# Integrating European Experience in Values and Peace Education into the Primary Education Program at Caucasus University

# ღირებულებითი და სამშვიდობო განათლების ევროპული გამოცდილების ინტეგრირება კავკასიის უნივერსიტეტის დაწყებითი განათლების პროგრამაში

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## Abstract

**Introduction.** In the era of globalization and digital information, fostering a value-driven, democratically minded civil society is a primary objective of higher education. This paper analyses the experience of the PROVE project ("Promoting Values Education in South Caucasus Higher Education Institutions"), developed within the framework of the European Union Erasmus+ Capacity Building in Higher Education (CBHE) program, which aims to promote values and peace education in the South Caucasus. Within the broader context of Georgia's European integration, engagement with European Union educational programmes plays a significant role in strengthening academic and institutional links with the European Higher Education Area and in facilitating the alignment and integration of European educational standards and shared values within Georgia's higher education system. **Methods.** To share best practices, the paper presents an analysis of the implementation of the VaKE methodology, a key component of the PROVE project, within the Primary Teacher Education Program at Caucasus University. **Results.** To strengthen values education, the project undertook a curriculum update that involved both the development of a standalone course and the integration of VaKE didactic elements into existing pedagogical disciplines. The academic staff was empowered in the values education component, training modules were developed for general education schoolteachers, and student-led community actions were designed. **Conclusion.** Although the implementation process is still ongoing, initial observations confirm the high pedagogical potential of the VaKE methodology in higher education. It enables learners to comprehend real-world ethical dilemmas, fosters competencies in argumentation and constructive dialogue, respect for diverse perspectives, and contributes to shaping the value awareness and professional ethics of future educators.

**Keywords**: European Union, Erasmus+, VaKE, Values Education, Peace Education, Dilemma.

## აბსტრაქტი

**შესავალი:** გლობალიზაციისა და ციფრული ინფორმაციის ეპოქაში ღირებულებებზე ორიენტირებული, დემოკრატიულად მოაზროვნე სამოქალაქო საზოგადოების ჩამოყალიბება უმაღლესი განათლების უმთავრეს მიზანს წარმოადგენს. ნაშრომში გაანალიზებულია PROVE პროექტის („ღირებულებითი განათლების პოპულარიზაცია სამხრეთ კავკასიის უმაღლეს საგანმანათლებლო დაწესებულებებში") გამოცდილება. პროექტი შემუშავდა ევროკავშირის Erasmus+ პროგრამის „უმაღლესი განათლების შესაძლებლობების განვითარების" (CBHE) მიმართულების ფარგლებში და მიზნად ისახავს ღირებულებებისა და მშვიდობის განათლების ხელშეწყობას სამხრეთ კავკასიაში. საქართველოს ევროპული ინტეგრაციის უფრო ფართო კონტექსტში ევროკავშირის საგანმანათლებლო პროგრამებში ჩართულობა მნიშვნელოვან როლს

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ასრულებს ევროპის უმაღლესი განათლების სივრცესთან აკადემიური და ინსტიტუციური კავშირების გაძლიერებაში, ასევე საქართველოს უმაღლესი განათლების სისტემაში ევროპული საგანმანათლებლო სტანდარტებისა და საერთო ღირებულებების დანერგვისა და ინტეგრირების ხელშეწყობაში. **მეთოდები.** საუკეთესო პრაქტიკის გაზიარების მიზნით, ნაშრომში წარმოდგენილია VaKE მეთოდოლოგიის, როგორც PROVE პროექტის ძირითადი კომპონენტის, დანერგვის ანალიზი კავკასიის უნივერსიტეტის დაწყებითი საფეხურის მასწავლებლის მომზადების პროგრამაში. **შედეგები.** ღირებულებითი განათლების გაძლიერების მიზნით, პროექტის ფარგლებში განახლდა კურიკულუმი, რაც მოიცავდა როგორც დამოუკიდებელი კურსის შემუშავებას, ისე VaKE-ის დიდაქტიკური ელემენტების ინტეგრირებას არსებულ პედაგოგიკურ დისციპლინებში. გაძლიერდა აკადემიური პერსონალის კომპეტენციები ღირებულებითი განათლების მიმართულებით, შემუშავდა სასწავლო მოდულები ზოგადსაგანმანათლებლო სკოლების მასწავლებლებისთვის და დაიგეგმა სტუდენტების მიერ წარმართული სათემო აქტივობები. **დასკვნა.** მიუხედავად იმისა, რომ VaKE მეთოდოლოგიის დანერგვის პროცესი ჯერ კიდევ მიმდინარეობს, პირველადი დაკვირვებების შედეგები ცხადყოფს მის მნიშვნელოვან პედაგოგიურ პოტენციალს უმაღლესი განათლების სფეროში. აღნიშნული მეთოდოლოგია ხელს უწყობს შემსწავლელთა მიერ რეალური ეთიკური დილემების გააზრებასა და კრიტიკულ გაანალიზებას, არგუმენტაციისა და კონსტრუქციული დიალოგის უნარების განვითარებას, განსხვავებული შეხედულებებისადმი პატივისცემისა და ტოლერანტული დამოკიდებულების ჩამოყალიბებას. ამასთანავე, იგი მნიშვნელოვან როლს ასრულებს მომავალი პედაგოგების ღირებულებითი ცნობიერების გაღრმავებისა და მათი პროფესიული ეთიკის ფორმირების პროცესში.

