Interpretation of the Questionnaire Results

Chapter B   Conveying values

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1.   Ranking of institutions or groups transmitting values

In order to be able to base the interpretation on a larger number of statements and so make the statement value more reliable, all the results of the pre-test and post-test were added together so that for each value in the basis data or in Table 1 one institution would have been able to mark a maximum of 730 times – 365 times in the pre-test and 365 times in the post-test. For example, in this way the statement that the value of "love"is best taught in the family was expressed 666 times (Cf. Tab. 1, B 1).Measured against a possible total of 730 ticks, this means that 91% of students were of this opinion.

Since, however, **two** institutions could be named (ticked) as teaching vehicles, we have for each value for all the institutions (in the 7 columns of the questionnaire) a maximum sum of 1460 possible ticks, which would correspond to 200%.

In Tab. 1 (S. 2-6) for each of the 43 values in Chapter B of the questionnaire there is a list of the institutions or groups that teach each value best, and in descending order.
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As a general rule, if the number of ticks in two institutions or groups is relatively high there is great agreement among most young people in the schools involved. If this is not the case, then the answers are spread over several institutions or the totals are smaller, since some students have only put one tick per value (questionnaire line). Concentration on two important institutions or spreading over several shows up optically in the basis data really clearly.

From Table 1 (P.2-6) we took out for each value the two most important institutions and in Table 2 (P.7) listed them in descending order according to the number of answers. In this way we obtained a ranking of institutions or groups that - in the opinion of young people – are best able to transmit certain values.

It is immediately striking that strongly emotional values such as love, trust, honesty, truth, fidelity, honour or helpfulness are taught firstly by the family and secondly by friends. This is not surprising in the 15 to 18 age group.

With regard to the role of schools as institutions for teaching values two different observations can be made. Firstly, young people naturally see school as an establishment that teaches values such as hard work, discipline, punctuality, desire to achieve, sense of duty, creativity, thoroughness, perseverance and leadership. Interestingly, students expect these values - sometimes also called secondary virtues - to play an important role professionally as well. Since those questioned, though, had no direct experience of the working world, the number of answers in contrast to school was always lower in second place.

A second observation nevertheless gives reason to think. In values such as independence, human rights, equality, democracy, freedom of speech, awareness of the environment, freedom to vote, law and order, and pluralism school only achieves values below 50% as optimum teaching vehicle. This means, school is seen either not at all or only alongside other institutions as an appropriate teacher. This position is surely too weak in the light of the future tasks of the EU and in a global context. (Cont'd P.9)

Tab. 1 Ranking of institutions that convey values
Rangfolge von Einrichtungen, die Werte vermitteln

B 1 Love		count	percent
B 1 Liebe		Anzahl	Prozent
1 Family	**1 Familie**	**666**	**91%**
2 Friends	**2 Freunde**	**583**	**80%**
6 Faith	6 Religion	52	7%
3 School	3 Schule	35	5%
4 Work	4 Beruf	8	1%
5 Club	5 Verein	6	1%
7 Media	7 Medien	3	0%

B 2 Friendship		count	percent
B 2 Freundschaft		Anzahl	Prozent
2 Friends	**2 Freunde**	**700**	**96%**
3 School	**3 Schule**	**269**	**37%**
1 Family	1 Familie	233	32%
5 Club	5 Verein	97	13%
4 Work	4 Beruf	19	3%
6 Faith	6 Religion	16	2%
7 Media	7 Medien	0	0%

B 3 Fidelity		count	percent
B 3 Treue		Anzahl	Prozent
1 Family	**1 Familie**	**542**	**74%**
2 Friends	**2 Freunde**	**511**	**70%**
6 Faith	6 Religion	116	16%
5 Club	5 Verein	36	5%
4 Work	4 Beruf	31	4%
3 School	3 Schule	24	3%
7 Media	7 Medien	6	1%

