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VALISE

Values in School Education
Wertebildung in der Schule

Values Education in Europe: A Comparison of Primary School Curricula in Switzerland and the United Kingdom

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1. Framing and Scientific Relevance

VALISE – The Formation of Children’s Values in School: A Study on Value Development among Primary School Children in Switzerland and the United Kingdom

- Funded by the SNSF (Duration: 2020-2024)
- Project Leaders: Prof. Dr. Elena Makarova (University of Basel, Switzerland), PD Dr. Anna K. Döring (University of Westminster, UK), Prof. Dr. Anat Bardi (Royal Holloway University of London, UK)
- Goals:
 - empirical: advance theory building on value development
 - practical: provide evidence-based guidance for teachers on value education

1. Framing and Scientific Relevance

How do key variables of the macro-, meso- and micro-system affect children's value priorities and behaviours in the school context in Switzerland and the UK?

2. Theoretical Anchoring

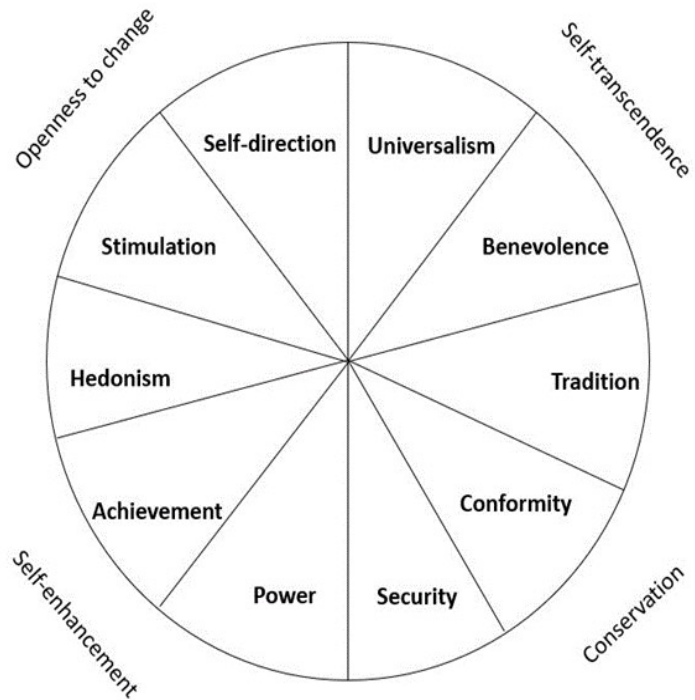


Figure 1. The Values Framework (Schwartz, 1992)

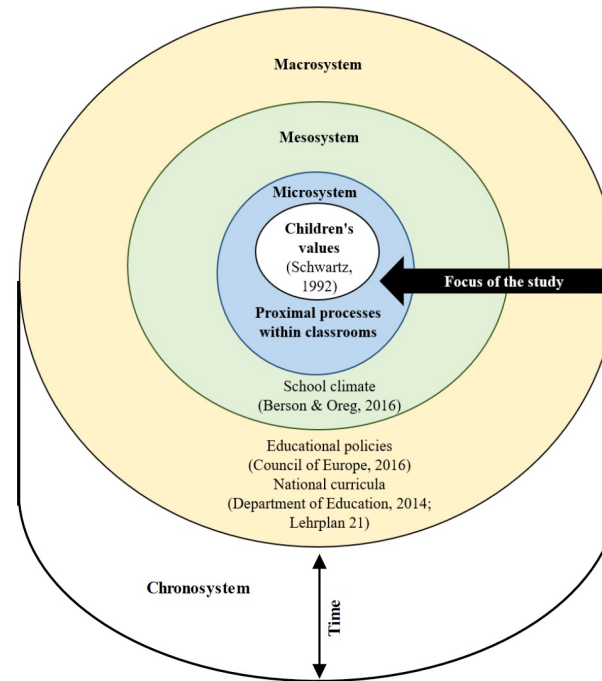
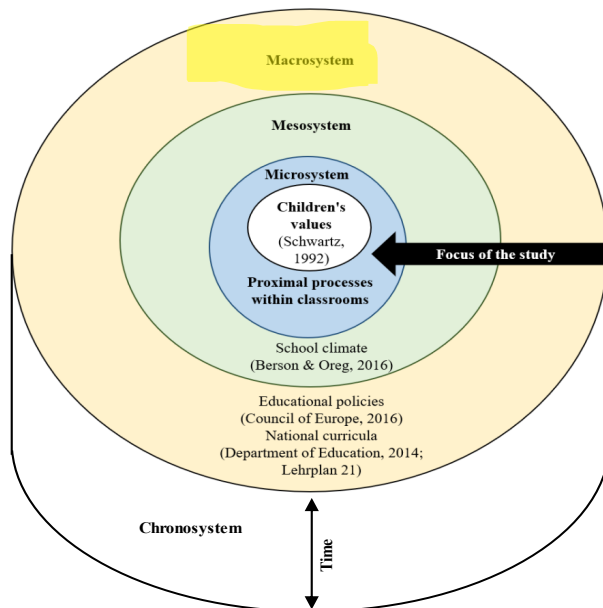


