Chapter #11

ANALYZING VALUES EDUCATION IN SCHOOLS IN GERMANY
Theoretical Model and Empirical Data

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ABSTRACT

The main objective of this contribution is to introduce a model for analyzing values education in institutions, and to illustrate this model by providing data on projects fostering values education in schools in Germany. Our model includes five levels, namely (1) needs/objectives of practical values education, (2) the macro-level (politics and society), (3) the meso-level of institutions, (4) the micro-level of interactions between individuals, (5) and the outcomes of practical values education. The presented model is exemplified by projects that were launched in schools in Germany in the years 2009 to 2014. We identified 51 school projects that were analyzed according to our model. Results show that using this model for analyzing values education is an effective way to obtain a systematic overview about different projects for values education. Even though needs/objectives, meso-level and micro-level are reported in these projects, often, key issues for explicitly evaluating the outcomes of the projects on values education are missing.

Keywords: model of analyses, values education, values competence, values-based behavior, institutions, schools.

1. INTRODUCTION

Values education is one main topic in all countries around the world. Globalization, digitalization, and global warming are world-wide developments which make the sensitization for values more prominent in society. Thus, not only families, but society and politics have to focus on this topic.

When looking at society and politics, it is interesting how values education is realized in different institutions, primarily in schools. In the UNICEF Kids Values Monitor, results indicate that teachers are evaluated as the third most important factor for transmitting values to students (UNICEF, 2014). Thus, schools are of main importance for values education.

Values education in schools can be fostered in two ways: First, implicitly by the school climate or by teachers who act as role models for the students and second, explicitly by e. g. initializing projects. As school is an institution in which students come together and interact with each other for long periods of time, projects initiated in schools with the objective to foster values education can be an effective method (Schubarth, 2016).

To compare projects according to relevant issues for values education, a model for analyzing such projects is necessary. But even though schools are of primary importance for values education, there exists no explicit model for analyzing such projects in a coherent way. Therefore, we want to introduce such a model for analysis in order to compare the practice of values education specifically in schools and to exemplify it with relevant project data.

2. BACKGROUND

"Values are a fundament of any social community" (Menzel, 2013, p. 125). Thus, values are of importance in any culture and any society around the world: "Values are (a) concepts or beliefs, (b) about desirable end states or behaviors, (c) that transcend specific situations, (d) guide selection or evaluation of behavior and events, and (e) are ordered by relative importance" (Schwartz & Bilsky, 1987, p. 551). That means that values are guiding principles for the individual to evaluate things, persons, behaviors or events in their environment.

Values education is the process of acquiring or changing values throughout the lifespan. By actively engaging with the environment and its diverse and conflicting values, values education takes place. This can happen implicitly, e.g. through role models or observation of diverse situations, etc., or explicitly through specific methods for triggering reflection about values.

Values education is not only a primary aim of education, but it also makes a peaceful living together possible. Thus, "values education is an educational mandate of schools which comprises the transfer of values to students in order to treat others e.g. in a peaceful, justified, and tolerant way" (Kopp, Wallner, & Mandl, 2017, p. 567).

Looking at different countries, values education is realized in diverse ways. While in countries like the United States or Great Britain character education is explicitly part of the curriculum in schools, in Germany this is only partly realized by the curriculum (Mandl, Kopp, Hense, & Niedermeier, 2014). Thus, using specific programs or projects is not as crucial in these countries as it is in Germany. One main possibility for fostering values education is the initiation of projects.

To compare projects according to relevant issues for values education, a model for analyzing such projects is necessary. Currently, there is no specific model for analyzing values education in a coherent way that enables researchers to obtain a picture about relevant categories for values education and to compare such categories according to these criteria.

Therefore, we wanted to generate a model for analyzing values education. In order to do this, we had a closer look on two issues: First, we looked at socialization processes and models, because values education is part of the socialization process of each individual (Lapsley & Stey, 2014). Second, we focused on relevant issues that are relevant for the project practice, namely the input-process-output (IPO) model (Bushnell, 1990). We identified three relevant categories from socialization models, namely the macro-level, the meso-level, and the micro-level (Blackstone, 2015), and two categories from the IPO model, namely needs/objectives and outcomes of practical values education (Bushnell, 1990). Thus, our model for analyzing values education in schools comprised five categories: Needs/objectives of values education, macro-level, meso-level, micro-level, and outcomes (see figure 1).

2.1. Needs/objectives of values education

Each project needs objectives for initiating a starting point. These objectives focus on the specific needs of different agents of socialization like family, day-care center, schools or youth employment. In such a needs analysis the need and demand of the receivers are determined (Otten, 2013). Thus, the target group must be taken into account, which means that projects that are launched for young children from 6 to 10 years of age may be different than projects for teenagers between 11 and 15 years.