B 4 Truth		count	percent
B 4 Wahrheit		Anzahl	Prozent
1 Family	**1 Familie**	**591**	**81%**
2 Friends	**2 Freunde**	**388**	**53%**
3 School	3 Schule	112	15%
6 Faith	6 Religion	93	13%
4 Work	4 Beruf	46	6%
7 Media	7 Medien	46	6%
5 Club	5 Verein	15	2%

B 5 Trust		count	percent
B 5 Vertrauen		Anzahl	Prozent
1 Family	**1 Familie**	**637**	**87%**
2 Friends	**2 Freunde**	**613**	**84%**
6 Faith	6 Religion	38	5%
4 Work	4 Beruf	26	4%
3 School	3 Schule	18	2%
5 Club	5 Verein	17	2%
7 Media	7 Medien	4	1%

B 6 Justice		count	percent
B 6 Gerechtigkeit		Anzahl	Prozent
1 Family	**1 Familie**	**328**	**45%**
3 School	**3 Schule**	**260**	**36%**
4 Work	4 Beruf	208	28%
2 Friends	2 Freunde	148	20%
6 Faith	6 Religion	109	15%
5 Club	5 Verein	77	11%
7 Media	7 Medien	62	8%

B 7 Sympathy		count	percent
B 7 Mitleid		Anzahl	Prozent
1 Family	**1 Familie**	**473**	**65%**
2 Friends	**2 Freunde**	**439**	**60%**
6 Faith	6 Religion	131	18%
3 School	3 Schule	57	8%
5 Club	5 Verein	35	5%
7 Media	7 Medien	30	4%
4 Work	4 Beruf	19	3%

B 8 Helpfulness		count	percent
B 8 Hilfsbereitschaft		Anzahl	Prozent
1 Family	**1 Familie**	**489**	**67%**
2 Friends	**2 Freunde**	**473**	**65%**
3 School	3 Schule	143	20%
4 Work	4 Beruf	84	12%
6 Faith	6 Religion	60	8%
5 Club	5 Verein	60	8%
7 Media	7 Medien	13	2%

B 9 Solidarity		count	percent
B 9 Solidarität		Anzahl	Prozent
1 Family	**1 Familie**	**361**	**49%**
2 Friends	**2 Freunde**	**354**	**48%**
3 School	3 Schule	161	22%
6 Faith	6 Religion	127	17%
5 Club	5 Verein	111	15%
4 Work	4 Beruf	83	11%
7 Media	7 Medien	24	3%

B 10 Freedom		count	percent
B 10 Freiheit		Anzahl	Prozent
1 Family	**1 Familie**	**324**	**44%**
2 Friends	**2 Freunde**	**266**	**36%**
7 Media	7 Medien	138	19%
6 Faith	6 Religion	133	18%
3 School	3 Schule	131	18%
4 Work	4 Beruf	113	15%
5 Club	5 Verein	91	12%

B 11 Democracy		count	percent
B 11 Demokratie		Anzahl	Prozent
3 School	**3 Schule**	**291**	**40%**
4 Work	**4 Beruf**	**232**	**32%**
7 Media	7 Medien	221	30%
1 Family	1 Familie	147	20%
5 Club	5 Verein	138	19%
2 Friends	2 Freunde	64	9%
6 Faith	6 Religion	50	7%

B 12 Reliability		count	percent
B 12 Zuverlässigkeit		Anzahl	Prozent
1 Family	**1 Familie**	**476**	**65%**
2 Friends	**2 Freunde**	**454**	**62%**
4 Work	4 Beruf	134	18%
3 School	3 Schule	118	16%
5 Club	5 Verein	43	6%
7 Media	7 Medien	22	3%
6 Faith	6 Religion	21	3%

B 13 Tolerance		count	percent
B 13 Toleranz		Anzahl	Prozent
1 Family	**1 Familie**	**405**	**55%**
2 Friends	**2 Freunde**	**340**	**47%**
3 School	3 Schule	197	27%
6 Faith	6 Religion	138	19%
4 Work	4 Beruf	118	16%
5 Club	5 Verein	42	6%
7 Media	7 Medien	23	3%

