

The Federal Programm "Learning & Living Democracy"–
Free University of Berlin – IZLL – Koordinierungsstelle
(Office for the Coordination of the Programme)



Orientation Guide

Education for Democracy at the Secondary School Level (Sekundarstufe I)

– Rationales, Competencies, Arrangements for Learning –

The orientation guide was produced within the framework of the working group for "Quality and Competencies" of the federal-programme "Learning and Living Democracy"

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Berlin 2007

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1. What an education for democracy contributes to general education *

Democracy is a historical achievement. Its implementation as a social and political order of society was a long process that included discontinuities, set-backs and renewed efforts. Consolidated modern democracies have to respond to the challenge to review democratic structures and policies and make them relevant to contemporary society. This must be done in the face of dynamic economic, social, cultural and political changes that include global risks and opportunities, a loosening of former certainties about identities and the threat of evolving intranational conflicts. The individualisation of social relationships, bonds and life styles offers people new possibilities to structure their lives. Individualisation can also make an excessive demand on their capabilities, causing uncertainties which are difficult to bear. In extreme cases such fears could cause people to turn their back on a liberal and democratic society. Thus it seems to be all the more necessary to cultivate reliable standards and norms which would enable individuals to live a social practice that is adequate to a democratic social order. These standards include tolerance and mutual respect, and the valuing of universal human rights. These standards are imperative for allowing children and young people to live a successful and fulfilled life. They have to be able to rely on concrete experiences, learning possibilities and models.

Not only in Germany do individuals face the problem of how to shape their personal lives in relation to politics, the economy, society and the environment. Everywhere in the world there is a necessity to foster civic and democratic competencies in a sustainable way. Thus it is not surprising that following the political changes of the 90s efforts to build a democratic citizenship education aiming at individual autonomy as well as at social cohesion, were reinforced all over the world. These efforts are gaining even greater importance as we are facing changes in family structures and often problematic conditions for a democratic socialization. Nowadays school has to assume some responsibility for the upbringing of children and teenagers – to a greater extent than in former times. This is partly due to changes in the models of social life and a greater cultural diversity. It is also because a growing number of children and young persons experience a lack of emotional security in the family and do not have enough occasions within their families for social experiences and for trying out social behaviour. The role of school is then to strengthen the personality and to teach and enhance behaviour that is socially appropriate and non-violent. Besides, school has to convey to the pupils the principles of democracy and values that can be agreed upon by all.

Here is where education for democracy comes into play. Of course, its methods and approaches should not be understood as a quick fix response to the risks, the loss of direction and the uncertainties of modern societies described above. Rather, they should be seen as a contribution to a valuing, positive acquisition of

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URL: <http://xn--demokratiepdaogik-vtb.de/fileadmin/public/dokumente/Himmelman2.pdf>.

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OECD (2005): Definition und Auswahl von Schlüsselkompetenzen. Zusammenfassung.

URL: <http://www.pisa.oecd.org/dataoecd/36/56/35693281.pdf>

Rychen, D.S. & Salganik, L.H. (Hrsg.) (2001). Defining and selecting key competencies. Göttingen: Hogrefe & Huber

Rychen, D.S. & Salganik, L.H. (Hrsg.) (2003). Key competencies for a successful life and a well-functioning society. Göttingen: Hogrefe & Huber.

Schirp, H. (2005): Zur Entwicklung demokratischer Kompetenzen. Entwurf, 04.10.2005

Weinert, F.E. (2001): Vergleichende Leistungsmessung in Schulen – Eine umstrittene Selbstverständlichkeit. In: Ders.: (Hrsg.): Leistungsmessung in Schulen. Weinheim und Basel

a democratic way of life. Finally, these approaches and methods should serve a critical discussion to further develop and improve democracy itself.

In this connection the aim is not to superficially defuse conflicts or to simply adapt to given circumstances. Rather, a critical faculty and a culture of argument (Streitkultur) should be developed, both as an important tool, and a goal of democratic competency.