Furthermore, exactly capturing the problems in values education and defining concrete and realistic aims to overcome these difficulties are of importance at this first level. Such aims could be differentiated into three categories: (1) values content, (2) values competence, and (3) values-based behavior.

Values content includes diverse values that are relevant in a democratic society. Values competence comprises the ability to deal with values-based attitudes, values conflicts and the significance of values in decisions. Values-based behavior means the transfer of values into actions. Overall, sensitizing students for values in order to foster values competence and values-based action is more important than teaching them a canon of values that are not transferred to the individuals' behavior.

Figure 1.
Model for analyzing values education in institutions.
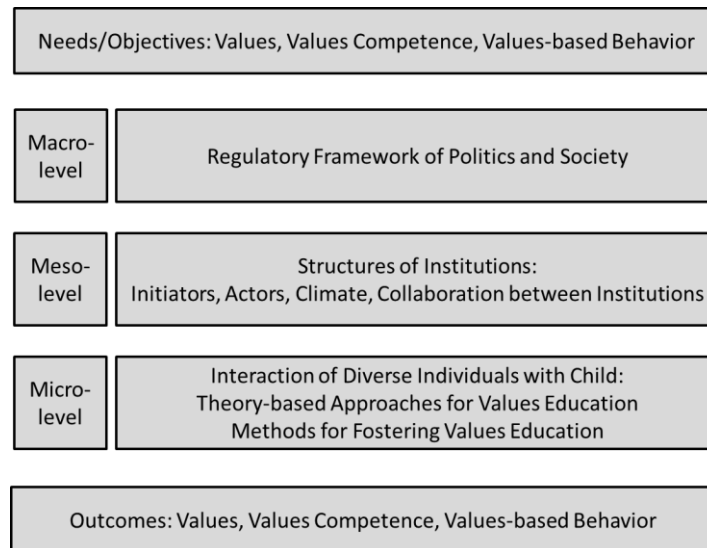
2.2. Macro-Level of values education: regulatory framework of politics and society

On the macro-level, we find the regulatory framework of politics and society. That means that in different political and cultural systems, diverse frameworks are adapted to values education. Even though the macro-level is not often picked out as a central theme, there are significant differences between political and cultural systems all around the world, specifically between Western and Eastern countries (Fung, 2006; Trommsdorff, 1996). Such differences comprise among other things a more individual orientation in Western countries compared to a more collaborative orientation in Eastern countries (Hofstede, 2001). Thus, it is necessary to take the macro-level into account when looking at values education – even though it is mostly given by laws and normative rules in each country.

2.3. Meso-Level: structures of institutions

Regarding the meso-level, there are specifically the structures of institutions of relevance that include, among other things, the division of tasks and responsibilities, the hierarchy between individuals, the organization of specific procedures, and the establishing of rules. Four main aspects are relevant with respect to structures of institutions that foster values education: (1) the initiators, (2) the actors, (3) the climate of the institutions, and (4) the collaboration between diverse societal levels for socialization.

Initiators are the ones who launch projects in order to foster values education. According to the initiators' values, specific methods for fostering values education are introduced in the respective institution.

Actors are the ones who implement and execute values education using a specific method. In this respect, the qualification of the actors is of main importance regarding their own reflection on values, their values-based behavior and their professionalism in order to act as role-model for children or youth (Erbes, 2012).

Regarding the values-based climate, values are directly experienced through social cooperation. Mutual appreciation, perceived trust, reciprocal acceptance, democracy, respect towards diversity and justice are part of such a climate (Erbes, 2012). Thus, values must be incorporated into daily living together and not only formulated as theoretical constructs. It is also necessary that values-based principles are essential in the conception and implementation of projects, in the contact with the learners, in the team, in the reflection, decision-making, or solving of conflicts.

Collaboration between single institutions is also part of the meso-level. Specifically, collaboration between school and families are of great importance. Sometimes, school children learn that leisure time activities are valued as less important than school. This may have a negative effect on the values education of children (Scherr, 2002). Given that school captures a big space in children's lives, it is of immense importance that schools collaborate in a values-based manner with families.

2.4. Micro-Level: Interaction with the child – theory-based approaches and methods

The micro-level comprises the interaction of adults or peers with the child. The first experience of the child with values is in the interaction with parents, sisters or brothers. Appreciation is one main antecedent for values education that should be the tenor in any interaction with the child. This interaction is not unidirectional regarding parents or teachers influencing children. Rather, it is bi-directional in a way that children also have an effect on the interaction process (Trommsdorff, 2008).

