

EVive

Description of the common European Values in vocational education and training

A compilation of the results concerning common European values in vocational education and training

As you could see in the ‘*comparison of descriptions of values in vocational education and training*’ and in ‘*the report on the teaching situation of values in vocational education in the partner countries*’ values could not be defined in one single way. The term value is very complex. That is the reason why there are a lot of different classifications. On the one hand do these broad understandings of values lead to uncertainty. On the other hand allow these broad understandings many different possibilities and chances on how to include values into a curriculum.

In this compilation we would like to show the results of the first brainstorming, the results of the concept mapping and the values which we focuses in the curriculum.

Results of the Brainstorming:

These examples are based on the brainstorming results from the first meeting.

Definition	Strategy	Importance
<ul style="list-style-type: none"> • sense of life in a community • expresses the beliefs and attitudes • the benchmarks of existence • personal socially accepted moral system • base of society • social understanding • perceptive – priorities – beliefs 	<ul style="list-style-type: none"> • through education in families and schools • in non-formal contexts • moral stories, songs • personal example and life experiences • learning by doing • role model • example • dimension • promote the positive/negative effects 	<ul style="list-style-type: none"> • creates individual and collective awareness • guided the way of living • helps to live in a human community • give common foundation • roadmap / guide you way • identification • provided base for behaviour foundation • society => share same/similar beliefs

<ul style="list-style-type: none"> standards/norms for individuals/society the things against which you measure your choices, whether consciously or not shared ideology/approach positive connotation abstract define identity (person/group) respect integration attitudes beliefs preferences personal (motivation) drivers 	<ul style="list-style-type: none"> integration interaction teaching family/education system media/communication system model of good values share personal experience character education dilemma contextualization direct and indirect methods 	<ul style="list-style-type: none"> because values reflect a persons` sense of right and wrong or what „ought“ to be (common) orientation to achieve a desirable and good life basis for individual actions to know what is wrong and right positive connotation provide identity as a means of understanding what is/is not appropriate
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table 1: Examples / suggestions for Content based on the result of the first meeting:

Comparison of the Concept Maps

These examples based on the Concept Maps:

French	Bulgarian	Germany	Romania	UK
<ul style="list-style-type: none"> Valuation Self-Respect Autonomy Adaptability Humanism Respect Punctuality Diligence Get Responsibility Active Citizenship 	<ul style="list-style-type: none"> Intelligence Traditions and historical heritage Realization Practical application of education National identity Materialism 	<ul style="list-style-type: none"> Social values, <ul style="list-style-type: none"> Social responsibility Justice Tolerance Physical integrity Family values, and Consideration Honesty Professional values <ul style="list-style-type: none"> Punctuality Motivation Independence Reliability Neatness / care 	<ul style="list-style-type: none"> Critical thinking Perseverance Self confidence Dialogue Responsibility Tolerance Initiative Human Rights Involvement Divergent thinking Creativity The rights of the child Dignity Positive attitude 	<ul style="list-style-type: none"> Universal Values and Freedom Aesthetic, Curiosity and Taste Equality and Fairness Critical Thinking Community, Spirit and Cooperation

		○ Teamwork.	towards the others	
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figure 1: Synopsis about the Question: What are values?

Taken all concept maps into account we would even have more aspects. Overall, there seems to be many different understandings of values. However, there is a common basis that could be discovered:

- **Responsibility**
- **Respect**
- **Tolerance**
- **Human relations** (i.e. solidarity, collaboration, team work, etc.)
- **Dignity**
- **Self-improvement** (i.e. critical thinking, divergent thinking, self-reflexion, etc.)
- **Sense of responsibility** (i.e. active citizenship, civil consciousness, etc.)

Furthermore the learner groups discovered in the third meeting that there are some more similarities:

- **Professionalization:** Bulgaria, France
- **Freedom:** Germany, United Kingdom
- **Creativity:** Bulgaria, Romania
- **Punctuality:** Germany, France
- **Open-minded:** Turkey, Romania

The European shared values curriculum

In the project we agreed on the following five modules:

1. Creating value awareness
2. Values in the neighborhood and the social environment
3. Understanding foreign values
4. Experiencing values
5. Living European values

Each module consists of a descriptive part and an additional part with hints about the teaching content and the teaching methods as didactical support for the teachers using this curriculum to prepare their learning scenarios and course. The description part seems to be very important to clarify the meaning and understanding.

The descriptions of the first module is:

In this module the learner will get a first insight concerning possible European values. They compare own thoughts with values provided in society and educational contexts.

It addresses especially freedom of speech and liberty. The main aim is to create awareness that

(a) common shared values are helpful and needed in an evolving European community, (b) realize differences in cultural embedded values and beliefs, and (c) consider the own norms and values.

As you could see there are the following values included:

- freedom of speech
- liberty
- differences between norms and values
- mutual respect

The description of the second module is:

In this module all the learners will get a first impression about European values concerning the neighborhood and social environment and how have good relationships with the people around them, especially with migrants coming from another cultural background with own value systems.

They are able to manifest tolerance and be open to manifest intercultural dialogue so that they can adapt their behavior to the specific society where they live. At the end of the module:

(a) they act with tolerance and respect, as well as (b) they are able to manifest intercultural dialogue

The following values could be identified in the second module:

- tolerance
- respect
- dignity and self esteem

The description of the third module is:

In this module the learners will familiar the existence of foreign values. Therefore, they will explore different values in different countries recognize their history and background. An the basis of value information about different countries and national context they compare these values with their own to come closer to a European perspective, which focuses on similarities and respects differences. To get more involved into foreign values the learners facilitate communications, work together and transfer innovations and good practices about values and social behavior.

The following values could be identified in the third module:

- traditional values
- cultural values
- religious values

- tolerance and respect

The description of the fourth module is:

In this module the learners will have the opportunity to realize the effects and application of different values in their daily life. It refers to practical aspects of value recognition in specific situations.

The following values could be identified in the fourth module:

- acceptance
- respect
- life
- dignity
- critical thinking

The description of the fifth module is:

In this module the learners focus on common European values. Knowing the European Constitution and its main aims and value system helps them to be aware of their task of active citizenship.

The following values could be identified in the fifth module:

- active citizenship

More concretizations could be found in the curriculum in the 'description of competences related to these values' and in the 'content description'. Furthermore in the Learning Outcome Matrix learning outcomes could be found.

References

- The EVive Curriculum
- The Learning Outcome Matrix
- Report on the teaching situation of values in vocational education in the partner countries
- Comparison of the reflection on national chances and problems
- Comparison of the description of values in vocational education in the partner countries.

All documents are available online:

<http://evive.eduproject.eu/de/download/other-downloads-evive-results/>