Pupils experience democracy by participating actively and responsibly in shaping their daily life and environment, both inside and outside the school. They experience democracy when they can be autonomous, can have a sense of belonging and when they can receive respect within the community of which they are a part. It is essential for the development of community-building values that pupils can experience equal rights, a constructive handling of difference and dissent, and processes of negotiation and mediation – in other words: that diversity is acknowledged and positively valued. In the face of the pressures, challenges and uncertainties of modern life, education for democracy is a task of growing social urgency. Both government and civic agents need to support the pedagogical efforts in this field, provide adequate resources and raise public awareness.

Both nationally and internationally many educational efforts are aimed at strengthening the civic and democratic competencies of pupils. In Anglo-Saxon countries the task to be carried out by schools is called the 'civic mission of schools'. It is discussed in several variants as 'reinventing citizenship education', so as to stress the new element of the task for schools providing general education and to emphasize the task in subjects linked to it (such as history, social history and social politics, politics, "Arbeitslehre" (~ studies of work life) and others). Terms used in the discussion are e. g. 'teaching, learning and living democracy', 'democracy in schools', or 'school in democracy'. These terms emphasize the socio-moral foundation of democratic life such as empathy and the ability to understand another's point of view, responsibility and solidarity, fairness and justice, all of which should be practically experienced in schools.

The concept of democracy underlying these discussions cannot be reduced to the classical interpretation of representative democracy as constitutional premise. Rather, it refers to specific forms of social coordination of interests and communication, of social dialogue, of social association, civic commitment and leadership. It draws attention to civil society, civil self-administration and civil volunteer work. In this context of political reorientation democracy is interpreted as a 'democracy of proximity' or 'everyday-democracy', as a 'democracy in practice'. In this context democracy is constructed as strongly internalised values, tendencies and the proneness of the individual towards the 'generalized other' (G. H. Mead) and the community to which everyone belongs and is a part of. This concept of democracy goes beyond the system of commonly known political institutions of democracy as a form of governance (Herrschaftsform). It interprets democracy not only as a form of government (Regierungsform), but also as a social system (Gesellschaftsform) and as a way of life (Lebensform). While all of these concepts of democracy together are based on principles of non-violence and human rights, each of those three has its own specific shape and significance. Democracy as a way of life is based on civic rules of conduct which also serve as socio-moral basis to democracy as a social system (Gesellschaftsform) and a form of governance (Herrschaftsform). These rules provide democracy as a form of political governance with social stability and ensure the confidence and trust of its citizens.

On this basis the political task of a civic and democratic education of children and young persons can be meaningfully linked to the every day reality in schools. While safeguarding the socio-moral basis school should constantly seek to find answers to both actual problems of society and questions raised by pupils, and find educational approaches suitable for the future. On this basis school has to shape its own practice: interactions with pupils have to be guided by appreciation and respect, all actions and decisions need to conform with standards of justice, which will not discriminate on grounds of background, origin, sex, age, ethnic group, religion and social status of the pupils. Pupils should be able to experience practical participation, deliberation and transparency. This is needed to build up and consolidate standards which are indispensable for children and young persons in order to live a successful and self-determined life within their community in spite of the uncertainties and risks they have to deal with.

Learning democracy should be a form of experiential education which imparts knowledge about rules and principles, institutions and processes of decision-making, thereby fostering the acquisition of the competency to act in a democratic way (referred to as democratic competency below). It should strengthen the autonomy of the individual, support self-efficacy and its social affiliation as well as countering violence, extremism

and xenophobia. Education for democracy is beyond the categorical and interpretive knowledge (Orientierungs- und Deutungswissen) acquired in each specific subject on the basis of cognitive learning. Education for democracy is aimed at developing specific skills in a multidisciplinary way - skills that support both democracy and society, and facilitate a democratic school development in which pupils' voice has an important role. Democratic school development therefore does not only require institutional rules and regulations but also certain predispositions, skills and values of the individuals beneficial for democracy and social cohesion. Practical action and critical reflection should be handled interchangeably. Pupils should take responsibility for themselves and others and should be enabled to contribute and participate. This implies also the enjoyment of critical discourse and the courage to express political disagreement in public. The balance of their rights and duties and assuming responsibility in their social contexts should have the same importance in the consciousness and actions of pupils as the pursuit of their own interests: Pupils should acquire democratic habits.

