a starting point from the following IO, DEVELOPMENT OF LEARNING MATERIALS. In this frame, a specific methodology, using the results emerged from the ETHIKA project, was designed.

1.2 PREVIOUS KNOWLEDGE FROM THE ETHIKA PROJECT: THE UNA REPORT

This report is based upon the results of the ETHIKA project “Existing State of the Art and User Needs Analysis” and “EVE curriculum proposals and training course for teachers” both [available at the ETHIKA website](#).

The ETHIKA User Needs Analysis report was issued in April 2015 with results from Croatia, Germany, Italy, Slovenia and Spain.

We thus decided to use the existing survey, that was still in the server of the German partner, ILL, and adapt it for the new countries: Cyprus, Greece, Hungary and Romania.

The link to the survey is: http://survey.odl.org/goto.php?target=svy_139&client_id=survey

The partners from Cyprus, Greece, Hungary and Romania decided to translate the survey in their languages, collect responses (via email or phone) and insert the results already translated in English in the link provided.

1.3 METHODOLOGY

The methodology figure below reflects what decided during the Kick off meeting in Madrid, in 8-9 February 2018:

1: **Drafting of methodology and templates for collection of input.** A methodology defining and providing **instructions as well as templates** will be drafted and commonly agreed by all partners for collecting input at country level using all three methods identified (literature review, online questionnaire survey, selection of practices): Period: February-March 2018.

2: **Review of the state of the art** (current literature about values learning on for 0-6 and 7-11 teachers and review of the partners' countries curriculum of 0-6 and 7-11 teachers) to identify examples of real-world authentic learning, as well as lack of such examples and curriculum sections where learning about values could be envisaged. April 2018.

3: Based on the results, **development a “State of the Art of Values Education Learning for ECEC and Primary Education Teachers” report** (this report) including a set of suggestions and recommendations for the development of a user-friendly, adaptable and widely accessible learning program, curriculum and Toolkit for 0-6 and 7-11 teachers focused on values. May 2018.



2. SUMMARY OF FINDINGS FROM THE DESK RESEARCH IN PARTNER COUNTRIES

There are considerable differences among the national reports being analysed regarding ethical education between participating countries.

As a **subject**, we have not been able to find evidences in pre-primary education. As to primary education, only Germany has a dedicated subject in Ethics. In other countries, such as Slovenia or Spain, EVE is covered as part of wider subjects such as *Civic and Social Values*, *Citizen and Homeland Culture* or *Religious education*. But even with those subject many of them are only optional (or compulsory elective subject) so that we cannot speak about any coherence among the different national systems. We can see some interesting developments regarding Continuous Professional Development (CPD from now on) like in Italy or Romania that will be interesting to follow up.

As far as the **contents of the relevant subjects** they do cover at least some basic shared values, virtues or principles such as diversity, responsibility, sustainability, dialogue, community and ecology.

The **training and educational background of teachers** involved in those relevant subject to ethical education also vary from country to country. In some teachers are required to complete a dedicated training, in other a teacher's degree in one of the relevant fields of study (philosophy, sociology, education) is enough. Sometimes a national exam is required, while in other this is not required.

It is to note that, at the level of pre-primary schools, the situation is similar in a sense that **ethical contents are included in various ways**, some more direct and others more indirect. Since this level is less regulated by the main state, there are also several options and approaches that the ECEC centres are implementing. In this frame, different NGOs or independent educational institutes offer contents or courses dedicated to ethical education, dialogue, reflective and critical thinking, human rights etc.

At the **European Union level** there are no specific policies, regulations or recommendations for ethics and values education in schools as such, since this is the domain on national education systems of the EU-Member States. However, the ethic dimension of education and learning is present in several key strategic and policy documents on the European Commission.

2.1 CONTENT OF THE CURRICULUM

From the Ethika project "*EVE curriculum proposals and training course for teachers*" we can state that:

School education plays an essential role in promoting inclusive societies and strengthening social cohesion, including many socio-economic, demographic, environmental and technological challenges facing Europe and its citizens today and in the future. A key element in this is also education for intercultural dialogue, based upon social, civic and intercultural competences, critical thinking and media literacy, resistance to discrimination and indoctrination and promotion of democratic values, fundamental rights, social inclusion and non-discrimination, as well as active citizenship (Improving competences 2008; ET 2020). Ethics and values education is situated at the

core of such educational endeavours since it is the foundation of comprehensive personal development and persons relationships with others and stances toward the society at large (ethos).

There is no overall study of the teachers and educators training and inclusion of ethics and valued education training across Europe. Some older research seems to indicate a comparative lack of attention to these topics. Elizabeth Campbell as one of the leading scholars points to the research done by Bergem and Oser in Norway, reporting that

“prospective teachers do not acquire a moral vocabulary. ... This concern that teacher education neglects the teaching of ethics in comparison to what is taught in other professional education programs is a common criticism. A belief that greater emphasis needs to be placed on moral and ethical education continues to prevail among those of us who regard teacher education programs as the initial place to acquaint new teachers with the moral dimensions of their chosen profession.” (Campbell 2008, 372-3).

This is in many cases true for the current situation in some of the participating countries. Recent studies and recommendations regarding related domains also emphasize, among other things that:

- it is important to stress social and emotional learning to foster respect and tolerance,
- the education must be seen as a shared responsibility between schools and other stakeholders, and that developing the school ethos is also of key importance,
- teacher often lack fully developed competencies related to various domains of education and that training in these domains is desired, including the transfer of knowledge from third-sector know-how, e.g. NGOs with specific expertise relevant to both formal and in-formal education,
- and that more research and data regarding what works to combat intolerance and promote respect for diversity (Education Policies 2016).

These points apply equally to ethics and values education. In what follows the state of the art regarding this domain of education is described for the countries participating in AVAL (in alphabetical order), that is: Croatia, Cyprus, Germany, Greece, Hungary, Italy, Slovenia, Spain, and Romania.

Table 1. State of the art of EVE curriculum

COUNTRY	STATE OF THE ART – EVE CURRICULUM
Croatia	There is no ethics and values as a school subjects in pre-primary and primary schools in Croatia . In teachers’ universities there is a subject “Philosophy of education”, and this course has some topics related to Ethical education. Non formal education: Udruga “Mala filozofija” implements six different EU project strongly connected with Ethical education
Cyprus	No ethics and values as a school subjects in pre-primary and primary schools in Cyprus . Ethics And Values plays an important role in a number of school subjects, such as religious education, environmental education, language and literature education, citizenship education as well as physical education, health education, etc. The prevalent values, derived from the curricula finalised in 2016, with the Indicators for Success and Competence being highlighted as an educational innovation aiming at improving the content

	<p>of education in Cyprus, are: love, peace, collaboration, respect, acceptance, persistence, empowering the self (self-confidence and self-resilience, etc.), responsibility, critical thinking and self-reflection, and justice, and further values being braveness, kindness, modesty, positive thinking and taking action and participation. It is stressed that these values serve the goal of the holistic development and the acquisition of skills, attitudes and principles at schools and in life.</p>
Germany	<p>No ethics and values as a school subjects in pre-primary School. Regarding primary school, Ethics teaching was conceived in the mid-1970s as a substitute subject for religious education. In some federal states it has the status of a compulsory elective subject or even a compulsory subject. In the federal states in which religious education is an ordinary subject, students of school age who are committed to religious education have a duty to participate in religious education. However, no one may be forced to participate in religious exercises. Therefore, the legal guardians can decide on the child's participation and deregister the child from religious instruction. Instead, the child must attend the subject "Ethics". Topics that are discussed in class are: being human - meeting oneself, living together - meeting the other, religion and culture - meeting life and living in the modern world.</p>
Greece	<p>There is no specific ethics and values as a school subjects in pre-primary and primary schools in Greece. However, pre-school (5-6 years) and primary school teachers have to attend respective HEI departments and acquire a BA either as pre-school or primary education teachers, sharing share some parts of common curricula: it is in this frame that some aspects of values and ethics are interwoven in diverse courses. This could help in identifying the main body of EVE related learning to be ingrained during teaching (e.g. environment and sustainability, family, body and gender, otherness, difference and cultural diversity, the self and identities, democracy, community, tolerance etc.).</p>
Hungary	<p>There is no specific ethics and values as a school subjects in pre-primary schools. However, in primary education there is a compulsory 30 hours accredited training that qualifies educators to teach ethics in 1-4 grades that includes Social relationships, Religion and morality, Applied ethics and Didactics: Teaching ethics: particularities, experiences.</p>
Italy	<p>There is no specific ethics and values as a school subjects in pre-primary and primary schools in the Italian Education System. Ethical content is embedded in other subjects or covered by additional school activities.</p> <p>There are recent regulations (Act 107/2015) regarding teachers CPD that for the 2016-19 period sets a competence area "Competence for an Inclusive School" that includes Integration and global citizenship competence (Intercultural dialogue, Interreligious dialogue, Cultural Identity, Active citizenship, Global links and interdependence, Critical thinking, Respect, Distinctive features of European Culture and Tolerance), inclusion and social cohesion.</p>
Slovenia	<p>We can find the following subjects for primary education: Civic and citizenship culture and ethics (compulsory subject); Religions and Ethics; Philosophy for children; Critical thinking (all elective subjects, not all available at all schools) and teachers have to follow specific paths within the slovenian system. Moreover, regarding CPD, there are some opportunities for teachers and educators provided by a variety of educational institutions that usually last between 8 and 16 hours.</p>
Spain	<p>There is no required ethical or values related education for pre-school teachers. In primary schools, after the regulation changes in 2015, the National Education System sets that students aged from 6/7 years old must study either Religion or the alternative ethics-dedicated subject, "Civic and Social Values". There are no specific requirements for teachers in charge of this subject. There are some interesting CPD opportunities being promoted at regional level or provided by some universities.</p>
Romania	<p>In Romania there is no standardised and compulsory Curriculum, related to ethics and values teaching in pre-school and primary education. However, the Live Together Programme (LTLT) (42 hours, 11 ECTS) has started to be systematically implemented in the Romanian formal education sector as an optional basis. So far 18 LTLT courses were organised Romania wide where more than 450 teachers from the southern part of Romania got familiar with the LTLT approach and developed their abilities to use the manual in their activities with children. The process of implementing the LTLT course in further regions of Romania is going on.</p>

2.2 SUMMARY OF GOOD PRACTICES IDENTIFIED

19 practices have been identified. Here below we include a summary table including the country, the title and the elements that could be transferrable in the frame of AVAL development of learning materials.