Three aspects are of relevance in this context (Trommsdorff, 1999, p. 174): (1) Who educates children and which values, aims, expectations, and competences do they have? (2) How is the quality of interactions and relationships of the interacting individuals? (3) In which cultural and institutional context does education take place?

There are a lot of theory-based approaches that are relevant in the interactions regarding values education. Such theoretical approaches on which values education are based are e.g. the parenting style showing that an authoritative parenting style is positively related to acceptance and acquisition of values, to prosocial and responsible behavior as well as to personal autonomy (Stein, 2013). Another important theory-based approach is the social learning theory of Bandura (1977). This theory explains that children learn through observation and imitation of specific behaviors in interacting with other individuals (Lokhande, 2011). One key aspect contains the motivation of children to show a specific

behavior. Role models with emotional proximity to the children provide an important function in values education.

Furthermore, several methods for fostering values education are developed. One primary method, which is the focus of this contribution, is the initiation of projects. Projects are unique initiatives with specific aims, personal, financial and time restrictions. Project work focuses on activity-oriented learning, personal experiences and joint communicative reflection of group processes (Frey, 2002). Values-based projects should not be short-time initiatives, but implemented in a sustainable way. In this respect, projects are adequate methods for values education.

2.5. Outcomes of values education in practice

Outcomes of values education in practice are relevant in order to show how far the respective intervention was effective and helpful for the target group with regards to values content, values competence, and values-based behavior. Regarding values content, single values as well as knowledge or the sensitization about such values are relevant aspects. Values competence includes the ability to discuss diverse values and find a solution in e. g. dilemma situations. Looking at values-based behavior, the transfer of values education into action is of interest (Lickona, 1991) including behaviors like sharing, donating to charity, or telling the truth as well as the tendency to act with honesty, responsibility, or altruism (Berkowitz, 2011).

According to the formulated needs and objectives of the respective initiative, outcomes of values education as mentioned above should be evaluated. There are diverse evaluation methods like asking the learners with interviews or questionnaires about the values they have acquired, observing discussions of the learners or adequate situations in which they have to behave in a values-based manner. Such outcomes give an indication of the effectiveness of the respective initiative in order to foster values education.

3. DESIGN

Our research is based on the introduced model for analyzing values education in schools. We designed a cross-sectional study that examined results of all projects that were launched in Germany in the socialization levels for schools in the five years between 2009 and 2014. All projects had to be documented in order to identify relevant criteria for analyzing values education in projects which were launched in schools. Overall, we identified 51 projects that were introduced in schools in the years 2009 to 2014 in order to foster values education for students.

4. OBJECTIVES OF THE STUDY

The main objective of the study was twofold: Firstly, we wanted to develop a model for analyzing values education in institutions as we did above. In a second step, we tried to exemplify this model with data from projects designed to foster values education in schools in Germany. Therefore, our main research question is: *Does the model for analyzing values education in schools in Germany fit to the actual project data?*

5. METHODS

5.1. Data sources

To identify practical values-education in projects, we looked at (1) current literature (e.g. empirical studies or evaluations), (2) political documents (e.g. laws), (3) internet research (e.g. Google scholar) and (4) databases (e.g. www.phineo.org, www.demokratisch-handeln.de, www.land-der-ideen.de, or www.bildungsserver.de).

We only had access to data that was documented in a written format. Thus, smaller projects that may not be recorded officially via the above mentioned data sources were not included in this study.

5.2. Data analyses

Based on our theoretical model, all information was inductively analyzed according to the following coding scheme: "needs/objectives", "macro-level", "meso-level", "micro-level", and "outcomes". The macro-level included the regulatory framework of politics and society. The meso-level was subdivided into four categories (1) initiators, (2) actors within each single societal level for socialization, (3) the climate of the respective institution, and (4) the collaboration between institutions. The micro-level comprises the interaction of individuals. According to our theoretical model, we referred to (1) theory-based approaches that were implemented to foster values education as well as to (2) specific methods that were used to foster values education. Even though, our research focused on project-based approaches in values education, data of the investigated projects showed a more specified picture regarding the used methods.

We coded the documented information for each project according to the developed coding scheme which comprises the elements of the theoretical model. Every study was included in multiple categories. Furthermore, multiple answers per criterion were possible in every project. We counted all similar answers descriptively to one score. Ten per cent of the codes were double-rated by a second rater.

6. RESULTS

To determine, whether the introduced model is adequate for analyzing projects on values education in Germany, we took a closer look to the five main categories of the model: needs/objectives, macro-level, meso-level, micro-level, and outcomes. Overall, we found 51 projects in the socialization level of schools that launched projects for values education in the years 2009 to 2014.