It is obvious that developing the democratic competencies of pupils requires structures which provide them with opportunities to act and facilitate their development. A school culture which is shaped by participation and mutual respect between all individuals involved provides this kind of opportunity in the most effective way. Teachers who communicate with their pupils at eye level, who are open to dialogue, who encourage pupils to participate in designing lessons, to criticise and express their disagreement, are necessary for a democratic school culture as much as institutionalised project-oriented didactical methods. Any institutional development process along these lines also includes fostering pupil feedback routinely, training them to appreciate the process of learning from mistakes and clearly separating opportunities for learning from Assessment of Learning. All these are elements of a culture of mutual respect and recognition without which democratic school culture cannot develop. On the other hand a democratic school culture cannot simply be put together out of arbitrarily assembled elements: every single school has to enter into negotiations between teachers, pupils, parents and management in order to develop its own democratic school culture in line with the school's programme, to develop it further and constantly re-evaluate it. A democratic school culture is the result of a school improvement process which can only be achieved through the willingness of the teaching staff to cooperate and learn, as well as to undertake Continuous Professional Development (CPD) and to use outside consultancies.

The **aim of an education for democracy** is to open up fields of experience and activity to pupils that allow them to acquire democratic competencies: they should build up categorical and interpretative knowledge (Orientierungs- und Deutungswissen), develop an ability to judge and to make decisions and actively participate in shaping their daily life and environment inside and outside the school in a responsible manner and in accordance with their democratic values.

The **aim** of educational action for democracy is the **acquisition of democratic competency**. This includes the cognitive ability, the ethical reflection and the social willingness to participate in democratic forms of social life and to shape these forms in cooperation and negotiation with others. This competency contributes to nourish and further develop democracy as a form of government (Regierungsform) through an enlightened ability to judge and to come to decisions.

Education for democracy purports to encourage and to enable pupils to act in democratic ways. In order to provide pupils with the opportunity to acquire such democratic competency, schools have to implement teaching and learning strategies which are multidisciplinary, interdisciplinary and participative. This requires the development of an atmosphere in school which is open-minded and characterised by mutual respect and appreciation and where it is an internalised norm to handle difference and conflicts in a constructive way. Last not least this process applies equally to dealing with cultural difference i. e. with differences of language and religions . Thus intercultural competency is an indispensable constituent of a democratic culture.

One aspect of educational action for democracy focuses on **co-operation favourable to democracy** in the environment of the school: it is particularly helpful for the development of democratic competency if

pupils experience democratic interactions not only with schools, teachers and parents but also with agents of civil society, institutions and associations, municipalities and the community.

2. Categories of competency in education for democracy

Education for democracy enhances the acquisition of democratic competency and skills. Competencies can be understood as the cognitive skills and abilities required to solve specific problems and the involved motivational, volitional and social abilities and intentions required to apply solutions to those problems successfully and responsibly in changing situations (Weinert 2001: 27f.). Accordingly pupils should have competencies to solve problems and to act democratically once they have achieved a medium level of school education (mittlerer Schulabschluss).

For the differentiation of democratic competency the OECD-concept of key competencies can serve as a conceptual framework. It can be used internationally and is of great relevance for both educational policies and strategy planning. The OECD does not only initiate and account for the PISA-tests it is also the framework of reference for modern concepts of competencies. In the future the key competencies defined by the OECD should serve not only as a basis for testing instruments like PISA but also as an orientation guide for the design of learning processes in modern democratic societies characterised by globalisation and aiming at sustainable development processes. Thus the OECD distinguishes three categories of key competencies: a) the ability to use tools, such as knowledge, the media and technologies of communication interactively; b) acting autonomously, and c) key competencies for "interacting in socially heterogeneous groups".