Table 2. Good practices and potential elements that could be transferrable to the AVAL learning materials

COUNTRY	GOOD PRACTICES	ELEMENTS THAT COULD BE TRANSFERRABLE
Croatia	Ethical education - Learning Together To Live togEther: Teachers leading Ethical Education for an Inclusive society	The values are (42): Self-esteem, Courage, Patience, Responsibility, Honesty, Love, Perseverance, Respect for diversity Friendship, Understanding, Sensitivity, Veracity, Solidarity Curiosity, Resilience, Self-confidence, Independence, Persistence, Respect, Goodness, Love for nature, Respect for others, Generosity, Justice, Compassion, Collectivism, Obedience, Freedom, Gratitude, Sincerity, Tolerance, Respect of differences.
	ETHIKA - Ethics and Values Education in Schools and Kindergartens – 5 Day training for teachers	All educational materials with Manual for teachers are available here: http://www.ethics-education.eu/tools/index.htm
Cyprus	VALUE, online teacher training in the context of an Erasmus+ funded project	The following aspects adopted in the context of APETH programme may be transferrable to the LEARNING MATERIALS: -needs-based school actions and activities -project-based actions and activities -holistic development-based activities With emphasis on methodologies such as learning by doing, participatory learning, collaborative learning, personalizing and reflection, materials developed for the purposes of VALUE project training are multimodal texts such as the following : -storytelling -comics -images and pictures -games (e.g. quizzes, true and false statements, matching activities, drag and drop activities, etc.)
	APETH (ARETE), primary school action, school initiative	
	Hopes, teacher training in the context of an Erasmus KA2 action funded project	The idea of supporting the self, in terms of self-knowing, self-empowering, how to gain happiness and spiritual resilience activities serves as good practice as it touches upon the innovation of practices in making the self (and thus the other) stronger and more resilient.
Germany	Guide for nursery school teachers to values, democracy and diversity funding	The values are: Attention and respect, enthusiasm, empathy, friendship, peace, community, justice and non-violence.
	Suggestions for the work in day care centres	The class spokesperson represents the interests of the students and clarifies conflicts. The blackboard service takes care that the blackboard is wiped and that enough chalk is available. The calendar service regularly notes the most important dates in the calendar. The garbage service empties the garbage bins and reminds the class of waste separation. The class diary service presents the class diary to the teachers and takes it back to the secretariat after class. The flower service takes care of the plants. The student pilots or bus scouts make sure that the pupils get from the bus to school without accidents. Paramedics help with injuries and health problems.

COUNTRY	GOOD PRACTICES	ELEMENTS THAT COULD BE TRANSFERRABLE
Greece	VaKE methodology (as implemented in primary schools within the frame of intercultural education in class)	The practice and the methodological steps are available in Greek. Certain parts or a simplified form of the methodology could be adapted in English. Rich information in English can be found here http://www.vake.eu/
Hungary	Mimo & Csipek: environmental values education for children Portal on ethics teaching of Sapientia College of Theology	In order for the program to be sustainable and also to have a greater coverage, the association organizes trainings for pre-school teachers (they have 150 pre-school teachers already finished the program). They organized regular workshops for teachers of ethics (not in the recent years), provide a portal to supporting materials for teachers.
Italy	The National Giving Day 2018 (Giorno del dono) Violence no thanks! Let's learn to respect each other	The "idea of gift" can be expressed in terms of: free, reciprocity, creator of binding relations and in any form: blood, time, money... The competition intends to make students and school communities approach the topic sustainability and global citizenship. The students are invited to examine the themes and objectives of Agenda 2030 and to deepen one or more of them and integrate them in an original product addressed to young people, the families or to the territory.
Slovenia	KATIS (Catalogue of programs of further education and training of professionals in education) professional training of teachers and other educators Society of Sophie's lovers (Zofijini ljubimci)	These trainings include ethical contents namely: <ol style="list-style-type: none"> From the program Ethics and critical thinking from the perspective of integral and experiential approach: <ul style="list-style-type: none"> Ethics and critical thinking - how to stimulate thinking about value issues and topics and how to address them in the classroom. Socratic dialogue. To learn about empathy as a key dimension of (ethical) education. Experiential ethical learning. Dialogue, relationships. Biographical and holistic learning on topics: emotions, value judgment, emotion and identity, recognition, values. Ethical teacher, attitude and conflict resolution in class. An ethical person. Responsibility. From the program Practical Philosophy/Ethics: <ul style="list-style-type: none"> Ethics beyond the tyranny of values Ethics and phenomenology Virtues in Greek philosophy Practical philosophy On the sub-site "Classroom", they collect materials and exercises that are transparent and thoughtful, which can benefit both teachers and students in teaching and learning about various humanistic contents, with a particular emphasis on ethics and philosophy. Some of the materials are suitable for the use at primary schools. Materials are also developed by professional philosophers and tested in the classrooms.

COUNTRY	GOOD PRACTICES	ELEMENTS THAT COULD BE TRANSFERRABLE
Spain	Learning to live together in peace from early years: a project on values education	The values are (42): Self-control, Hard work, Self-esteem, Order, Love of effort and working together, Creativity, Courage / Bravery, Flexibility, Patience, Responsibility, Honesty, Love and understanding, Sensitivity, Veracity, Perseverance, Curiosity, Resilience, Self-confidence, Independence, Persistence, Mutual confidence, Filial love, Cooperation and mutual aid, Love and understanding, Friendship, Goodness, Love for nature, Respect for others, Generosity, Justice, Compassion, Collectivism, Obedience, Freedom, Gratitude, Respect for common good, Sincerity, Love for culture (patriotism), Tolerance, Respect for diversity, Solidarity. The curriculum is available in English, Arab and Spanish from 0 to 6. From 6 to 12 are only available in Spanish.
	The Club for children who take care of the Planet Earth: a project in values education for children 2 to 6 years of age	The activities are organized around several areas. They are grouped to help the educator select which activity or activities to be carried out with the children according to their current interest or motivation. They are no longer than 10 to 15 minutes. They are meant to become part of the regular classroom program and the time to share and work together as a break from the regular routine. The program also contemplates the collaboration of parents.
	Neonatal education program	The activities presented have been designed taking into account the following principles: <ol style="list-style-type: none"> 1. Continuity, that is, offer activities with a certain periodicity, frequency or reiteration, according to the cases. 2. Progression, establishing levels that increase the degree of depth or expansion of perfectly adequate sequences. 3. Integration, so that the different contents are globalized in activities integrators that interrelate the contents. Obviously, the activities and experiences presented will basically have a character playful, based on the game as a globalizing element. Activities have been designed motivating and meaningful for the child in a way that challenges their competition staff, considering all areas of experience, the interests and needs of the children and favoring integration with the adult, which will seek to create a welcoming climate, safe and warm for the development of activities.
Romania	Learning to Live Together Programme (LTLT) - a project for ethics education for children	The values are: respect and mutual understanding; empathy and the ability to 'put yourself in another's shoes'; individual and collective responsibility; reconciliation and the approach to building bridges
	The modern pedagogue - changed roles and skills. Methods of change.	The values are: creativity, courage, responsibility, respect for diversity, hardworking, flexibility, friendship, patience, solidarity, respect for others, freedom, generosity, goodness, justice, compassion, collectivism, love for culture.

3 SUMMARY OF FINDINGS FROM THE FIELD RESEARCH

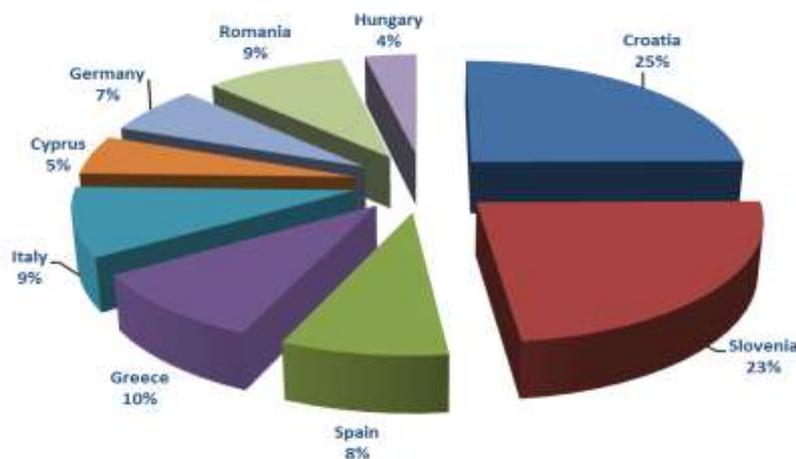
The AVAL project team intends to utilize the expertise, knowledge and interests of key stakeholders in Ethical education, making use of the results of the previous ETHIKA and EDU-TEACH project, to ensure that materials shared, developed and used as part of the project are ‘real’, relevant and useful to teachers and educational practitioners.