B 14 Equality		count	percent
B 14 Gleichheit		Anzahl	Prozent
3 School	**3 Schule**	**303**	**42%**
1 Family	**1 Familie**	**255**	**35%**
2 Friends	2 Freunde	247	34%
6 Faith	6 Religion	192	26%
4 Work	4 Beruf	161	22%
5 Club	5 Verein	72	10%
7 Media	7 Medien	36	5%

B 15 Loyalty		count	percent
B 15 Loyalität		Anzahl	Prozent
2 Friends	**2 Freunde**	**407**	**56%**
1 Family	**1 Familie**	**381**	**52%**
4 Work	4 Beruf	112	15%
3 School	3 Schule	88	12%
5 Club	5 Verein	76	10%
6 Faith	6 Religion	63	9%
7 Media	7 Medien	25	3%

B 16 Discipline		count	percent
B 16 Disziplin		Anzahl	Prozent
3 School	**3 Schule**	**577**	**79%**
4 Work	**4 Beruf**	**334**	**46%**
1 Family	1 Familie	248	34%
5 Club	5 Verein	98	13%
2 Friends	2 Freunde	35	5%
6 Faith	6 Religion	18	2%
7 Media	7 Medien	6	1%

B 17 Hard work		count	percent
B 17 Fleiß		Anzahl	Prozent
3 School	**3 Schule**	**606**	**83%**
4 Work	**4 Beruf**	**429**	**59%**
1 Family	1 Familie	141	19%
5 Club	5 Verein	51	7%
1 Friends	1 Freunde	41	6%
6 Faith	6 Religion	7	1%
7 Media	7 Medien	5	1%

B 18 Thoroughness		count	percent
B 18 Gründlichkeit		Anzahl	Prozent
3 School	**3 Schule**	**431**	**59%**
4 Work	**4 Beruf**	**341**	**47%**
1 Family	1 Familie	218	30%
2 Friends	2 Freunde	90	12%
5 Club	5 Verein	56	8%
6 Faith	6 Religion	33	5%
7 Media	7 Medien	23	3%

B 19 Punctuality		count	percent
B 19 Pünktlichkeit		Anzahl	Prozent
3 School	**3 Schule**	**557**	**76%**
4 Work	**4 Beruf**	**468**	**64%**
1 Family	1 Familie	124	17%
2 Friends	2 Freunde	97	13%
5 Club	5 Verein	31	4%
7 Media	7 Medien	13	2%
6 Faith	6 Religion	6	1%

B 20 Sense of duty		count	percent
B 20 Pflichtbewusstsein		Anzahl	Prozent
3 School	**3 Schule**	**483**	**66%**
4 Work	**4 Beruf**	**360**	**49%**
1 Family	1 Familie	282	39%
2 Friends	2 Freunde	76	10%
5 Club	5 Verein	62	8%
6 Faith	6 Religion	35	5%
7 Media	7 Medien	7	1%

B 21 Self-confidence		count	percent
B 21 Selbstvertrauen		Anzahl	Prozent
2 Friends	**2 Freunde**	**449**	**62%**
1 Family	**1 Familie**	**421**	**58%**
3 School	3 Schule	175	24%
4 Work	4 Beruf	108	15%
5 Club	5 Verein	78	11%
6 Faith	6 Religion	35	5%
7 Media	7 Medien	13	2%

B 22 Leadership		count	percent
B 22 Durchsetzungsfähigkeit		Anzahl	Prozent
3 School	**3 Schule**	**401**	**55%**
4 Work	**4 Beruf**	**330**	**45%**
1 Family	1 Familie	209	29%
2 Friends	2 Freunde	189	26%
5 Club	5 Verein	89	12%
7 Media	7 Medien	34	5%
6 Faith	6 Religion	14	2%