In contrast, another categorisation of competencies has gained acceptance within the curricula of the federal states of Germany: the distinction is made between conceptual competency (Sachkompetenz) in a given subject, methodological competency (Methodenkompetenz), social competency (Sozialkompetenz) and personal competency (personale Kompetenz). These four categories of competencies are often referred to as the four dimensions of a more comprehensive competency to act. In the present publication we do not follow this categorisation although clear links can be found between these categories and the categories of the OECD (see below). We shall use these as a framework of reference. This decision refers to the insights of cognitive psychology which show that there is no conceptual, methodological, social or personal competency as such. Rather competencies have to be understood as linked to and embedded in a specific domain or area. Domains can be thematic entities of meaning which are relatively independent of other areas of knowledge. Domains arise less from a systematic classification of areas of knowledge, e. g. subjects sciences or curricular areas, than from cognitive achievements of the learner. The process of learning or of applying what has been learned typically follows the structure of one's memory or the constructive approaches of one's thinking. Only experts in a certain field follow the requirements of their science or a reference book. Domains are set up on the basis of one's own experiences and the similarities between problems. Therefore competencies develop mainly along the specific situation, focussing on a given problem. This is why talking about a general high degree of conceptual competency or social competencies – as the terms "conceptual, methodological, social and personal competency" suggest – appears misleading. These categories of competencies serve more as analytical concepts which cannot be separated in the real contexts of one's learning and action.

In the OECD-concept of key competencies the emphasis is on the specific interaction between the different dimensions of a competency. Nevertheless, the categories or dimensions of competencies of the OECD-concept can easily be compared with the categorisation made in the curricula of the German Federal States with regard to their content:

Conceptual competency then includes

- a) The knowledge and skills acquired in a specific domain (this includes facts, rules, laws, terms, definitions, i.e. epistemic knowledge as well as knowledge about resolving problems and other forms of knowledge),
- b) the ability to recognize connections, to understand arguments and explanations, and to judge situations,
- c) the ability to apply knowledge and skills in true-to-life situations.

Methodological competency comprises

- a) knowledge and skills to use flexibly different materials and tools to acquire and communicate knowledge, attitudes and judgements,
- b) the ability to evaluate different learning strategies according to their efficiency and to use them,
- c) the ability to cope with and to solve problems with appropriate means,
- d) the ability to use different media (texts, images, films, the internet etc.) and methods to generate new knowledge and insights (experiments, innovative workshops for the future, future search etc.),
- e) the ability to organise one's learning and working.

Social competencies comprise the ability

- a) to communicate and cooperate with others in variable group formations and situations,
- b) to pursue successfully common goals with others,
- c) to take responsibility in and for interactions with others,
- d) to understand other people's point of view,
- e) to solve conflicts in an appropriate and democratic way.

Personal competencies comprise the ability

- a) to develop and preserve a proper identity or a concept of oneself which is based on self-confidence and self-respect,
- b) to know one's personality traits, to reflect on them critically and to express them in a way appropriate to the situation,
- c) to develop one's moral, attitudes and values and to communicate them,
- d) to deal with religious, philosophical and transcendental questions.

Such a differentiation of "classical" categories of competency runs parallel to the OECD-concept of key competencies. It facilitates the connection of the orientation guide presented in this text to categories in Germany (cf. following table).

It should be pointed out explicitly here that democratic competency cannot be acquired within a specific subject area. Whereas specialized learning - especially in subjects related to politics and political education - is of major importance for the ability to reflect on and judge situations, the acquisition of experience and democratic competency is here understood as a task for the school as a whole: democratic competency and the democratic quality of schools are systematically linked.

National and international analyses of concepts of democratic competency as well as experiences, analyses and discussions within the context of the Federal Programme "Learning and Living Democracy" result in the following differentiation, classification and assignment of dimensions of democratic competency:

Classical categories of competencies	OECD-categories of key competencies	Dimensions of democratic competency
Conceptual competency	Using knowledge and tools interactively: <ul style="list-style-type: none"> • using information and knowledge interactively • using language, symbols and texts interactively • using tools interactively 	1.1. building up categorical and interpretive knowledge for democratically 1.2. identifying and assessing problems of democratic action
Methodological competency		1.3. acting systematically and carrying out projects 1.4. creating public awareness
Personal competency	Acting autonomously: <ul style="list-style-type: none"> • defending and asserting one's rights, interests, limits, and needs • forming and conducting life plans and personal projects • acting within the big picture or the larger context 	3.1 developing and defending one's interests, opinions, and goals 3.1 participating in democratic decision-making processes 3.1 motivating oneself, showing initiative, using opportunities for participation 2.4. reflecting on one's values, beliefs, and actions within the larger context
Social competency	Interacting in socially heterogeneous groups: <ul style="list-style-type: none"> • maintaining good and sustainable relationships • ability to cooperate • ability to cope with and resolve conflicts 	3.1 understanding another person's point of view 3.2 negotiating norms, ideas, and goals democratically, and cooperating with others 3.3 dealing constructively with diversity and difference and resolving conflicts fairly 3.4 demonstrating empathy, solidarity, and responsibility towards others