Regarding the user needs analysis in the survey, we had a total of **322 respondents**. Being the results from Croatia, Germany, Italy, Slovenia and Spain (a total of 233) from the ETHIKA UNA report and the results from Cyprus, Greece, Hungary and Romania (a total of 89), newly collected in the frame of AVAL IO1. The number of respondents by country was:

Figure 2: Number of respondents of the survey by country:

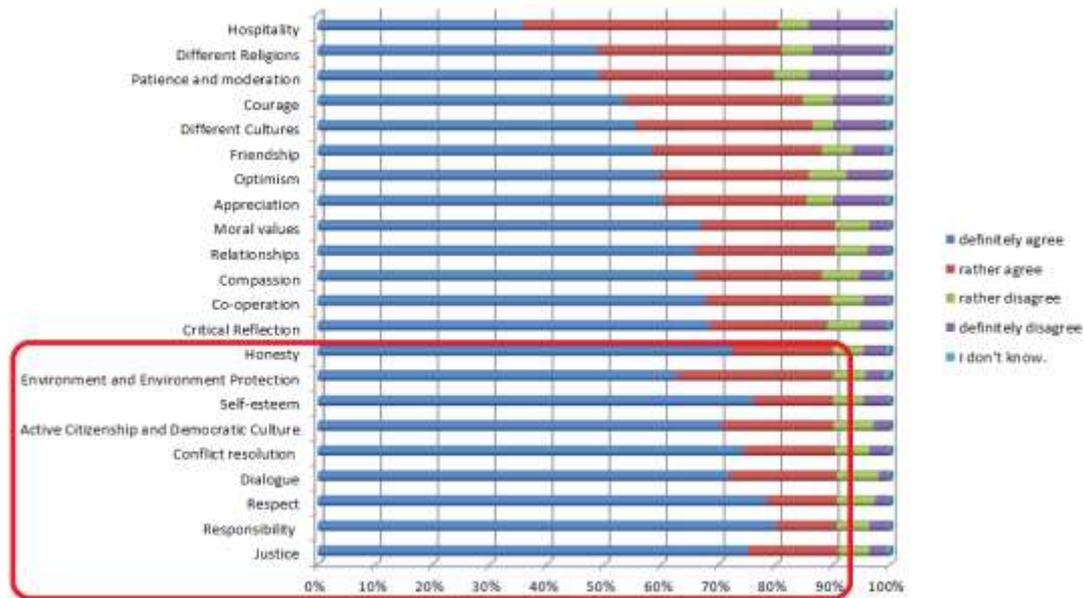


Figure 3: Percentage of respondents by country (by order of percentage)



Regarding the **selection of topics**, we can see below a figure illustrating the results:

Figure 4: Selection of topics (sorted by selection of participants)



We may also see in the table below that those receiving more than 90% summing up *definitely* and *rather agree* are: Justice, Responsibility, Respect, Dialogue, Conflict resolution, Active Citizenship and Democratic Culture, Self-esteem, Environment and Environment Protection and Honesty:

Table 3: Selection of topics (sorted by adding up “definitely” and “rather agree” scores and obtaining more than 90%)

TOPIC	Definitely agree	Rather agree	Rather disagree	Definitely disagree	I don't know.	Percentage (adding “definitely” and “rather agree”)
Justice	75,1%	15,9%	5,3%	3,0%	,7%	91,0%
Responsibility	80,1%	10,6%	5,6%	3,3%	,3%	90,7%
Respect	78,4%	12,3%	6,6%	2,3%	,3%	90,7%
Dialogue	71,8%	18,9%	7,3%	1,7%	,3%	90,7%
Conflict resolution	74,4%	15,9%	6,0%	3,3%	,3%	90,4%
Active Citizenship and Democratic Culture	70,5%	19,6%	7,0%	3,0%	,0%	90,1%
Self-esteem	76,1%	14,0%	5,3%	4,3%	,3%	90,0%
Environment and Environmental Protection	62,8%	27,2%	5,6%	3,3%	1,0%	90,0%
Honesty	72,4%	17,6%	5,3%	4,0%	,7%	90,0%

As to the **choice of media and educational materials** for ethics and values education, we can see below that **audio and video files** followed by **animated presentations and use of everyday objects** are the preferred media:

Figure 5: Choice of Media and Educational Materials (sorted by adding up “definitely” and “rather agree” scores

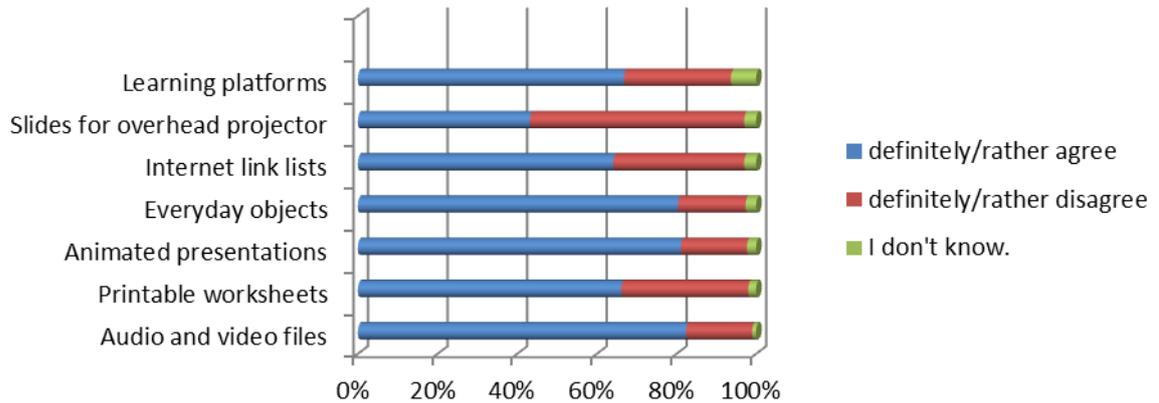


Table 4: Choice of Media and Educational Materials

Choice of Media and Educational Materials	Definitely/rather agree
Audio and video files	82,4%
Animated presentations	81,1%
Everyday objects	80,4%
Learning platforms	66,8%
Printable worksheets	66,1%
Internet link lists	64,1%
Slides for overhead projector	43,2%

Regarding the **choice of methods**, we can see below that the preferred methods are **everyday life problems, followed by role playing, group discussions, group work, conflict stories and storytelling.**

Figure 6: Choice of methods (sorted by adding up “definitely” and “rather agree” scores)

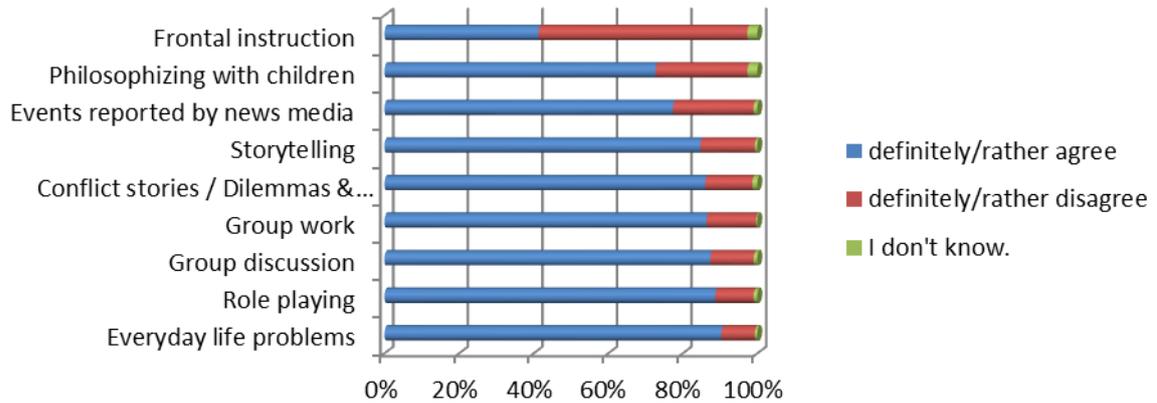


Table 5: Choice of Methods

Choice of Methods	Definitely/rather agree
Everyday life problems	90,3%
Role playing	88,7%
Group discussion	87,3%
Group work	86,3%
Conflict stories/Dilemmas & Quandaries	86,0%
Storytelling	84,7%
Events reported by news media	77,3%
Philosophizing with children	72,7%
Frontal instruction	41,3%

4 CONCLUSIONS AND RECOMMENDATIONS

We will focus this section in the results of the analysis of the topics, media and methods for the development of educational materials (IO2) and resource center (IO3).

So regarding the Recommendations for IO2: DEVELOPMENT OF LEARNING MATERIALS, the topics preferred after the analysis of the survey are:

The list of **preferred topics** is:

TOPIC
Justice
Responsibility
Respect
Dialogue
Conflict resolution
Active Citizenship and Democratic Culture
Self-esteem
Environment and Environmental Protection
Honesty

The results are in line with the 3 pillars structure proposed by AVAL:

- ethic values (personal values – one “self”);
- democratic and societal values (as we live in society –One “self and the others”)
- and environmental values (as we live in the planet earth).

Moreover the materials should be designed and according to ages (0-3, 3-6, 7-11) available in English and all partner languages (ES, DE, IT, HU, CRO, SI, GR, and RO).