**საკვანძო სიტყვები:** ევროკავშირი, Erasmus+, VaKE, ღირებულებითი განათლება, სამშვიდობო განათლება, დილემა.

## 1. Introduction

In the contemporary educational landscape, the role of the instructional process extends beyond the mere transmission of subject-specific content. The era of globalization and artificial intelligence dictates that the mission of higher education is to cultivate professionals equipped with ethical consciousness, social responsibility, and critical thinking skills. Consequently, a values-oriented instructional process assumes critical significance. Values education entails transmitting universally human values to learners, values that retain timeless worth and pertain both to the individual and to the broader society in which they reside. Values education is grounded in the premise that any educational environment should foster the identification, deep comprehension, and behavioral internalization of values for application in real-world situations.

The PROVE (Peace and Values Education in Teacher Education) project, developed under the auspices the Erasmus+ Capacity Building in Higher Education (CBHE) program, represents a strategic initiative focused on values and peace education. Built upon the innovative VaKE (Values and Knowledge Education) approach, the project aims to promote values and peace education in South Caucasian Higher Education Institutions (HEIs) and strengthen institutional capacities. The project is implemented through a collaborative consortium comprising organizations and universities from Austria, Greece, Georgia, and Armenia. In Georgia, alongside Caucasus University, Ilia State University and Telavi State University are actively involved.

The PROVE project directly responds to the expansion goals of the European higher education area and draws upon the rich expertise of European partners (Austria, Greece) as well as the Academic Association for Values and Knowledge Education (AVaKE). It serves to integrate the Reference Framework of Competences for Democratic Culture (RFCDC), defined by the Council of Europe, into South Caucasian higher education institutions.

Peace education occupies a central position within the project, wherein peace is conceptualized not merely as the absence of war or physical conflict (negative peace), but as the constructive establishment of social justice, inclusion, respect for human rights, and a culture of nonviolent communication (positive peace). Evidently, peacebuilding remains ineffective if limited to abstract moral appeals. In this regard, the VaKE methodology serves as an instrumental mechanism for achieving project objectives, facilitating the formation and internalization of values simultaneously with the acquisition of domain knowledge (Weyringer et al.,

2022; Patry et al., 2013; Shaverdashvili & Mosiashvili, 2018). Notably, the VaKE methodology has demonstrated high efficacy across European universities; thus, its adaptation to the Georgian context fosters expectations of an identical positive transformation.

As a constructivist pedagogical approach, VaKE bridges two fundamental learning objectives: the conscious formation of a learner's value system and the active acquisition of domain-specific knowledge. VaKE synthesizes these elements into a unified instructional process, distinguishing itself from other values education frameworks that focus exclusively on the conceptualization of moral categories. In other words, VaKE is an innovative, learner-centered methodology that integrates values-based education with active learning strategies (Patry et al., 2022).

The methodological framework of VaKE is grounded in constructivism and moral development theories, further advanced by Jean-Luc Patry and colleagues. The essence of the method lies in the premise that making morally and ethically sound decisions cannot rely solely on personal, intuitive assumptions. To justify a position, learners must bridge specific knowledge gaps by seeking facts, theories, and empirical evidence, which subsequently forms the foundation for constructing new knowledge (Patry et al., 2022; Shaverdashvili & Mosiashvili, 2018).

At the core of the VaKE method is the moral/ethical dilemma, a problematic scenario involving a conflict between two or more equally weighted value principles. When taking a stance, the learner is compelled to select one principle, thereby compromising the other. Consequently, defending this choice requires a well-argued, evidence-based rationale. Dilemmas developed within the VaKE framework differ significantly from conventional moral dilemmas. While traditional dilemmas focus strictly on moral reasoning, ethical choice, and value conflict analysis (without requiring additional academic or subject knowledge), a VaKE dilemma integrates values with content knowledge. It prompts learners to engage in discussion and articulate positions informed by researched evidence (Weyringer & Pnevmatikos, 2022).