B 23 Creativity		count	percent
B 23 Kreativität		Anzahl	Prozent
3 School	**3 Schule**	**465**	**64%**
4 Work	**4 Beruf**	**255**	**35%**
5 Club	5 Verein	168	23%
2 Friends	2 Freunde	151	21%
1 Family	1 Familie	115	16%
7 Media	7 Medien	74	10%
6 Faith	6 Religion	11	2%

B 24 Perseverance		count	percent
B 24 Ausdauer		Anzahl	Prozent
3 School	**3 Schule**	**412**	**56%**
4 Work	**4 Beruf**	**291**	**40%**
1 Family	1 Familie	160	22%
5 Club	5 Verein	160	22%
2 Friends	2 Freunde	130	18%
6 Faith	6 Religion	29	4%
7 Media	7 Medien	12	2%

B 25 Independence		count	percent
B 25 Selbstständigkeit		Anzahl	Prozent
3 School	**3 Schule**	**335**	**46%**
4 Work	**4 Beruf**	**304**	**42%**
1 Family	1 Familie	296	41%
2 Friends	2 Freunde	150	21%
5 Club	5 Verein	77	11%
6 Faith	6 Religion	28	4%
7 Media	7 Medien	24	3%

B 26 Responsibility		count	percent
B 26 Verantwortung		Anzahl	Prozent
1 Family	**1 Familie**	**401**	**55%**
3 School	**3 Schule**	**357**	**49%**
4 Work	4 Beruf	325	45%
2 Friends	2 Freunde	123	17%
5 Club	5 Verein	60	8%
6 Faith	6 Religion	16	2%
7 Media	7 Medien	10	1%

B 27 Desire to achieve		count	percent
B 27 Leistungsbereitschaft		Anzahl	Prozent
3 School	**3 Schule**	**523**	**72%**
4 Work	**4 Beruf**	**414**	**57%**
1 Family	1 Familie	132	18%
5 Club	5 Verein	101	14%
2 Friends	2 Freunde	61	8%
7 Media	7 Medien	11	2%
6 Faith	6 Religion	11	2%

B 28 Courage		count	percent
B 28 Mut		Anzahl	Prozent
2 Friends	**2 Freunde**	**377**	**52%**
1 Family	**1 Familie**	**295**	**40%**
4 Work	4 Beruf	141	19%
3 School	3 Schule	141	19%
5 Club	5 Verein	113	15%
6 Faith	6 Religion	61	8%
7 Media	7 Medien	45	6%

B 29 Environment awareness		count	percent
B 29 Umweltbewusstsein		Anzahl	Prozent
3 School	**3 Schule**	**283**	**39%**
1 Family	**1 Familie**	**250**	**34%**
7 Media	7 Medien	206	28%
5 Club	5 Verein	171	23%
2 Friends	2 Freunde	82	11%
4 Work	4 Beruf	67	9%
6 Faith	6 Religion	55	8%

B 30 National awareness		count	percent
B 30 Nationalbewusstsein		Anzahl	Prozent
1 Family	**1 Familie**	**254**	**35%**
7 Media	**7 Medien**	**247**	**34%**
3 School	3 Schule	202	28%
5 Club	5 Verein	108	15%
2 Friends	2 Freunde	90	12%
6 Faith	6 Religion	89	12%
4 Work	4 Beruf	55	8%

B 31 Pluralism		count	percent
B 31 Pluralismus		Anzahl	Prozent
1 Family	**1 Familie**	**190**	**26%**
3 School	**3 Schule**	**185**	**25%**
2 Friends	2 Freunde	159	22%
7 Media	7 Medien	143	20%
5 Club	5 Verein	96	13%
6 Faith	6 Religion	81	11%
4 Work	4 Beruf	74	10%

B 32 Honour		count	percent
B 32 Ehre		Anzahl	Prozent
1 Family	**1 Familie**	**510**	**70%**
2 Friends	**2 Freunde**	**304**	**42%**
6 Faith	6 Religion	91	12%
3 School	3 Schule	72	10%
4 Work	4 Beruf	53	7%
5 Club	5 Verein	52	7%
7 Media	7 Medien	28	4%