3. Dimensions of democratic competency

In this chapter standards will be formulated for components of democratic competency which should be achieved by pupils at the upper levels end of "secondary school" (Germany) or "eleven plus" (England). In doing so, the components of democratic competency will be classified with in the framework of the OECD-key competencies. A classification to methods and lesson designs is made in chapter 4 in form of examples for pupils' tasks described there.

3.1 Democratic competency in the context of the OECD key competency "using knowledge and tools interactively"

3.1.1 Building up conceptual and interpretive knowledge for acting democratically

Pupils should be able to...

- explain democracy as a form of government (Regierungsform), as a social system (Gesellschaftsform) and as a way of life in the context of specific situations in which they have to resolve problems and in action;
- explain the importance of human and civil rights relative to their own life situation and relative to the situation of specific other persons or groups;
- describe the aims, the role and the functioning of social and public institutions as well as of non-governmental organisations (NGO's) in connection with their relevance for democratic society;
- present appropriate forms and approaches to active participation against the background of specific situations and concerns.

3.1.2 Identifying and assessing problems of democratic action

Pupils should be able to...

- describe and assess relevant problems for democracy (as a form of government, as a social system and as a way of life);
- identify need for action relative to democracy and describe possibilities how it can be met;
- judge situations from the point of view of fairness and justice.

3.1.3 Acting systematically and carrying out projects

Pupils should be able to...

- present approaches to shaping and designing projects relative to democracy;
- plan and carry out projects of participation – also with the assistance of parents and partners from outside school,
- evaluate how projects are progressing with regard to achievements, problems, and possibilities of improvement.

3.1.4 Creating public awareness and winning supporters

Pupils should be able to...

- explain the importance of public relations in connection with democracy and democratic action;
- illustrate which are the potential target groups and the appropriate forms of public relations in the context of concrete participatory projects;
- identify possible supporters for projects and describe strategies to address and to enlist them;
- present issues and results by means of adequate media and technologies which meet the needs of the situation.

3.2 Democratic competency in the context of the OECD key competency “acting autonomously”

3.2.1 Developing and defending one’s interests, opinions, and goals

Pupils should be able to...

- present their personal targets and goals for learning and life which correspond to their own interests and be able to develop plans to achieve these;
- defend their views and positions on the basis of reasoning in spite of pressure from their peers or the expectations of authorities.

3.2.2 Participating with one’s interests in democratic decision-making processes

Pupils should be able to...

- describe possibilities and approaches to feed in their own interests and concerns in democratic decision-making processes;
- contribute their interests, opinions and positions to processes of discussion and decision-making, while presenting these on the basis of reasoning.

3.2.3 Motivating oneself, showing initiative, and making use of opportunities for participation

Pupils should be able to...

- name factors, that are influencing positively, or negatively, their motivation for civil and political involvement;
- use opportunity structures to influence society and politics and to participate actively in democratic processes of decision-making;

3.2.4 Reflecting one’s values, beliefs, and actions within the larger context

Pupils should be able to ...

- describe and reflect on the different social, societal and political expectations with which they are confronted;
- review their own democratic convictions and judgements with regard to the role these play in their everyday life and with regard to the impact they have on their environment;
- discuss their convictions and judgements in relation to democratic values;
- reflect upon the importance and the scope of their democratic involvement in the context of their school, the school environment and society.

3.3 Democratic competency in the context of the OECD key competency “interacting in socially heterogeneous groups”

3.3.1 Understanding another person’s point of view

Pupils should be able to ...

- to specify and explain the point of view of their counterparts in cooperative contexts as well as in situations of conflict;
- to describe the perspectives and interests of all participants and stakeholders in questions or problems related to democracy;
- to analyse the political opinion of others relating it to its democratic content.

3.3.2 Negotiating norms, ideas, and goals democratically, and cooperating with others

Pupils should be able to...