When appropriately constructed, a dilemma embeds "clues" regarding missing domain knowledge, naturally motivating learners to inquire and retrieve the necessary information independently. Thus, VaKE serves as a pedagogical approach designed not only to develop critical thinking and moral reasoning skills but also to ensure the mastery of curriculum-defined academic content. Furthermore, the values addressed through VaKE dilemmas are not limited to moral-ethical dimensions; they extend to broader domains related to social responsibility (e.g., resource distribution, inclusion, punctuality, discipline) and individual well-being (e.g., personal safety, health, stability, self-actualization).

The VaKE dilemmas developed within the PROVE project assist students not only in making ethical choices but also in acquiring deep factual knowledge across topics such as conflict resolution, law, sociology, intercultural dialogue, and media and financial literacy. Structurally, VaKE operates as a multi-step process: it begins with introducing the dilemma, eliciting initial positions, and gathering arguments. Subsequent stages involve identifying and retrieving information needs, followed by a re-examination of the dilemma based on new evidence. The process concludes with the presentation of finalized, evidence-based decisions (Weyringer & Pnevmatikos, 2022).

VaKE is applicable in any context where a shift from passive, lecture-based instruction toward active, constructivist pedagogy is desired. This includes the humanities, social sciences, business, STEM, and any discipline where complex, real-world problems demand the integration of theoretical knowledge and ethical considerations.

When addressing values education, local contextual factors must be considered. In Georgia, values components are cross-cuttingly integrated into key educational regulatory documents: the National Goals of General Education, the National Curriculum (NC), and the Teacher Professional Standard. In this regard, the NC warrants particular attention as the primary regulatory document governing general education nationwide.

The mission of the NC centers directly on the holistic development of the student, while its goals require learners to account for cultural nuances, reflect on their worldviews, and comprehend societal and civic imperatives. The priority directions of the NC directly align with core domains of values education, such as cultivating national values, demonstrating a democratic culture, safeguarding human rights, respecting cultural diversity, protecting the environment, internalizing principles of sustainable development, and promoting civic safety and healthy lifestyles. These educational and values-oriented aspects are explicitly reflected across subject-specific learning outcomes, while pedagogical principles mandate the creation of a positive, inclusive learning environment grounded in human dignity, equality, and the rule of law (Ministry of Education, Science and Youth of Georgia, 2026).

Thus, the foundations of values education are clearly embedded within the national legislative and normative framework. Additionally, the state employs various approaches in public schools aimed at fostering national values. Nevertheless, apart from isolated initiatives, values and peace education at the practical level remain largely confined to informal education and project-based learning. Methodological approaches capable of effectively integrating values components into formal instruction across both general and higher education stages remain insufficiently investigated and valued. Consequently, a critical need arises for additional academic and practical initiatives, which are essential for fostering a harmonious, peaceful, and value-driven society.

## Materials and Methods

This paper analyzes the implementation process of educational innovations within the scope of the PROVE project in the real-world context. The primary focus of the research was the implementation of the VaKE methodology within the Primary Teacher Education Program at Caucasus University. The study utilized a mixed-methods design, comprising quantitative and qualitative components.

In the initial phase of the project, a quantitative survey was conducted targeting academic staff from higher education institutions (HEIs), in-service teachers, and pre-service teachers (students in primary education programs) across Georgia, Armenia, and Azerbaijan (Consortium of European and South Caucasian Higher Education Institutions, 2026). The objective was to analyze the perceptions and needs of these target groups regarding constructivist teaching principles, values education, personal value systems, and socially sensitive topics. The resulting data served as a baseline for designing appropriate academic courses and modules. A structured questionnaire utilizing a 7-point Likert scale was employed as the survey instrument. The total sample size comprised (N = 516) respondents, including HEI academic/pedagogical staff (n = 185), in-service teachers (n = 139), and pre-service teachers/students (n = 192).

The scope of the quantitative investigation encompassed the following research questions:

To what extent do respondents utilize and value modern, research-based, and critical-thinking-oriented instructional practices?

What practical barriers and challenges exist in integrating moral dilemmas and social justice issues into the instructional process?

Which personal and social values do respondents prioritize?

Each participating university organized focus groups with members of school and university communities to assess prevailing attitudes and needs regarding values and peace education. Caucasus University conducted a focus group involving schoolteachers, principals, parents, university professors, lecturers, and students. The transcriptions and protocols were analyzed using qualitative thematic analysis based on the following pre-established criteria:

- Current pedagogical practices;
- Institutional and instructional challenges;
- Methods and pedagogical instruments;
- Community engagement and the role of decision-makers.