And regarding the **learning methods**:

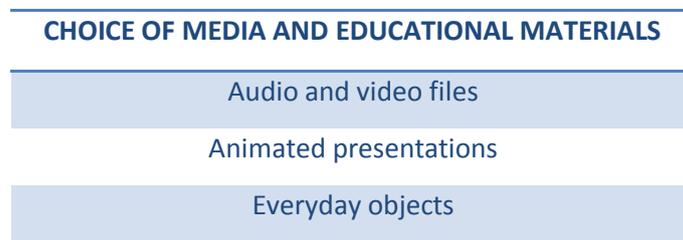
CHOICE OF METHODS
Everyday life problems
Role playing
Group discussion
Group work
Conflict stories/Dilemmas & Quandaries
Storytelling

Moreover, 16 practices have been identified and they all included elements, mainly topics related to EVE, which could be transferrable in the frame of AVAL development of learning materials.

Recommendations for IO3: RESOURCE CENTER

The proposal states that *“The material will be available online through an interactive learning and training platform while a possibility to access the material offline and/or download it will be envisaged”*.

The implementation of the themes in media and methods should be diverse with regard to a didactically meaningful way. The results of our research show that the following media and educational materials as most meaningful:



As a basic recommendation, we may say that the online platform should be based on a free system like ILIAS, that allow users management (management features) and the monitoring of their learning process. This follow up can also be supported by external activities through evaluation exercises and the availability of the results for trainers and/or tutors.

Regarding the admission of participants, the requirement of prior knowledge is to be considered so it is advisable to organise the contents in a modular way.

Attending to the tools and materials that the course may contain, in addition to the basic written resources we may add:

- ⊕ Audio and video lessons (asynchronous learning)
- ⊕ Guidelines/Handbook for learners (possibility to export the modules in pdf)
- ⊕ Video tutorials (hosted in the web server or in YouTube)
- ⊕ Downloadable resources as a Alphabetical dictionary of technical terms used along the course
- ⊕ Demo examples (animations)
- ⊕ Presentations

Considering the elements that could be transferable to the AVAL online training course regarding training and assessment methodologies, we can find the following:

- ⊕ The training should be as practical-oriented as possible, also organising the translations so as to be adapted to the country contexts of each partner.
- ⊕ Some of the modules or evaluation exercises could stimulate the Autonomous work presenting links to external contents (“to go deeper”) or optional/additional evaluation exercises.
- ⊕ Another possibility can be the creation of a Forum for learners that would allow them to take advantage of the benefits of the Collaborative and Peer-to-peer learning.

Concerning INNOVATIVE APPROACHES, some examples to implement would be:

- ⊕ Tutoring support service during the learning, provided by thematic experts
- ⊕ Mentoring and Coaching by EVE specialists to be provided during the learning
- ⊕ Guidance service after the finalisation of the learning
- ⊕ Establish networking with schools and organisations particularly interested in EVE to participate in the project platform from the beginning

About the recognition of the acquired learning, the online platform could present the feature to automatically deliver a “Certificate for learners” at the end of the course.

The next step should be embedding these results in a meaningful structure of learning materials.

ANNEX 1. GOOD PRACTICES IDENTIFIED

CROATIA: 2 practices:

- Ethical education - Learning Together To Live together: Teachers leading Ethical Education for an Inclusive society
- ETHIKA - Ethics and Values Education in Schools and Kindergartens – 5 Day training for teachers

Name of the good practice:	Ethical education - Learning Together To Live together: Teachers leading Ethical Education for an Inclusive society
Type of good practice (Training Programme, Teacher Training, Handbook/Guidelines, Online Tool / learning Platform, etc.).	Training for primary school teacher
Short description of the main aims, methodology and delivery method (Max. 200 words):	Petit Philosophy organized 3 high energy training for teacher in three Dalmatian towns: Zadar, Sibenik and Split. All together there was 70 teachers (6-11). The aims of this training was to raise teachers' awareness of the LITTLE project, the online course and Teacher's Guide demonstrations of methodologies and educational materials and tools for ethical education. - To train teacher how to deal with ethical problems and issues in their classes with new methodologies and approach.
Elements of the identified good practice that can be transferable to "LEARNING MATERIALS" (Max.200 words)	The values are (42): Self-esteem, Courage, Patience, Responsibility, Honesty, Love, Perseverance, Respect for diversity Friendship, Understanding, Sensitivity, Veracity, Solidarity Curiosity, Resilience, Self-confidence, Independence, Persistence, Respect, , Goodness, Love for nature, Respect for others, Generosity, Justice, Compassion, Collectivism, Obedience, Freedom, Gratitude, , Sincerity, Tolerance, Respect of differences,
Do the learning contents of the identified good practice address different ethics and values of learners? How these contents organized and what are the main differences amongst levels? (Max.200 words)	The contents are organized as follow: <ul style="list-style-type: none"> • Introduction in ethical education • Presentation of LITTLE webinar for teacher • Workshop for teacher with LITTLE webinar as stimulus • Meta-discussion about workshop • Workshop with main topic about ethical education (chosen by teachers) • Meta-discussion about workshop • Introduction of learning materials and tool • Evaluation of training
Accessibility and usability	This training is useful for all teachers and educators who are confronted with ethical topics in their work with students

Name of the good practice:	ETHIKA - Ethics and Values Education in Schools and Kindergartens – 5 Day training for teachers
Type of good practice (Training Programme, Teacher Training, Handbook/Guidelines, Online Tool / learning Platform, etc.).	5 day training for teachers http://www.ethics-education.eu/news/News18.pdf
Short description of the main aims, methodology and delivery method (Max. 200 words):	In this 5-day training Petit Philosophy with their partners introduce new, innovative educational materials and tools to teachers with concrete workshop. They use different kind Methodological models of ethics and values education : Critical thinking in ethics education; Philosophy for/with children; Socratic dialogue; The values clarification process; Holistic ethical learning; Using ethical dilemmas, conflict cases, thought experiments; Stories and biographical learning; The value and development square; Conflict prevention strategies; Moral decision making; Virtue and ethics education - the MELARETE model and Meeting differences.
Elements of the identified good practice that can be transferable to "LEARNING MATERIALS" (Max.200 words)	All educational materials with Manual for teachers are available here: http://www.ethics-education.eu/tools/index.htm
Do the learning contents of the identified good practice address different ethics and values of learners? How these contents organized and what are the main differences amongst levels? (Max.200 words)	This training for teacher's address teacher of different age group, from pre-primary (3-5) education to 11-14 age group. Educational material and tools are adapted to the age group where they intended.
Accessibility and usability	This training is useful for all teachers and educators who are confronted with ethical topics in their work with students. Teachers and educator who participated in training were 84% "very satisfied" with training.

CYPRUS, 3 practices:

- -VALUE, online teacher training in the context of an Erasmus+ funded project
- -APETH (ARETE), primary school action, school initiative
- -Hopes, teacher training in the context of an Erasmus KA2 action funded project

Name of the good practice:	APETH (APETE) programme
Type of good practice (Training Programme, Teacher Training, Handbook/Guidelines, Online Tool / Learning Platform, etc.).	APETH (ARETE) programme is a school action on 12 significant life values that was decided, designed and implemented in the primary school of Pefkios Georgiades, in Nicosia, the capital of the island of Cyprus.
Short description of the main aims, methodology and delivery method (Max. 200 words):	<p>APETH programme is an educational programme in the form of a school action on 12 critical life values that are vital to cultivate a good personality and good manners.</p> <p>Aiming to fill in a gap in childhood education fostering the holistic development of a child’s personality with emphasis on ethics, sentimental and social development, APETH focuses on Love, Peace, Responsibility, Simplicity, Courage, Freedom, Collaboration, Respect, Offering, Democracy, Leadership and Citizenship.</p> <p>The choice of was based on individual needs and the contemporary/ current needs of the Cypriot society.</p> <p>It is hoped that running APETH will help the prevention of social problems and will significantly contribute to the context of preparing healthy, virtuous and democratic citizens in the present and the future.</p>
Elements of the identified good practice that can be transferable to “LEARNING MATERIALS (Max.200 words)	<p>The following aspects adopted in the context of APETH programme may be transferable to the LEARNING MATERIALS:</p> <ul style="list-style-type: none"> -needs-based school actions and activities -project-based actions and activities -holistic development-based activities
Do the learning contents of the identified good practice address different ethics and values of learners? How these contents organized and what are the main differences amongst levels? (Max.200 words)	<p>The learning contents of APETH programme involve activities and actions which are targeted to all ages of the primary school (6-11).</p> <p>The programme puts emphasis on 12 significant life values based on needs analysis conducted prior the design of the programme: Love, Peace, Responsibility, Simplicity, Courage, Freedom, Collaboration, Respect, Offering, Democracy, Leadership and Citizenship.</p>
Accessibility and usability	ARETE project may be accessed at: http://dim-pefkiosgeorgiadis-lef.schools.ac.cy/index.php?id=programma-arete

Name of the good practice:	VALUE – Valuing all Languages to Unlock Europe
Type of good practice (Training Programme, Teacher Training, Handbook/Guidelines, Online Tool / Learning Platform, etc.).	VALUE online training programme is a work package activity of the EU funded project for the period 2015-2017, Valuing all Languages to Unlock Europe.
Short description of the main aims, methodology and delivery method (Max. 200 words):	With an emphasis on valuing all languages in Europe, VALUE project online training focuses on modules of the study of language, multilingualism, language variation, language change, etc. aiming at introducing the teacher trainees/ learners to aspects of the study of language and at the same tolerance, otherness and respect for the other, etc.
Elements of the identified good practice that can be transferable to “LEARNING MATERIALS (Max.200 words)	With emphasis on methodologies such as learning by doing, participatory learning, collaborative learning, personalizing and reflection, materials developed for the purposes of VALUE project training are multimodal texts such as the following : -storytelling -comics -images and pictures -games (e.g. quizzes, true and false statements, matching activities, drag and drop activities, etc.)
Do the learning contents of the identified good practice address different ethics and values of learners? How these contents organized and what are the main differences amongst levels? (Max.200 words)	VALUE project training learning contents address different ethics and values of learners, from respecting the language(s), to respecting the other, tolerance, understanding, etc. The contents are organised in modules, units and sections, all consisting of multimodal texts and activities aiming at interaction, teamwork and reflection.
Accessibility and usability	VALUE project may be accessed online at: https://grial.usal.es/valueproject