Figure 2. Bronfenbrenner's Ecological Model (Bronfenbrenner, 2005)

3. Research objective

Q: How are value-based curricula represented in Policy Papers for the Primary School in Switzerland and the UK (Macro-System)?



- Lehrplan 21 (Switzerland)
- National Curriculum (UK) an further Curricular Documents in UK
- International Concept Papers (CoE, OECD)

Figure 3. research objective 1

4. Methodology

1. Qualitative Content Analysis (Mayring, 2015) of the Primary School Curriculum in Switzerland (Lehrplan 21)
2. Follow up with Curricular Documents in UK
3. Comparison of the two Curricula
4. Comparison with the Council of Europe Reference Paper and the OECD Framework document

4. Methodology

Value type (Schwartz, 1992)	Descriptors (Schwartz, 1992)	Anchoring Examples
Benevolence (BE)	Preserving and promoting the well-being of those close to you. (Schwartz, 1992, own translation)	«[Pupils] can describe characteristics of friendship (e.g. affection, shared interests) and reflect on their own expectations.» (BKSD 2014, S. 313, own translation)
Tradition (TR)	Respect for, attachment to and acceptance of the customs and ideas handed down through culture or religion. (Schwartz, 1992, own translation)	«[Pupils] can tell about festive occasions in the family or the environment (e.g. birthday, Christmas) and name features (e.g. preparation, roles, rituals, objects).» (BKSD 2014, S. 319, own translation)
Conformity (CO)	To conform to social expectations and norms, follow rules, respect. (Schwartz, 1992, own translation)	«[Pupils] can gain experience with conversation behaviour and conversation rules in the large group (e.g. change of speaker, class conversation) and reflect on their usefulness.» (BKSD 2014, S. 102, own translation)
Power (PO)	Social status and prestige, authority and leadership (Schwartz, 1992, own translation)	«[Pupils] can recognise who exercises power and how abuse of power is countered by means of exemplary situations (e.g. from stories, from fairy tales, from everyday life).» (BKSD 2014, S. 314, own translation)

5. Results

Frequencies (explicitly and implicitly stated Value orientation)

Table 1 *Frequency of implicit and explicit statements in the Lehrplan 21*

Curriculum	Explizit Statement	Implizite Statement	N
Lehrplan Volksschule Basel-Landschaft	20	401	421

5. Results

Distribution of the contents from Curriculum 21 to the ten value types according to Schwartz (1992)

Table 2 Frequency distribution of the codings according to value types Lehrplan 21

Value type	Explizit	Implizit	N	%
Universalism (UN)	7	63	70	10.23
Benevolence (BE)	5	15	20	2.93
Tradition (TR)	0	27	27	3.95
Conformity (CO)	0	48	48	7.02
Security (SE)	0	22	22	3.22
Power (PO)	0	2	2	0.29
Achivement (AC)	0	25	25	3.65
Hedonisms (HE)	2	48	50	7.31
Stimulation (ST)	4	198	202	29.53
Self-Direction (SD)	9	209	218	31.87
Total	27	657	684	100.00

6. Conclusion and limitations

Conclusion

- The Swiss Curriculum of the Primary Level shows an orientation towards Humanistic Values such as *Universalism (10%)*, *Benevolence (3%)* and *Self-Direction (32%)* according to the Schwartz' Model.

Limitations

- Expansion of the investigation by including other ecosystems (Meso- and Microlevel) in the project is mandatory.
- Considering other fields of a child's life within value transmissions takes place is to be kept in mind.

7. References

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Thank you
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