## Results and Discussion

The quantitative survey revealed the following key findings:

- Respondents exhibited strong positive attitudes and readiness toward interactive, constructivist pedagogical approaches (collaborative learning, discussion, problem-based learning).
- Participants demonstrated interest in integrating discussions on social justice and sensitive societal topics into the classroom, reflecting positive dispositions toward incorporating moral dilemmas into course curricula.
- Despite high readiness, significant structural barriers emerged, including overloaded curricula, priority given to traditional subject content, high exam-related pressure, limited class time, and overall workload constraints.
- Educators and academic staff reported a deficit in specific competencies, formal training, and methodological preparation necessary to address sensitive values-based topics effectively.

- Regionally prioritized values included family security, equality, peace, social justice, and environmental responsibility (Consortium of European and South Caucasian Higher Education Institutions, 2026).

Qualitative thematic coding of the focus group data yielded the following main insights:

- Although values education is formally codified in policy documents (e.g., school mission statements, NC), classroom implementation often remains superficial and execution-driven.
- Low teacher motivation, internal value conflicts (e.g., teaching values that conflict with personal beliefs, upbringing, or worldview), and pedagogical skill gaps pose major obstacles. Educators must embody core values themselves to transmit them effectively.
- The development of civic values depends fundamentally on primary moral values (empathy, kindness, responsibility, individual consideration), which must be grounded during early schooling.
- Stronger collaboration between universities and schools is essential, with universities serving as academic and methodological anchors for school environments.
- Parental awareness and pedagogical empowerment are critical for reinforcing values education.
- Educational initiatives and frameworks, including PROVE/VaKE, must not remain static administrative documents; sustained effort is required to ensure genuine, high-quality, and sustainable implementation.

Notably, the findings from both research phases demonstrated strong convergence. Both stages highlighted high academic motivation toward embedding values education, alongside identical recurring challenges: rigid curricula, time constraints, lack of specialized methodological training, and the need for systematic institutional support.

***Implementation of the PROVE Project at Caucasus University***

Based on the empirical findings, the implementation of the PROVE project at Caucasus University proceeded along several key axes:

- Developing new syllabi and integrating the VaKE methodology into existing courses within the Integrated Bachelor's-Master's Program for Primary School Teacher Preparation (Grades I–VI);
- Conducting capacity-building workshops for university academic staff on the principles, instruments, and practical applications of VaKE;
- Facilitating student- and mentor-led community actions targeting values education and peaceful learning environments;
- Providing professional development for in-service schoolteachers on the practical application of VaKE.
- Consequently, the project yielded the following academic resources:
- Revised and newly developed syllabi for the Primary Education Program;
- Professional training modules for university faculty and in-service schoolteachers;
- A repository of VaKE dilemmas tailored to academic coursework;
- Action plans and materials for student initiatives (Community Actions).

During implementation, local and international experts evaluated these academic resources to ensure content validity and pedagogical alignment with constructivist didactics, the Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC), and positive peace education principles.

***Integrating Values Education into the Primary Teacher Education Program***

Within the framework of the Caucasus University Primary Education (Grades I–VI) program, academic course syllabi were developed or updated to strengthen the values-based education component. Integration was achieved across three core courses:

- Standalone course: *"Values Education in Primary Pedagogy"*;
- Integrated course: *"Primary Pedagogy - Conflict Management, Nonviolent, and Inclusive Environments"*;

- Integrated course: *"School Practice - Georgian Language and Literature"*.

*"Values Education in Primary Pedagogy"* serves as a foundational course introducing the VaKE framework, its tools, practical execution, and assessment. Content includes dilemmas addressing primary pedagogy issues, professional ethics, moral reasoning, and universal peace education topics. Pre-service teachers explore the theoretical bases of values education, examine contextual sensitivities of norms, link academic knowledge with values, and simulate VaKE delivery.

In *"Primary Pedagogy - Conflict Management, Nonviolent, and Inclusive Environments"*, values and peace education are integrated directly into subject matter. VaKE dilemmas are utilized to explore conflict resolution, nonviolent communication, and inclusion, where ethical decision-making requires social and legal domain knowledge.

The course *"School Practice - Georgian Language and Literature"* facilitates practical transfer to authentic school settings, where pre-service teachers facilitate VaKE-based discussions with primary school students.

All three course syllabi were co-developed with international consortium partners (Austrian, Greek, Armenian, and Georgian colleagues), unified by the PROVE project's overarching goal - embedding a democratic culture in education via constructivist models.