Name of the good practice:	HOPES
Type of good practice (Training Programme, Teacher Training, Handbook/Guidelines, Online Tool / learning Platform, etc.).	<i>Hopes</i> is a two-years-funded Erasmus KA2 project on Hopes, Positive Thinking, and Ethics in School
Short description of the main aims, methodology and delivery method (Max. 200 words):	<p>This two-years-funded Erasmus KA2 project on Hopes, Positive Thinking, and Ethics in School, aims at empowering teachers' skills to interact and positively impact on their students' skills and attitudes in the context of a more meaningful school education.</p> <p>In the life circle of the project an educational programme will be developed based on the theoretical context of positive psychology and character training. This will enabled trainee teachers to improve their teaching methods and practices regarding self-knowledge, spiritual resilience, happiness and positiveness.</p>
Elements of the identified good practice that can be transferable to "LEARNING MATERIALS" (Max.200 words)	The idea of supporting the self, in terms of self-knowing, self-empowering, how to gain happiness and spiritual resilience activities serves as good practice as it touches upon the innovation of practices in making the self (and thus the other) stronger and more resilient.
Do the learning contents of the identified good practice address different ethics and values of learners? How these contents organized and what are the main differences amongst levels? (Max.200 words)	In the context of <i>Hopes</i> project, a variety of ethics and values are identified, addressing both the self and the other, thus empowering the human herself/ himself and humans in societies. Emphasis is placed to self-knowledge, spiritual resilience, happiness and positiveness. These values will create pathways for a more meaningful school interface. Further updates may be reached at the project's Facebook: HOPEsEU.
Accessibility and usability	<p>http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=1703&Itemid=462&lang=el</p> <p>and Facebook: HOPEsEU</p>

GERMANY: 2 practices:

- Guide for nursery school teachers to values, democracy and diversity funding
- Suggestions for the work in day care centres

Name of the good practice:	Guide for nursery school teachers to values, democracy and diversity funding Suggestions for the work in day care centres
Type of good practice (Training Programme, Teacher Training, Handbook/Guidelines, Online Tool / learning Platform, etc.)	Handbook/Guideline In German: https://www.friedenskreis-halle.de/kita/texte/Kita-Handbuch-1.pdf
Short description of identified good practice, the main aims, methodology and delivery method (Max. 200 words):	<p>The aims of the handbook are to help educators with practical examples of how to teach values to kindergarden children.</p> <p>1. <i>Example: enthusiasm</i> Anyone who works with children knows enthusiasm from their working day. In the sense of a conscious upbringing of values, it goes without saying that to promote childish enthusiasm and joyful euphoria. Enable the children to experience enthusiasm, passion and to experience eagerness as something special and desirable. <i>practical tip:</i> The circle of the year offers for the enthusiasm of the children countless points of contact. Hardly a child remains unmoved, when the first snow falls. Snow can melt, water can be dyed, e.g. in the colours of the first early bloomers, that are beautiful to look at when they wake up.</p> <p>2. <i>Example: empathy</i> Empathy is the ability to become part of another human being. Empathy means compassion, sensitivity and mutual understanding. An empathetic person also succeeds in the perspective of a stranger to him and so to understand his feelings and reactions. <i>Practical tip:</i> Children acquire empathy through a variety of identification possibilities. The children's book "something else" by Kathryn Cave and Chris Riddell are the perfect choice here. By means of large descriptive pictures a door can be opened in the hearts of the children.</p>
Elements of the identified good practice that can be transferable to "LEARNING MATERIALS" (Max.200 words)	The values are: Attention and respect, enthusiasm, empathy, friendship, peace, community, justice and non-violence.
Do the learning contents of the identified good practice address different levels of learners? How these contents organized and what are the main differences amongst levels? (Max.200 words)	<p>The contents are organized as follows:</p> <ul style="list-style-type: none"> • values • importance of values • change in values • value promotion • aims of the promotion of values • standards and regulations • values of educators • suggestions for promoting values • observation of lived values • selected values in focus • impulses for the promotion of values <p>There are 11 examples in this unit. After that the next chapters contain the topics democracy and diversity.</p>
Does the MATERIAL/LEARNING PLATFORM complies with the accessibility and usability provision in order to allow 0-11 teachers to use its contents? In the affirmative case, please describe the adaption implemented.	It corresponds to accessibility and usability to enable educators to use their content.

Name of the good practice:	Class services - integrating students into everyday life
Type of good practice (Training Programme, Teacher Training, Handbook/Guidelines, Online Tool / learning Platform, etc.)	Online portal for student teachers In German: https://www.forrefs.de/grundschule/unterricht/unterricht-halten/wertevermittlung/klassendienste-die-schueler-in-den-alltag-einbinden.html
Short description of identified good practice, the main aims, methodology and delivery method (Max. 200 words):	By transferring class services, students learn to take responsibility for the tasks that are necessary in everyday life. They will learn what it is like to care for the community. Each class service is a task, the completion of which benefits the entire class community and thus promotes - almost incidentally - independence, self-organisation and active participation of the pupils. Everyday competences are acquired in the sense of practical learning.

<p>Elements of the identified good practice that can be transferable to “LEARNING MATERIALS (Max.200 words)</p>	<ul style="list-style-type: none"> • The class spokesperson represents the interests of the students and clarifies conflicts. • The blackboard service takes care that the blackboard is wiped and that enough chalk is available. • The calendar service regularly notes the most important dates in the calendar. • The garbage service empties the garbage bins and reminds the class of waste separation. • The class diary service presents the class diary to the teachers and takes it back to the secretariat after class. • The flower service takes care of the plants. • The student pilots or bus scouts make sure that the pupils get from the bus to school without accidents. • Paramedics help with injuries and health problems.
<p>Do the learning contents of the identified good practice address different levels of learners? How these contents organized and what are the main differences amongst levels? (Max.200 words)</p>	<p>The student services can be used from the 1st to the last class. Some services are only applicable to older students such as the student pilot or the paramedic.</p>
<p>Does the MATERIAL/LEARNING PLATFORM complies with the accessibility and usability provision in order to allow 0-11 teachers to use its contents? In the affirmative case, please describe the adaption implemented.</p>	<p>It corresponds to accessibility and usability to enable educators to use it in class.</p>

GREECE: 1 practice:

- VaKE methodology (as implemented in primary schools within the frame of intercultural education in class)

<p>Name of the good practice:</p>	<p>VaKE methodology (as implemented in primary schools within the frame of intercultural education in class)</p>
<p>Type of good practice (Training Programme, Teacher Training, Handbook/Guidelines, Online Tool / learning Platform, etc.).</p>	<p>Teaching methodology The methodology is available in Greek in the publication “Συνδυάζοντας τη διδασκαλία αξιών και γνώσεων μέσα από διλημματικές καταστάσεις” Δ. Πνευματικός & Jean-Luc Patry. The publication can be used as a tool for in-class implementation at kindergarten and/or primary education level. More information (in English) about VaKE can be found here http://www.vake.eu/</p>
<p>Short description of the main aims, methodology and delivery method (Max. 200 words):</p>	<p>The Values and Knowledge Education (VaKE) method is based on a constructivist (values construction rather than presentation) and interdisciplinary approach deploying the methodological tool of dilemmas. The main values that offer themselves to be developed through this tool are those of tolerance, diversity, argumentation, emancipation and universality. The method prompts pupils to problem solving by exploiting the power of ethical dilemmas, acquiring in parallel new knowledge. Pupils are developing arguments and are attentive to other pupils’ arguments, finding eventually out about the values interwoven in each problem/dilemma case. The practice can be designed and implemented deploying the following steps:</p> <ol style="list-style-type: none"> 1. Presenting the scenario/dilemma (the scenario must lead to a turning point/a dilemma for the key person) 2. First decision (pupils articulate the first decisions taken. There must be different decisions among pupils or pupil groups) 3. First arguments and exploration of their sustainability (pupils articulate arguments for and against decisions taken, evaluating arguments: teacher has to identify the dominant interpretive scheme behind each argument, as well as the similarities and differences among the arguments, identifying the underlying values, checking sustainability of the arguments empirically, by simulation, using social interaction model, etc.) 4. Exchange of information and identification of further information needed (as unanimity cannot be reached at this stage, a dilemma comes to surface. New information has to be sought after in order to facilitate common decision. Needed sources information is tracked down, leading eventually to the creation of new knowledge) 5. Seeking concrete information (school books, discussion, knowledge at personal level, internet etc.) 6. Exchange of information and checking of sustainability and validity (checking information validity vis-à-vis the dilemma) 7. Formation of new arguments on the basis of the new information 8. Information synthesis 9. going through steps 4-8 10. Final synthesis 11. Generalisation attempt (applying in other situations) <p>Working on the final dilemma considering</p> <ul style="list-style-type: none"> - The learning objectives - The personalised and concrete nature of it - The pro and contra arguments - The values involved

	<ul style="list-style-type: none"> - The desired direction that the teacher should take in pedagogical terms (where should the dilemma lead?) - Management of contradictions and possible conflict of interests among pupils - Evaluation of the process
Elements of the identified good practice that can be transferable to "LEARNING MATERIALS (Max.200 words)	The practice and the methodological steps are available in Greek. Certain parts or a simplified form of the methodology could be adapted in English. Rich information in English can be found here http://www.vake.eu/
Do the learning contents of the identified good practice address different ethics and values of learners? How these contents organized and what are the main differences amongst levels? (Max.200 words)	Material in Greek and as is available in http://www.vake.eu/ can be exploited in order to design a dilemma story. A prototypical course of a VaKE project (similar to the steps as presented above) is also available here http://blog.vake.sbg.ac.at/wp-content/uploads/VaKEdis-Englisch.pdf (The publication in Greek can be used in terms of evaluating the practice)
Accessibility and usability	Yes, it can be adapted.