B 33 Human rights		count	percent
B 33 Menschenrechte		Anzahl	Prozent
3 School	**3 Schule**	**304**	**42%**
1 Familyl	**1 Familie**	**259**	**35%**
6 Faith	6 Religion	171	23%
7 Media	7 Medien	166	23%
4 Work	4 Beruf	122	17%
2 Friends	2 Freunde	102	14%
5 Club	5 Verein	90	12%

B 34 Respect for other people		count	percent
B 34 Respekt vor anderen Menschen		Anzahl	Prozent
1 Family	**1 Familie**	**428**	**59%**
2 Friends	**2 Freunde**	**244**	**33%**
3 School	3 Schule	242	33%
6 Faith	6 Religion	143	20%
4 Work	4 Beruf	116	16%
5 Club	5 Verein	44	6%
7 Media	7 Medien	23	3%

B 35 Respect for property of others		count	percent
B 35 Respekt vor Eigentum anderer		Anzahl	Prozent
1 Family	**1 Familie**	**441**	**60%**
3 School	**3 Schule**	**233**	**32%**
2 Friends	2 Freunde	214	29%
6 Faith	6 Religion	101	14%
4 Work	4 Beruf	89	12%
5 Club	5 Verein	68	9%
7 Media	7 Medien	26	4%

B 36 Religious faith		count	percent
B 36 Religiöser Glaube		Anzahl	Prozent
6 Faith	**6 Religion**	**606**	**83%**
1 Family	**1 Familie**	**273**	**37%**
3 School	3 Schule	61	8%
7 Media	7 Medien	42	6%
2 Friends	2 Freunde	38	5%
5 Club	5 Verein	33	5%
4 Work	4 Beruf	8	1%

B 37 Legal security		count	percent
B 37 Rechtssicherheit		Anzahl	Prozent
3 School	**3 Schule**	**210**	**29%**
4 Workl	**4 Beruf**	**207**	**28%**
7 Media	7 Medien	178	24%
1 Family	1 Familie	176	24%
5 Club	5 Verein	114	16%
2 Friends	2 Freunde	54	7%
6 Faith	6 Religion	28	4%

B 38 Freedom of speech		count	percent
B 38 Redefreiheit		Anzahl	Prozent
7 Media	**7 Medien**	**290**	**40%**
3 School	**3 Schule**	**286**	**39%**
1 Family	1 Familie	223	31%
2 Friends	2 Freunde	156	21%
4 Work	4 Beruf	100	14%
5 Club	5 Verein	51	7%
6 Faith	6 Religion	39	5%

B 39 Freedom to vote		count	percent
B 39 Wahlfreiheit		Anzahl	Prozent
3 School	**3 Schule**	**245**	**34%**
7 Media	**7 Medien**	**219**	**30%**
1 Family	1 Familie	199	27%
4 Work	4 Beruf	147	20%
2 Friends	2 Freunde	100	14%
5 Club	5 Verein	94	13%
6 Faith	6 Religion	62	8%

B 40 Honesty		count	percent
B 40 Ehrlichkeit		Anzahl	Prozent
1 Family	**1 Familie**	**598**	**82%**
2 Friends	**2 Freunde**	**480**	**66%**
3 School	3 Schule	78	11%
6 Faith	6 Religion	49	7%
4 Work	4 Beruf	46	6%
7 Media	7 Medien	13	2%
5 Club	5 Verein	11	2%

B 41 Courtesy		count	percent
B 41 Höflichkeit		Anzahl	Prozent
1 Family	**1 Familie**	**540**	**74%**
2 Friends	**2 Freunde**	**278**	**38%**
3 School	3 Schule	208	28%
4 Work	4 Beruf	110	15%
5 Club	5 Verein	30	4%
6 Faith	6 Religion	25	3%
7 Media	7 Medien	11	2%