The course *"Values Education in Primary Pedagogy"* was successfully piloted. Positive student feedback highlighted its engaging content and effective organization, attributed to its discussion-heavy format and emphasis on practical over purely theoretical components. Nevertheless, implementation presented specific challenges:

The primary barrier encountered during initial VaKE implementation was student initial reticence and conformism. When analyzing dilemmas, students initially relied on established societal stereotypes and social norms. A lack of candor was observed, as learners frequently tailored responses to align with perceived instructor expectations or prevailing social conventions. This tendency hindered core VaKE goals - strengthening personal value systems and fostering critical thinking. Over the duration of the course, this hurdle was overcome by establishing a supportive discussion environment where diverse viewpoints were actively listened to and discussed.

Currently, these courses are in their full implementation phase. To evaluate implementation efficacy, standardized assessment instruments have been deployed: the Lesson Interruption Method (LIM), Course Survey (CS), and Course Portfolio (CP) evaluation (Weyringer & Patry, 2022). These structured instruments are standardized across all consortium partners. Collected data will be utilized to evaluate local implementation outcomes and enable comparative analysis against partner institution results in Austria, Greece, and Armenia.

***Capacity Building for Caucasus University Academic Staff***

In collaboration with European partners and AVaKE, professional workshops, study visits, and training sessions were conducted across Georgia, Greece, and Austria. To ensure institutional sustainability, insights were disseminated to Caucasus University faculty through a two-day hybrid interactive training titled *"How to Teach Values?"*, covering values education fundamentals and presenting VaKE as a primary pedagogical strategy.

The training included a theoretical component covering categories of values, the pedagogical foundations of the VaKE, and tools and recommendations for its implementation. In the practical component, participants analyzed dilemmas as pedagogical tools and utilized artificial intelligence (AI) tools to generate domain-specific VaKE dilemmas for their respective academic courses. Post-training feedback indicated increased faculty awareness regarding the didactic potential of VaKE. Participants expressed readiness to incorporate VaKE strategies and AI-generated dilemmas to strengthen the values dimension within their courses.

***School Sector Engagement - In-Service Teacher Professional Development***

To facilitate the transfer of values education into primary and secondary schools, a dedicated training module was developed for in-service teachers of any subject within the NC. Grounded in active learning principles, the module focuses on practical application of VaKE in classrooms to foster critical thinking and argumentation through subject content. The training is scheduled for the autumn semester via a three-day hybrid format (two in-person, one online session). Teachers from partner schools will receive practical

implementation guidance, apply VaKE in their classrooms, and present reflective feedback during the final synthesis session.

***Community Actions / Student Initiatives***

An innovative dimension of the PROVE project involves student-led Community Actions organized with faculty mentorship, extending VaKE beyond formal education into civic engagement. This initiative demonstrates how classroom-acquired values and domain knowledge transform into actionable social responsibility, fulfilling the university's mandate to foster regional civic awareness.

Students and project staff at Caucasus University designed three distinct community initiatives:

- Media Literacy for Peace: Targets the Caucasus University student body, exploring links between media literacy, values, and peace education;
- Financial Literacy in Peacebuilding: Engages high school students in discussions on how financial literacy contributes to a harmonious and responsible society;
- Intercultural Dialogue: Planned for a multicultural school community in the village of Ar-Sarvan (Tsalka Municipality), centered on the theme - *"We are all from the same region"*.

These interactive initiatives were designed primarily by students. Planned activities include the "Problem Tree" method, VaKE dilemma presentations, value conflict discussions, intercultural exchanges, multicultural displays, and thematic presentations.

## Conclusions

The implementation of the VaKE methodology at Caucasus University illustrates the successful contextual adaptation of a European educational innovation. The resulting courses, training modules, dilemma repository, and community initiatives establish a robust theoretical and practical foundation for subsequent project phases. Moving forward, data collected via standardized validation tools (LIM, CS, CP, SR) will enable project partners to evaluate local implementation efficacy and conduct comparative analyses across partner institutions in Austria, Greece, and Armenia.

Through the implementation of the VaKE methodology, Caucasus University transformed its Primary Education Program by developing standalone and integrated academic courses, enhancing faculty awareness regarding values education, and expanding the university's scope of social responsibility. Through in-service teacher training and student-led community initiatives, a sustainable continuum was established linking the university, general education schools, and the regional community.

The implementation of the VaKE methodology at Caucasus University remains an ongoing subject of investigation. Parallel implementation processes are currently underway across other participating institutions within the PROVE project in Armenia and Georgia. Although institutional and national activities vary significantly due to distinct educational and cultural contexts, they share a common mission: fostering the development of a values-based, peace-oriented educational ecosystem across the South Caucasus region.

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