Regarding the **needs/objectives**, we found 22 different objectives mentioned in the analyzed projects (see table 1). The results show a much diversified amount of needs/objectives in the different institutions.

Table 1.
Needs/objectives of the analyzed projects.

Numbers	Needs/Objectives
12	Cohesion
6	Democratic Behavior
4	Transmission of Values, Moral Education, Values Argumentation, Integration into Work
3	Participation, Conflict Resolution, Responsibility/Responsible Behavior
2	Commitment, Integration, Values against Right-wing Extremism
1	Reflection, Social Competence, Positive School Climate, Solidarity, Sustainable Thinking and Action, Inclusion, Positive Personality Development, Positive Learning Culture, Autonomy, Innovative Methods of Teaching and Learning

On the **macro-level** we find the German Basic Law, the constitution of every federal state in Germany, and the school laws of each individual school. The main issue in all these documents is the educational mandate to educate students to become an integral personality including values education and the attitude towards values. Values which are mentioned most often in this context are democracy, liberty, respect, and responsibility. Thus, all federal states in Germany formulate very similar values in their law.

The **meso-level** includes the structures within each societal level for socialization with (1) initiators, (2) actors, (3) climate, (4) and collaboration between diverse societal levels for socialization. In our analyses, we found specifically data for initiators and actors. Initiators who launched projects on values education are the following eight diverse institutions: (1) private actors (12 times), (2) associations (10 times), (3) public actors (7 times), (4) foundations (5 times), (5) schools (5 times), (6) churches (4 times), (7) 1 non-profit organization, (8) and 1 non-governmental association.

Actors who planned and realized projects were 12 different persons including (1) teachers who took the most important part (22 times), followed by (2) pedagogical specialists (15 times), (3) educators (12 times), (4) youth leaders (12 times), (5) mentors (5 times) and (6) students (3 times). All other actors were mentioned only once like (7) researchers, (8) parents, (9) students, (10) coach, (11) multiplier, and (12) paramedics. These results indicate that in the projects very specific actors were asked to execute the projects.

On the **micro-level** there are theory-based approaches for values education as well as methods to foster values education. Even though, we gather that interaction is implicitly based on such theory-based approaches, explicitly, there were no such approaches mentioned in the projects.

Regarding methods, overall 34 different methods were reported. Most often projects were mentioned (19 times), which is clear as this was the selection criterion. But besides this general approach, in some reports, more specified methods were indicated like mentoring (8 times), role model (7 times), values discussion (6 times), role plays (6 times), theater (5 times), training (4 times), and experience learning (4 times). Three times discussions were mentioned, coaching, seminars, students' participation, and awards. Thus, regarding realized methods for fostering values education, the investigated projects are very diverse and variable.

Looking at the **outcomes** of the projects, overall some successful issues are mentioned in the documents, but there are no evaluation data that could confirm these effects for the respective target group. Thus, implicitly some outcomes are achieved, which could not be explicitly confirmed by evaluation data.

7. CONCLUSION/DISCUSSION

Our research question regarding the fit between our model for analyzing values education and the reported data could be answered predominantly positive. We were able to analyze the needs/objectives, the macro-level, and in part the meso-level and micro-level in the model based on values education projects completed in Germany between 2009 and 2014. Categories that could not be explicitly investigated were on the meso-level involving the climate and collaboration between socialization institutions. Furthermore, on the micro-level we found no explicitly mentioned theory-based approaches on which values education were based. Even though, data did not indicate such approaches, we are convinced that some of them were used.

Furthermore, outcomes that are key issues for evaluating the effectiveness of the projects on values education are not explicitly reported based on evaluation data. Even though projects use diversified methods and different actors to conduct the projects in order to achieve sustainable results, these are not reported in the documents using evaluation data asking the target group about the effectiveness of the projects for their values education. Therefore, in reporting projects on values education, evaluation is necessary to focus more on the outcome of the respective projects on values education in Germany.

Even though, data on these levels was in parts limited, overall, this model seems to be a starting point to analyze projects on values education in a more detailed and systematic way. This makes it possible (1) to analyze the data and (2) to compare different projects with each other based on such objective criteria.

With this study, a first step in the direction towards a theoretically based model for systematically analyzing values education was made. But for sure, this model must be further examined with different data of other countries around the world. This would make it possible to compare values education in educational settings around the world.

Another limitation includes data analysis which was only based on written documents which were officially accessible. More different data like interviews or questionnaires with students or participants of the projects would be helpful to get more insights into used approaches or outcomes of the projects.

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ACKNOWLEDGEMENTS

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