HUNGARY: 2 practices:

- Mimo & Csipek: environmental values education for children
- Portal on ethics teaching of Sapientia College of Theology

Name of the good practice:	Mimo & Csipek: environmental values education for children
Type of good practice (Training Programme, Teacher Training, Handbook/Guidelines, Online Tool / learning Platform, etc.).	Educational program to teach children basic environmental protection issues and values regarding the environment. Only in Hungarian: http://www.mimoescsipek.hu
Short description of the main aims, methodology and delivery method (Max. 200 words):	The main aim of the program is that with the help of the developed materials (story books and workbooks, downloadable hand-outs) teach the kids about environmental issues and values through structured nature walks, puppet shows, playhouses, workshops for kids.
Elements of the identified good practice that can be transferable to "LEARNING MATERIALS (Max.200 words)	In order for the program to be sustainable and also to have a greater coverage, the association organizes trainings for pre-school teachers (they have 150 pre-school teachers already finished the program).
Do the learning contents of the identified good practice address different ethics and values of learners? How these contents organized and what are the main differences amongst levels? (Max.200 words)	This environmental values education addresses primarily pre-school children, so there are no different levels of discussion.
Accessibility and usability	It is accessible through contracting the training association; they might be open for translation and adaptation to different languages.

Name of the good practice:	Portal on ethics teaching of Sapientia College of Theology
Type of good practice (Training Programme, Teacher Training, Handbook/Guidelines, Online Tool / learning Platform, etc.).	Handbook/Guidelines, Workshops, Teacher training Only in Hungarian: https://www.erkolcstan.hu/
Short description of the main aims, methodology and delivery method (Max. 200 words):	The Sapientia College of Theology, Budapest, is a joint institution of three religious orders with great tradition in the Catholic Church. The Benedictines (OSB), the Friars Minor (OFM) and Piarists (SchP) have had a centuries-long history of theological training in Hungary. When compulsory ethics classes were introduced in the Hungarian schools, they have accredited training courses for the teachers as well as set up a portal, that offers a comprehensive overview of the subject with several guidelines, methodologies, study notes.
Elements of the identified good practice that can be transferable to "LEARNING MATERIALS (Max.200 words)	They organized regular workshops for teachers of ethics (not in the recent years), provide a portal to supporting materials for teachers.
Do the learning contents of the identified good practice address different ethics and values of learners? How these contents organized and what are the main	They have supporting materials regarding most of the main concept that is to be discussed during the compulsory education. They differentiate between the notes that concern grades 1-4 and grades 5-8.

differences amongst levels? (Max.200 words)	
Accessibility and usability	Their work is closely related to the Hungarian compulsory ethic and religion and morality studies, but as resources are organised based on the discussed topics and the age of the children, it could be easily adapted to any environment.

ITALY: 2 practices:

- The National Giving Day 2018 (Giorno del dono)
- Violence no thanks! Let's learn to respect each other

Name of the good practice:	The National Giving Day 2018 (Giorno del dono)
Type of good practice (Training Programme, Teacher Training, Handbook/Guidelines, Online Tool / learning Platform, etc.).	National Initiatives for schools – promoted by the Italian Institute of Donation in co-operation with the Italian Ministry of Education, Research and University. The activities are organized in all Italian Schools that want to join the initiative and the results displayed on an annual base on the dedicated website http://giornodeldono.org/2016/?page_id=102
Short description of the main aims, methodology and delivery method (Max. 200 words):	This event became State Law the 9th July 2015. It is celebrated every year on the 4th October. The regulation, underlines the enormous importance that the new generations continue to reflect on the need to "give one-self" to the other as well as on the positive effects that actions aimed at solidarity and generosity can generate. Primary schools are part of the "words and images category". Both individual students and their classes are invited to write a text or a theme dealing with the idea of gift/giving. In 2017 a video contest was organised. The videos had to describe the experience with gifts or meaning of donating or receiving.
Elements of the identified good practice that can be transferable to "LEARNING MATERIALS (Max.200 words)	The "idea of gift" can be expressed in terms of: free, reciprocity, creator of binding relations and in any form: blood, time, money...
Do the learning contents of the identified good practice address different ethics and values of learners? How these contents organized and what are the main differences amongst levels? (Max.200 words)	The project was created to spread the culture of gift in all its aspects and is aimed not only at secondary schools but also primary schools. The project addresses the Value regarding personal growth – one "self".
Accessibility and usability	

Name of the good practice:	Violence no thanks! Let's learn to respect each other
Type of good practice (Training Programme, Teacher Training, Handbook/Guidelines, Online Tool / learning Platform, etc.).	The national competition aims to encourage a reflection on the role of violence and respect in interpersonal relationships, in order to develop autonomous judgement, respect and critical thinking in female and male students of the secondary school
Short description of the main aims, methodology and delivery method (Max. 200 words):	"Transforming our world: Agenda 2030 for Sustainable Development". This is the title of the national competition issued by Ministry of Education, Universities and Research (Miur) and the Italian Alliance for Sustainable Development (ASviS) addressed to all school institutions of all levels, state and equal, to promote the spread of the culture of sustainability, knowledge of life models provided for in UN Agenda 2030 and indicated in the 17 Sustainable Development Goals, signed on 25th September 2015 to draw attention to the limits of the current model of human and social development and encourage an integrated and sustainable vision of the different dimensions of development. The competition is divided into 4 sections (Infancy School, Primary School, First and Secondary School) and provides for the production of an essay in one of the following expressive categories: multimedia (e.g. video, powerpoint presentation of songs, music); literary (e.g. story, short essay, poetry, journalistic article, letter); graphic/artistic (e.g. poster, captioned photos, comics, paintings, games)
Elements of the identified good practice that can be transferable to "LEARNING MATERIALS (Max.200 words)	The competition intends to make students and school communities approach the topic sustainability and global citizenship. The students are invited to examine the themes and objectives of Agenda 2030 and to deepen one or more of them and integrate them in an original product addressed to young people, the families or to the territory.
Do the learning contents of the identified good practice address different ethics and values of learners? How these contents organized and what are the main differences amongst levels? (Max.200 words)	The mainly addresses Environmental values
Accessibility and usability	

SLOVENIA: 2 practices:

- KATIS (Catalogue of programs of further education and training of professionals in education) professional training of teachers and other educators
- Society of Sophie's lovers (Zofijini ljubimci)

Name of the good practice:	KATIS (Catalogue of programs of further education and training of professionals in education) professional training of teachers and other educators
Type of good practice (Training Programme, Teacher Training, Handbook/Guidelines, Online Tool / learning Platform, etc.).	professionals training courses for teachers
Short description of the main aims, methodology and delivery method (Max. 200 words):	<p>Each year the Ministry of education publishes a catalogue (<i>Catalogue of programs of further education and training of professionals in education</i>) of continuous professional development trainings for teachers and other educators that are reviewed and officially acknowledged. Each teacher can search the catalogue for trainings in the field of ethics, values, philosophy for children and enrol into them https://paka3.mss.edus.si/katis/uvodna.aspx</p> <p>The aims of the trainings are:</p> <ol style="list-style-type: none"> To offer professional continuous education for teachers To monitor and award their progress and their professional development
Elements of the identified good practice that can be transferable to "LEARNING MATERIALS" (Max.200 words)	<p>These trainings include ethical contents namely:</p> <ol style="list-style-type: none"> From the program Ethics and critical thinking from the perspective of integral and experiential approach: <ul style="list-style-type: none"> Ethics and critical thinking - how to stimulate thinking about value issues and topics and how to address them in the classroom. Socratic dialogue. To learn about empathy as a key dimension of (ethical) education. Experiential ethical learning. Dialogue, relationships. Biographical and holistic learning on topics: emotions, value judgment, emotion and identity, recognition, values. Ethical teacher, attitude and conflict resolution in class. An ethical person. Responsibility. From the program Practical Philosophy/Ethics: <ul style="list-style-type: none"> Ethics beyond the tyranny of values Ethics and phenomenology Virtues in Greek philosophy Practical philosophy
Do the learning contents of the identified good practice address different ethics and values of learners? How these contents organized and what are the main differences amongst levels? (Max.200 words)	<p>The courses are designed either to specifically address moral development and moral education for children of a certain age or are more general and cover children of all ages.</p> <p>There are several different trainings available that cover a variety of issues. The contents of the training can change every year, but usually several professional trainings are from the field of ethics and values education.</p>
Accessibility and usability	<p>The professional training program is available to all teachers and educators employed within the Slovenian school system. For these teachers the school or the Ministry of education covers all or part of the training costs. All others interested can also participate in the training, but they have to cover their own training fee.</p>