- listen to their counterparts in discussions or negotiations and make sure by asking questions if they have understood the other position correctly;
- deliberate about different perspectives, opinions, and ideas and make democratic compromises;
- stay loyal to democratically achieved agreements.

3.3.3 Dealing constructively with diversity and difference and resolving conflicts in a fair way

Pupils should be able to ...

- do justice to others with their diverse personalities and deal constructively with differences and conflicts between individuals;
- be open to and tolerant with differences of opinion, perspectives, and ideas in concrete situations of conflict;
- distinguish between object and person in situations of conflict;
- use methods of constructive problem solving and conflict mediation both in and outside school;
- in a situation of conflict seek for solutions, which fairly take into account the interests of all parties.

3.3.4 Demonstrating empathy, solidarity, and responsibility towards others

Pupils should be able to ...

- present individual and agreed possibilities for action to express empathy and solidarity towards needy and oppressed individuals and communities;
- describe and assess methods of taking responsibility as a group in their environment;
- call for democratic behaviour of people who exhibit undemocratic attitudes and act undemocratically;
- demonstrate moral courage in situations which require it.

4. Arrangements for learning democracy and for the acquisition of democratic competency

Developing democratic competency – as we are describing it – must proceed in a targeted and methodically elaborate way. Given the scope of the components of democratic competency mentioned above this is a complex pedagogical task which embraces all areas of activity in school: lessons across subjects, learning in projects, and opportunities for action and shaping the life in the school and outside the school in civil society.

A compilation of thirty arrangements for learning may serve as an illustration of how the development of democratic competency can be fostered. These arrangements for learning should demonstrate ways in which democratic competency can be developed in school relative to its various components. The arrangements for learning are not intended to serve as tools for the assessment of learning – similar to the “examples of pupils’ tasks” which were attached to the standards for instruction formulated by the Conference of the Federal Ministers of Education (Kultusministerkonferenz). Rather, the “arrangements” serve as examples to illustrate the objectives which were formulated for the various components of democratic competency.¹ We are using the term “arrangement for learning” instead of “task” or “example of tasks” to emphasise its specific nature as an arrangement for learning *democracy*. Unlike the term “task” which may easily evoke the idea of one-way instruction, the term “arrangement for learning” means cooperative processes of teaching and learning. These represent opportunities for learning which teachers provide for their pupils and which should enable these to acquire certain competencies actively and constructively.

In this spirit expectations are formulated for each arrangement which define the components of democratic competency and the objectives which can be achieved by each particular arrangement. To assign the arrangements to the given component of democratic competency and the particular objectives a survey was conducted in the context of the federal programme “Learning & Living Democracy”. In this survey teachers, teacher trainers, school consultants and scientists were asked to assess on the basis of their professional experience whether and to what extent the methodological approaches incorporated in the arrangements are suited to foster the various components of democratic competency.

It is necessary to insist, that the arrangements for learning listed below are merely prototypical examples. They can only selectively scale the range of opportunities to promote the development of democratic competency. The methodological approaches presented here mainly follow the emphasis of the federal programme “Learning & Living Democracy”. But at the same time they do not nearly cover the entire range of existing approaches for learning democracy, neither within the programme, nor beyond it.

Further each arrangement for learning should be understood as an outline or model which normally permits and requires further adaptive and creative efforts of elaboration and construction by pupils and teachers in their own context.

Finally, it must be pointed out that the formulation of a set of expectations within the framework of the arrangements for learning serves merely heuristic purposes. We lack diagnostic criteria and indicators for an assessment of a particular competency. The development of appropriate assessment and testing methods remains mostly a research perspective in education for democracy. The present format of expectation must be understood as a mere first step towards the development of standards in the field of democratic competency - similar to the standards formulated by the Conference of the Federal Ministers of Education (Kultusministerkonferenz).

¹ cf. Kultusministerkonferenz (2004). Bildungsstandards der Kultusministerkonferenz. Erläuterungen zur Konzeption und Entwicklung. München: Luchterhand. p. 16 et seq.