B 42 Sense of belonging		count	percent
B 42 Zugehörigkeit		Anzahl	Prozent
1 Family	**1 Familie**	**408**	**56%**
2 Friends	**2 Freunde**	**352**	**48%**
5 Club	5 Verein	159	22%
3 School	3 Schule	124	17%
6 Faith	6 Religion	96	13%
4 Work	4 Beruf	41	6%
7 Media	7 Medien	16	2%

B 43 Acceptance		count	percent
B 43 Akzeptanz		Anzahl	Prozent
1 Family	**1 Familie**	**432**	**59%**
2 Friends	**2 Freunde**	**405**	**55%**
3 School	3 Schule	172	24%
4 Work	4 Beruf	92	13%
6 Faith	6 Religion	76	10%
5 Club	5 Verein	55	8%
7 Media	7 Medien	20	3%

Tab. 2 In the estimation of young people the *B 1* to *B 43* values are best transmitted through the groups/institutions listed below.

	Values *Werte*	Group/ institution **1 st rank** / Gruppe/ Einrich-tung **1. Rang**	Total sum of ticks / Anzahl aller Nennun-gen	Total of persons asked = 730 / Anzahl aller Befragten = 730	Group/ institution **2ndrank** / Gruppe/ Einrich-tung **2. Rang**	Total sum of ticks / Anzahl aller Nennun-gen	Total of persons asked = 730 / Anzahl aller Befragten = 730
B 2	Friendship	Friends	**700**	96%	School	**269**	37%
B 1	Love	Family	**666**	91%	Friends	**583**	80%
B 5	Trust	Family	**637**	87%	Friends	**613**	84%
B 36	Religious faith	Religion	**606**	83%	Family	**273**	37%
B 17	Hard work	School	**606**	83%	Work	**429**	59%
B 40	Honesty	Family	**598**	82%	Friends	**480**	66%
B 4	Truth	Family	**591**	81%	Friends	**388**	53%
B 16	Discipline	School	**577**	79%	Work	**334**	46%
B 19	Punctuality	School	**557**	76%	Work	**468**	64%
B 3	Fidelity	Family	**542**	74%	Friends	**511**	70%
B 41	Courtesy	Family	**540**	74%	Friends	**278**	38%
B 27	Desire to achive	School	**523**	72%	Work	**414**	57%
B 32	Honour	Family	**510**	70%	Friends	**304**	42%
B 8	Helpfulness	Family	**489**	67%	Friends	**473**	65%
B 20	Sense of duty	School	**483**	66%	Work	**360**	49%
B 12	Reliability	Family	**476**	65%	Friends	**454**	62%
B 7	Sympathy	Family	**473**	65%	Friends	**439**	60%
B 23	Creativity	School	**465**	64%	Work	**255**	35%
B 21	Self-confidence	Friends	**449**	62%	Family	**421**	58%
B 35	Respect for other people's property	Family	**441**	60%	School	233	32%
B 43	Acceptance	Family	**432**	59%	Friends	**405**	55%
B 18	Thoroughness	School	**431**	59%	Work	**341**	47%
B 34	Respect for other people	Family	**428**	59%	Friends	**244**	33%
B 24	Perseverance	School	**412**	56%	Work	**291**	40%
B 42	Sense of belonging	Family	**408**	56%	Friends	**352**	48%
B 15	Loyality	Friends	**407**	56%	Family	**381**	52%
B 13	Tolerance	Family	**405**	55%	Friends	**340**	47%
B 26	Responsibility	Family	**401**	55%	School	**357**	49%
B 22	Leadership	School	**401**	55%	Work	**330**	45%
B 28	Courage	Friends	**377**	52%	Family	**295**	40%
B 9	Solidarity	Family	**361**	49%	Friends	**354**	48%
B 25	Independence	School	**335**	46%	Work	**304**	42%
B 6	Justice	Family	**328**	45%	School	**260**	36%
B 10	Freedom	Family	**324**	44%	Friends	**266**	36%
B 33	Human rights	School	**304**	42%	Family	**259**	35%
B 14	Equality	School	**303**	42%	Family	**255**	35%
B 11	Democracy	School	**291**	40%	Work	**232**	32%
B 38	Freedom of speech	Media	**290**	40%	School	**286**	39%
B 29	Environment awareness	School	**283**	39%	Family	**250**	34%
B 30	National awareness	Family	**254**	35%	Media	**247**	34%
B 39	Freedom to vote	School	**245**	34%	Media	**219**	30%
B 37	Legal security	School	**210**	29%	Work	**207**	28%
B 31	Pluralism	Family	**190**	26%	School	**185**	25%