Name of the good practice:	Society of Sophie's lovers (Zofijini ljubimci)
Type of good practice (Training Programme, Teacher Training, Handbook/Guidelines, Online Tool / learning Platform, etc.).	an association of philosophers for the advancement of philosophy in society/online resources for learning (website)
Short description of the main aims, methodology and delivery method (Max. 200 words):	<p>The association/website offer informal forms of learning and materials and other useful links for philosophy for children and also ethics.</p> <p>Web page: http://ucilnica.zofijini.net/</p>
Elements of the identified good practice that can be transferable to "LEARNING MATERIALS"	<p>On the sub-site "Classroom", they collect materials and exercises that are transparent and thoughtful, which can benefit both teachers and students in teaching and learning about various humanistic contents, with a particular emphasis on ethics and philosophy. Some of the materials are suitable for the use at primary</p>

(Max.200 words)	schools. Materials are also developed by professional philosophers and tested in the classrooms.
Do the learning contents of the identified good practice address different ethics and values of learners? How these contents organized and what are the main differences amongst levels? (Max.200 words)	<p>The learning contents of the identified good practice address different ethics and values of learners. Each of the sections is devoted to one of the broad areas of teaching at elementary and secondary schools. There are sections for Civic Education and Ethics, Philosophy and Philosophy for Children. Each of the sections in the list of exercises for the specific field contains a link to the curriculum for each of the selected subjects.</p> <p>Each of the exercises is presented in a transparent manner in a table where the date of publication, heading, title of the exercise, the author of the exercise, the appropriateness of the exercise, short content, goals, key concepts, possible cross-curricular connections and finally the connection to the actual exercise usually available as a PDF document containing precise instructions and links for practical exercises.</p>
Accessibility and usability	All the materials are free accessible on the webpage: http://ucilnica.zofijini.net/category/otroke/ They can be used and adapted, but the authorship must be recognized.

SPAIN: 3 practices:

- Learning to live together in peace from early years: a project on values education
- The Club for children who takes care of the Planet Earth: A PROJECT IN VALUES EDUCATION FOR CHILDREN 2 TO 6 YEARS OF AGE
- NEONATAL EDUCATION PROGRAM

Name of the good practice:	Learning to live together in peace from early years: a project on values education
Type of good practice (Training Programme, Teacher Training, Handbook/Guidelines, Online Tool / learning Platform, etc.).	On-line Handbook/Guidelines Toolkit In Spanish: http://waece.org/educacionparalapaz/ In English: http://www.waece.org/webingles/valores/index.html Arab: http://waece.org/valores/arabe/index.php
Short description of the main aims, methodology and delivery method (Max. 200 words):	<p>The aims of the project are:</p> <ol style="list-style-type: none"> 1. To highlight the stage of initial and preschool education as the best time to model a harmonious personality in children as well as to provide them with education in values as this is the time when they are shaped in children. 2. To make available for teachers, pedagogical and methodological procedures to help them instil in children norms, values, concepts and behaviours that foster the attainment of peace and the rejection of violence as essential components of their personality. The authors propose a continuous work with the children to influence any future actions on their part, to pass on values that remain with them for life. <p>The authors offer a series of eminently practical programs that can last an entire school year. They are directed toward the formation of values that make it possible to cover each of the items listed in the survey regarding the meaning of ‘peace’.</p>
Elements of the identified good practice that can be transferable to “LEARNING MATERIALS (Max.200 words)	The values are (42): Self-control, Hard work, Self-esteem, Order, Love of effort and working together, Creativity, Courage / Bravery, Flexibility, Patience, Responsibility, Honesty, Love and understanding, Sensitivity, Veracity, Perseverance, Curiosity, Resilience, Self-confidence, Independence, Persistence, Mutual confidence, Filial love, Cooperation and mutual aid, Love and understanding, Friendship, Goodness, Love for nature, Respect for others, Generosity, Justice, Compassion, Collectivism, Obedience, Freedom, Gratitude, Respect for common good, Sincerity, Love for culture (patriotism), Tolerance, Respect for diversity, Solidarity The curriculum is available in English, Arab and Spanish from 0 to 6. From 6 to 12 are only available in Spanish.
Do the learning contents of the identified good practice address different ethics and values of learners? How these contents organized and what are the main differences amongst levels? (Max.200 words)	<p>The contents are organized as follow:</p> <ul style="list-style-type: none"> • Description of the Unit/value. • Activity no X • Summary of the activity: • Objectives: • Procedures: • Material Resources: • Development of the activity: • 1st Part, 2nd Part, 3rd Part... • And CRITERIAL ASSESSMENT of the Activity <p>There are 4 or 5 activities per Unit. After that, there is a new criteria assessment for all the units.</p>
Accessibility and usability	Yes, it can be adapted by selecting the most important activities and values.

Name of the good practice:	The Club for children who takes care of the Planet Earth: A PROJECT IN VALUES EDUCATION FOR CHILDREN 2 TO 6 YEARS OF AGE
Type of good practice (Training Programme, Teacher Training, Handbook/Guidelines, Online Tool / learning Platform, etc.).	On line tool Curriculum In English: http://www.waece.org/webingles/centro/01/index.php In Spanish: http://waece.org/re_ed_medio.html
Short description of the main aims, methodology and delivery method (Max. 200 words):	We can only understand the environmental education if we treat it simultaneously with what we traditionally know as value education. Children won't take care of the environment if they don't usually respect either themselves or other people. So it is clear that we have to educate children in order to share, respect, love believe, etc. . The activities are organized around several areas. They are grouped to help the educator select which activity or activities to be carried out with the children according to their current interest or motivation.
Elements of the identified good practice that can be transferable to "LEARNING MATERIALS" (Max.200 words)	The activities are organized around several areas. They are grouped to help the educator select which activity or activities to be carried out with the children according to their current interest or motivation. They are no longer than 10 to 15 minutes. They are meant to become part of the regular classroom program and the time to share and work together as a break from the regular routine. The program also contemplates the collaboration of parents.
Do the learning contents of the identified good practice address different ethics and values of learners? How these contents organized and what are the main differences amongst levels? (Max.200 words)	The activities corresponding to the school calendar are grouped along the following areas: The animals, The plants, Our care, Personal relationships, Natural settings, Urban settings.
Accessibility and usability	Yes. We will work on all an every one of the different values in a global way. We will have to spend some minutes in this task every day.

Name of the good practice:	NEONATAL EDUCATION PROGRAM
Type of good practice (Training Programme, Teacher Training, Handbook/Guidelines, Online Tool / learning Platform, etc.).	On line tool Curriculum In Spanish: http://waece.org/re_neonatal_asoc.html
Short description of the main aims, methodology and delivery method (Max. 200 words):	The program in a complete program that month to month gives the guidelines for a correct education of the smallest. In the same not only there are activities but it is accompanied by the necessary complementary material, such as Intelligence Bits, Tales of images, massage techniques, children's book and endless materials to turn this program into a TOTAL tool for the development optimum of each boy or girl. The fact that in the first two years of the child's life the difference in months, supposes a great difference in terms of skills and possibilities of action, have led us to elaborate a programming model that at first glance may seem different due to the structuring is presented to the one carried out after 2 years, but which obviously present a methodological and pedagogical continuity. Thus, in the period of 0 to 2 years, activities closely related to the objectives are programmed, the activities presented for each objective have a progression, establishing levels that increase the degree of depth or extension of perfectly adequate sequences. You must take into account the objectives to develop in each month to work them together. After 2 years, activities are presented according to the objectives programmed for each block or level of development, proposing activities as globalized as possible so that encompass the greatest number of proposed objectives.
Elements of the identified good practice that can be transferable to "LEARNING MATERIALS" (Max.200 words)	The activities presented have been designed taking into account the following principles: <ol style="list-style-type: none"> 4. Continuity, that is, offer activities with a certain periodicity, reuencyor reiteration, according to the cases. 5. Progression, establishing levels that increase the degree of depth or expansion of perfectly adequate sequences. 6. Integration, so that the different contents are globalized in activities integrators that interrelate the contents. Obviously, the activities and experiences presented will basically have a character playful, based on the game as a globalizing element. Activities have been designed motivating and meaningful for the child in a way that challenges their competition staff, considering all areas of experience, the interests and needs of the children and favoring integration with the adult, which will seek to create a welcoming climate, safe and warm for the development of activities.
Do the learning contents of the identified good practice address different ethics and values of learners?	The main point of this materials are the adaptation of the age group from 0 to 2 years of age which is a stage with a low number of resources available
Accessibility and usability	Yes, we will select the activities which fit mostly with the objectives of AVAL project.

ROMANIA: 2 practices:

- Learning to Live Together Programme (LTLT) - a project for ethics education for children
- The modern pedagogue - changed roles and skills. Methods of change.