4.1 On the presentation and use of the arrangements for learning

The presentation of the arrangements for learning consists of five sections for each. The purpose of each section is described below:

- title, including didactical context information
- tasks
- set of expectations
- notes, references and links
- resources

Title including didactical context information

The title provides the name of the arrangement as well as information about the particular component of democratic competency on which the arrangement for learning is focusing. In other words, this section clarifies the relation between the specific component of democratic competency which the arrangement emphasises, and the other components of democratic competency which could equally be developed within the arrangement and which are described in the section "set of expectations". In addition there is further information on the topic of the arrangement as well as didactical information such as type of task, time-frame etc. (see figure below) which provide an orientation for the use of the arrangement for learning.

The diagram illustrates a sample arrangement for learning titled "Diskussion zum Thema „Soziale Gerechtigkeit in der Schule“¹". The arrangement is structured as follows:

- Title of the arrangement for learning:** "Diskussion zum Thema „Soziale Gerechtigkeit in der Schule“¹".
- Main component of democratic competency to be developed by the arrangement:** "Vorrangig geförderte Teilkompetenz demokratischer Handlungskompetenz: 1.2. Probleme demokratischen Handelns erkennen und beurteilen. Die Schülerinnen und Schüler...".
- Short description of topic:** "Thema des Lernarrangements: Auseinandersetzung anhand einer Fallgeschichte mit einem exemplarischen Problem im Bereich des Themas soziale Gerechtigkeit".
- Information regarding type of task, method, time-frame, resources, class level, area for development/ subject area, aspiration level:**
 - Aufgabentyp:** Lernarrangement im Unterricht
 - Methode:** Kleingruppenarbeit, Diskussion, (Fishbowl)
 - Zeitraumen:** 90 Minuten
 - Materialien:** Flipchart, M1 Fallgeschichte „Helfen oder Anstrengen?“, M2 Erläuterung der Fishbowl-Methode
 - Altersstufe:** 7.-10. Schuljahr
 - Lernfelder:** Sozialkunde, Politik, Wirtschaft, Ethik, Religion, Deutsch, Klassenstunden, SV-Stunden
 - Anspruchsniveau:** Lehrer: einfach; Schüler: mittel

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Tasks

Then follows the description of several tasks which illustrate the course of action within the arrangement. As the tasks are addressed to the pupils they are phrased accordingly: they are not written from the point of view of the third person ("The pupils should...") or in passive voice ("The pupils are grouped") but in the second person ("Go together in groups...", "talk about the question..."). This should not be understood, however, as a recommendation to distribute the tasks directly to the pupils and to tell them to work on them. In fact, this would only be imaginable and reasonable for only few of the arrangements. Rather, the tasks should be understood in such a way that they will be addressed to the pupils by persons who coordinate the arrangement (normally their teachers).

Set of expectations

The following set of expectations describes the specific components of democratic competency as well as the related objectives addressed by an arrangement. At times there is more than one component or objective assigned to one task. On the other hand the same components and objectives may be assigned to different tasks. Provided that we wanted to design arrangements for learning that carry meaning content and methods, and promote the development of democratic competency in practice, which target a specific component of democratic competency exclusively or which could achieve a single objective by only one single task.

Notes on the particular arrangement for learning, references and links

All arrangements for learning possess special features with regard to their preparation, realisation and their aftermath. This section deals with these particularities, such as subject areas for their application, their scope regarding components of democratic competency, necessary requirements on the part of teachers or pupils etc. Selected references and links refer to supplementary sources which may help to extend the practical application of the approaches demonstrated by the arrangements.

Resources

The last section of the arrangements for learning comprises resources to which the tasks refer and which can be used in class.

Overview of the arrangements for learning

Below the arrangements for learning are listed by categories of competency and by the specific components of democratic competency, and accompanied by a short description of the topic. The arrangements themselves can be found on the enclosed CD-Rom or on www.blk-demokratie.de (word-documents).

Arrangements for learning in the context of the OECD-key competency
"using knowledge and tools interactively"

1.1 Constructive up conceptual and interpretive knowledge for acting democratically

01 Role play to simulate democracy and other social systems

Comparison of democracy with other forms of rule in exemplary situations regarding aspects of the form of government (Regierungsform), social system (Gesellschaftsform) and way of life (Lebensform).