Tab. 3

Which institution can best convey the values listed here?
Similar and varying assessments in different countries

Welche Einrichtung kann die hier genannten Werte am besten vermitteln?
Ähnliche und unterschiedliche Einschätzungen in verschiedenen Ländern

COUNTRY / Land		BG	CY	CZ	DE	ES	GR	HU	IT	NL	PL	Total
NUMBER OF RESPONDENTS / ANZAHL DER BEFRAGTEN		36	30	64	276	100	38	60	46	34	46	730
INSTITU-TION	VALUE/ WERT	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	**N %**
1 Family/ Familie	B 1 Love/ Liebe	92	100	98	99	99	95	25	96	85	96	**91**
	B 5 Trust/ Vertrauen	86	97	86	91	85	74	90	76	85	89	**87**
	B 40 Honesty/ Ehrlichkeit	92	73	73	89	84	92	73	72	71	67	**82**
	B 4 Truth/ Wahrheit	89	77	77	83	85	87	68	78	76	78	**81**
	B 3 Fidelity/ Treue	75	77	86	75	78	37	70	65	88	76	**74**
2 Friends/ Freunde	B 2 Friendship/ Freundschaft	86	97	100	97	97	92	92	87	100	100	**96**
	B 5 Trust/ Vertrauen	75	70	89	86	81	89	82	80	94	83	**84**
	B 1 Love/ Liebe	83	83	77	83	85	71	85	70	88	52	**80**
	B 3 Fidelity/ Treue	53	50	73	82	72	34	62	57	76	67	**70**
	B 40 Honesty/ Ehrlichkeit	53	57	34	74	73	61	42	83	91	63	**66**
3 School/ Schule	B 17 Hard work/ Fleiss	67	80	84	91	72	87	97	83	35	85	**83**
	B 16 Discipline/ Disziplin	75	80	78	79	74	79	92	85	65	80	**79**
	B 19 Punctuality/ Pünktlichkeit	33	93	78	83	70	50	83	76	71	85	**76**
	B 27 Desire to achive/ Leistungsbereit.	58	83	70	80	64	79	52	72	53	78	**72**
	B 20 Sense of duty/ Pflichtbewusstsein	69	73	81	65	63	32	77	72	56	70	**66**
4 Work/ Beruf	B 19 Punctuality/ Pünktlichkeit	47	57	69	66	58	63	65	70	50	83	**64**
	B 17 Hard work/ Fleiss	28	77	58	59	60	76	62	46	32	85	**59**
	B 27 Desire to achieve/ Leistungsbereit.	53	37	52	50	50	71	95	61	68	61	**57**
	B 20 Sense of duty/ Pflichtbewusstsein	33	33	59	50	39	18	58	74	68	50	**49**
	B 18 Thoroughness/ Gründlichkeit	22	37	55	56	32	18	70	24	29	65	**47**
5 Club/ Verein	B 29 Environment awaren./ Umweltbew.	44	13	27	10	31	45	33	35	12	39	**23**
	B 23 Creativity/ Kreativität	11	20	44	34	8	8	12	9	26	9	**23**
	B 24 Perseverance/ Ausdauer	8	7	25	44	2	8	5	2	15	9	**22**
	B 42 Sense of belonging/ Zugehörigkeit	11	10	44	17	21	45	10	13	29	35	**22**
	B 11 Democracy/ Demokratie	33	27	6	9	23	18	37	28	26	35	**19**
6 Faith/ Religion	B 36 Religious faith/ Religiöser Glaube	69	87	88	86	69	84	93	91	79	80	**83**
	B 14 Equality/ Gleichheit	36	20	23	28	17	53	22	13	18	43	**26**
	B 33 Human rights/ Menschenrechte	6	20	14	35	12	26	25	11	15	22	**23**
	B 34 Respect for other people/ Respekt	3	20	19	25	16	24	2	20	18	33	**20**
	B 13 Tolerance/ Toleranz	25	13	11	20	22	8	7	15	0	61	**19**
7 Media/ Medien	B 38 Freedom of speech/ Redefreiheit	44	20	47	39	29	21	80	24	24	54	**40**
	B 30 National awareness/ Nationalbew.	19	53	44	33	37	13	32	35	53	20	**34**
	B 11 Democracy/ Demokratie	42	10	33	29	23	24	40	17	56	41	**30**
	B 39 Freedom to vote/ Wahlfreiheit	31	27	27	39	12	13	48	9	29	33	**30**
	B 29 Environment awaren./ Umweltbew.	17	40	30	36	26	16	20	24	6	24	**28**