Name of the good practice:	Learning to Live Together Programme (LTLT) - a project for ethics education for children
Type of good practice (Training Programme, Teacher Training, Handbook/Guidelines, Online Tool / learning Platform, etc.).	<p>Training program In English: https://ethicseducationforchildren.org/en/knowledge-center/stories-of-implementation/930-the-value-of-training-and-continuous-education</p> <p>An Intercultural and Interfaith Programme for Ethics Education In English: https://ethicseducationforchildren.org/images/zdocs/Learning-to-Live-Together-En.pdf</p>
Short description of the main aims, methodology and delivery method (Max. 200 words):	<p>The aim is to strengthen children’s commitment to justice, respect for human rights, and to build harmonious relationships between individuals and within societies.</p> <p>Provides educators/teachers worldwide with the tools for an intercultural and interfaith programme, by which children and young people are able to develop a stronger sense of ethics. It is designed to help the young understand and respect people from other cultures and religions and to nurture their sense of a global community. The resource has been developed in close cooperation with UNICEF and UNESCO.</p> <p>The methodology of Learning to Live Together places the individual in a self-driven learning process, conducted in relation to others. It also helps develop skills, enhance participants’ knowledge, and to nurture attitudes that empower them to learn to live and act in a plural society.</p> <p>The methods are designed to promote active participation, involvement and connection with others, such as:</p> <ul style="list-style-type: none"> • Experience-based Learning • Cooperation-based Learning • Problem-based Learning • Discussion-based Learning • Introspection-based learning <p>The techniques suggested:</p> <p>Arts Appreciative inquiry Debates Experience sharing Field Trips Focus groups Joint initiatives Meditation Role playing Round table Simulation Storytelling</p>
Elements of the identified good practice that can be transferable to “LEARNING MATERIALS (Max.200 words)	<p>The values are: respect and mutual understanding; empathy and the ability to ‘put yourself in another’s shoes’; individual and collective responsibility; reconciliation and the approach to building bridges</p>
Do the learning contents of the identified good practice address different ethics and values of learners? How these contents organized and what are the main differences amongst levels? (Max.200 words)	<p>The Learning Modules Learning Process and Guidelines Methodologies Monitoring progress Activities Resources</p>
Accessibility and usability	<p>Yes, it can be adapted by selecting the most important activities and values.</p>

Name of the good practice:	The modern pedagogue - changed roles and skills. Methods of change.
Type of good practice (Training Programme, Teacher Training, Handbook/Guidelines, Online Tool / learning Platform, etc.).	Teacher training Pre-School and primary school teachers 5 days 40 hours
Short description of the main aims, methodology and delivery method (Max. 200 words):	The aim of teacher training is, to make available for pre-school and primary school teachers , innovative educational strategies. Educational strategy: - a complex system of ways of organizing modes and forms of achievement of specific goals that is based on coherent theoretical foundations, with specific syntax (defining and ordering the steps to be implemented) and realizing in a typical learning environment.
Elements of the identified good practice that can be transferable to "LEARNING MATERIALS" (Max.200 words)	The values are: creativity, courage, responsibility, respect for diversity, hard working, flexibility, friendship, patience, solidarity, respect for others, freedom, generosity, goodness, justice, compassion, collectivism, love for culture.
Do the learning contents of the identified good practice address different ethics and values of learners? How these contents organized and what are the main differences amongst levels? (Max.200 words)	The contents are organized as follow: Creativity Innovative Education Strategies Project education Interculturality Gamification
Accessibility and usability	Yes, it can be adapted by selecting the most important activities and values.

ANNEX 2. TEMPLATES

SURVEY QUESTIONNAIRE:

AVAL

Added VALue Learning for Preeschool Teachers & Pedagogical Coordinators 2017-1-ES01-KA201-038113

AVAL is addressing the field of ethics and values education and focus on empowering Early Childhood Care and Education (ECEC) and primary school Professionals (from now on “early childhood and primary school educators”) and thus children to learn about values from a critical thinking approach based on 3 pillars:

- ethic values (personal values – one “self”);
- democratic and societal values (as we live in society –One “self and the others”)
- and environmental values (as we live in the planet earth).

This survey is intended to gather information to design a Curriculum, for 0-11 early childhood and primary school educators from HU, CY, GR, and RO focusing on ethics and values and the necessary suggestions, recommendations, and guidelines for the development of a user-friendly, adaptable and widely accessible learning program.

Completing this questionnaire will not take longer than **5 minutes**.

Thanks in advance for your time!!



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*** means mandatory**

A. General Information about Participant and Educational Institution

A.1. * **Country**

- Cyprus
- Greece
- Hungary
- Romania
- Other? Please specify:

A.2. *Gender

- Male
- Female

A.3. *How old are you?:

A.4 *Length of service as educator / teacher:

A.5 *Do you teach classes with pupils that have the average age of:

- 0 – 3
- 3 – 4
- 5 - 6
- 7 - 8.
- 9 – 10
- 11 - 12

A6 *How large is your class?

- < 10
- 10-15
- 16– 20
- 21 – 25
- 26 – 30
- > 30 pupils

A7 *Do you teach / educate...

- alone
- or together with one or more colleagues?

B. What should open educational materials on Ethics and Values education include: Which topics? Which media? Which methods? Please tell us your preferences!

B.1. *Choice of Topics (1 Definitely agree to 4 Definitely disagree or I do not know DNK)

Responsibility
Patience and moderation
Conflict resolution
Dialogue
Co-operation
Respect
Appreciation
Relationships
Friendship
Moral values
Different religions
Different cultures
Hospitality
Active citizenship and democratic culture
Critical reflection
Honesty
Justice
Courage
Self-esteem
Compassion
Optimism
Environment and environment protection

Are there other topics that you find important?

B.2. *Choice of Media / Educational Materials

Which choice of media do you see most fit in your classes to address issues of Ethics and Values in (1 Definitely agree to 4 Definitely disagree or I do not know)

Printable worksheets

Animated presentations

Slides for overhead projector

Everyday objects

Internet link lists

Audio and video files

Learning platforms

Are there other media that you find important? If yes, please give some keywords:

B3. *Choice of Methods

Which choice of methods do you see most fit in your classes to address issues of EVE? (1 Definitely agree to 4 Definitely disagree or I do not know)

Frontal instruction

Group work

Role playing

Storytelling

Philosophizing with children

Conflict stories / Dilemmas & Quandaries

Everyday life problems

Events reported by news media (newspaper, TV, radio)

Are there other methods that you find important?.. If yes, please give some keywords:

B.4. *In Your Opinion:

Ethical and Values Education is difficult, when...:

Please complete the sentence

Ethical and Values Education is easy, when...:

Please complete the sentence *

STRUCTURE OF REPORT to send after research

1 INTRODUCTION

Brief explanation of how the partners carried out the research with timings, profiles of researchers involved and stakeholders. (Max. 300words):

2 DESK RESEARCH: KEY QUESTIONS TO BE COVERED BY LITERATURE REVIEW

- **POLICY LEVEL AND POLICY CHANGE (1 page max)**
 - Briefly describe existing key national policies related to ethics and values teaching in pre-school and primary education in your country.
 - When was the last revision or overhaul of the curriculum or the syllabus for the taught dedicated subject on ETHICS AND VALUES or closely related subject in pre-school and primary education?

- **PRACTICES AND TEACHER LEARNING OPPORTUNITIES (1 page max)**
 - Is there a dedicated ethics and values subject available to students in pre-school or primary schools (ages 0-11) in your country (state its name, if more than one state several)?; if not

please specify which subject(s) deal(s) with ethics and values content and describe it (compulsory subject, compulsory elective subject, do teachers need to be qualified for the subject

- Are there some special ETHICS AND VALUES education in teachers universities? What is the name of this courses, seminars, etc.? What are the contents of this course?. If there are also informal opportunities (days of culture/ethics, study weeks and other activities), please tell us.

Please identify 2-3 practices of teacher training in your country:

- **GOOD PRACTICE (1 page each practice)**
 - Name of the good practice:
 - Type of good practice (Training Programme, Teacher Training, Handbook/Guidelines, Online Tool / learning Platform, etc.).
 - Description of the identified good practice
 - Short description of the main aims, methodology and delivery method (Max. 200 words):
 - Elements of the identified good practice that can be transferable to “IO2 - DETHICS AND VALUESLOPMENT OF LEARNING MATERIALS (Max.200 words)
 - Do the learning contents of the identified good practice address different lethics and valuesls of learners? How these contents organized and what are the main differences amongst levels? (Max.200 words)
 - Does the MATERIAL/LEARNING PLATFORM complies with the accessibility and usability provisions in order to allow 0-11 teachers to use its contents? In the affirmative case, please describe the adaptations implemented.

RESULTS OF THE SURVEY (ONLY FOR CY, GR, RO and HU)

- Include total numbers of respondents by:
 - Country
 - Gender
 - Age
 - Length of service as educator / teacher
 - average age of pupils
 - average size of class
 - teach alone or together with others
- Degree of relevance of the following topics (example):

TOPICS	DO NOT KNOW	4	3	2	1
Responsibility	<input type="text"/>	16/20	4/20	<input type="text"/>	<input type="text"/>
Patience and moderation	<input type="text"/>				
Conflict resolution	<input type="text"/>				
Dialogue	<input type="text"/>				
Co-operation	<input type="text"/>				
Respect	<input type="text"/>				
Appreciation	<input type="text"/>				
Relationships	<input type="text"/>				
Friendship	<input type="text"/>				
Moral values	<input type="text"/>				
Different religions	<input type="text"/>				
Different cultures	<input type="text"/>				
Hospitality	<input type="text"/>				
Active citizenship and democratic culture	<input type="text"/>				

Critical reflection				
Honesty				
Justice				
Courage				
Self-esteem				
Compassion				
Optimism				
Environment and environment protection				

- Topics added to the list above:
- Choice of Media / Educational Materials (example):

MEDIA/Materias	DO NOT KNOW	4	3	2	1
Printable worksheets		16/20	4/20		
Animated presentations					
Slides for overhead projector					
Everyday objects					
Internet link lists					
Audio and video files					
Learning platforms					

- Media added to the list above:
- Choice of Methods (example):

MEDIA/Materias	DO NOT KNOW	4	3	2	1
Frontal instruction		16/20	4/20		
Group work					
Role paying					
Storytelling					
Philosophizing with children					
Conflict stories / Dilemmas & Quandaries					
Everyday life problems					
Events reported by news media (newspaper, TV, radio)					

- *Ethical and Values Education is difficult, when...:*
 - a.
 - b.
 - c.
 - d.
- *Ethical and Values Education is easy, when...:*
 - a.
 - b.
 - c.
 - d.