02 Cooperative creation of a gallery of human rights

Creation of a gallery of human rights with exemplary explanations

03 Getting to know and to understand children's rights

Getting to know and to understand essential children's rights and analysis and discussion of cases of violation of children's rights

1.2 Identifying and assessing problems of democratic action

04 Debating "social justice in school"

Analysis and discussion of a case study in the field of social justice

05 Carrying out a creative workshop for the future (Zukunftswerkstatt) on the topic of "democracy in school"

Carrying out a creative workshop for the future on the topic of "democracy in school"

1.3 Acting systematically and carrying out projects

06 Carrying out a project on "acting democratically"

To plan and to carry out a "democratic project" on the basis of a survey of collected projects assembles by the programme "Acting Democratically" ("Demokratisch Handeln" - a nation-wide competition of democratic projects in schools)

07 Developing a business plan for a sustainable business managed by pupils

Developing a business plan for a sustainable company managed by pupils, from the business idea, through market analysis and business planning to project planning

1.4 Creating public awareness

08 Creating public awareness in and for democracy

Agreement about the democratic relevance and the democratic objectives of public relations as well as collecting information about different tools of public relations

09 Simulation of a trust

Simulation of fundraising and development of possible strategies to appropriate these funds in the context of a virtual trust

Arrangements for learning in the context of the OECD key competency
"acting autonomously"

2.1 Developing and defending one's own interests, opinions, and goals

10 Working with a portfolio

Exploring and applying different forms of self-evaluation and continuous planning; reflection and collecting results and products of one's own work

11 "Lernwerkstatt" (workshop for learning)

Preparing and carrying out lessons in the form of a multidisciplinary workshop

12 "Klassenrat" (class assembly)

Introducing and holding class assemblies regularly, chaired by pupils with the assistance of the class teacher

2.2 Participating in democratic decision-making processes

13 Betzavta exercise "The art of sharing a pumpkin"

Experimenting with and reflecting on negotiating different interests, needs and intentions

14 Reaching consensus

Exploring and applying methods for reaching consensus and to find problem solutions cooperatively

2.3 Motivating oneself, showing initiative and using opportunities for participation

15 Getting to know the "Agenda 21" by "Flash Nature"

Discovering and reflecting on the need and opportunities for acting cooperatively for sustainability

16 Simulation of local affairs

True-to-life simulation of an assembly of the council on the question: "Will the protection of the environment create new jobs?"

2.4 Reflecting one's values, beliefs, and actions within the larger context

17 Discussion of moral dilemmas

Discussion of moral dilemmas using the method of Lawrence Kohlberg

18 "Win-Win-cooperations"

To agree on and to analyse "win-win-cooperations" especially between school and community

Arrangements for learning in the context of the OECD key competency
"interacting in heterogeneous groups"

3.1 Understanding another person's point of view

19 Didactic play "we are building a village community"

Simulation of the creation of a village community in the form of a didactic game

3.2 Negotiating norms, ideas, and goals democratically, and cooperating with others

20 Cooperative development of values for a democratic life in the community

Formulation of basic values for a democratic life in the community and agreement on these values

21 Planning and carrying out a "Deliberationsforum" (deliberative polling)

Pupils prepare and carry out a "Deliberationsforum" (deliberative polling) for other pupils of one or more class levels. They invite experts and politicians to the event. The topic may be of relevance for the school itself or of general political interest.

3.3 Dealing constructively with diversity and difference and resolving conflicts fairly

22 Role play for constructive conflict resolution

Becoming familiar with and comparing different strategies for resolving conflicts as well as experiencing, exploring and identifying the advantages of win-win-solutions ("Weg der Eule", way of the owl)

23 Conflict training "non-offending articulation of resentment"

Becoming familiar with and learning how to apply the method of a "non-offending articulation of resentment"

3.4 Demonstrating empathy, solidarity, and responsibility towards others

24 Arguing against intolerance

Description of prejudices, "concepts of the enemy", and forms of discrimination as well as demonstrating how, in community with others, one can fight these

25 Actions against child labour

Gathering information about child labour and evaluating, choosing or developing and carrying out actions against child labour

26 Training in moral courage

Reflecting on and simulation of possibilities to act in a morally courageous way