What explanation is there for the uncertainty over the role of school in teaching politically explosive values?

Possibly it lies in the teaching in the various countries, if on average 68% of students say that they learn little about present political topics at school (Cf. Basis data in Chapter E 11). And if we add those who answered "Don't know", then we have 74% who are of this opinion. This is also reflected in the answers to the statement E 16 of the questionnaire: "EU problems seldom crop up in our lessons". Including the undecided (Don't know) an average 77% of young people agree with this. Against this background it is not surprising that the school's role in teaching decisive political values is held in such low estimation, for example only 29% for law and order (B 37) or only 25% agreement for pluralism (B31) (Cf.P.7 below)

2. Similar and differing estimations in different countries

 Table 3 (P. 8) shows in 10 columns for the single countries how many % of the students in each think that the 7 institutions named in column 1 are best suited to teach the values listed in descending order in column 2. The last column of Table 3 (total) shows the average % values worked out on the basis of all answers (ticks) per line and column of the questionnaire.

Since the percentages for the single countries in Tab.3 are rounded upwards or downwards, it can happen that an average based on these values may vary slightly from the figures in the "Total" column. This variation can be ignored, so that the % figures in the "Total" column may be considered valid as an average basis for comparing countries

As a rule the % figures of the single countries show statistically insignificant oscillations around this basic average. There are, however, some striking variations that can partly be explained by comparison with the basis data (Chapter B) and point towards the different functions of single institutions in teaching values.

Why does the **family** in HU have an agreement value of only 25% for transmitting love (B 1)? Why does the school's role on average between pre-test and post-test stand at 35% (Cf. Basis data B1)?

Why are **friends** in PL able to transmit love only for 52%? Here, too, the basis data give an explanation, as in PL 22% of young people think that love is also taught by religion. This perception is similar in IT and GR. Greek students also connect the value of faithfulness more with a religious source than with family or friends.

In CZ it seems that honesty among friends is considered less important (34%) and more trust placed in the family as a good example in this (73%).

In BG (33 %) and GR (50 %) it looks as if **school** is not exactly the best institution for learning punctuality. In contrast, school ranks high in HU as a place to learn hard work (97%). It is all the stranger then that the percentage for desire to achieve stands at only 52%, i.e. 20% below the average of all respondents.

In BG the opinion is that hard work (28%) and discipline (only 14%) are not exactly taught at **work.** There is a similarly low value for hard work (32%) in NL or sense of duty (18%) in GR. Generally it must be remembered that the students questioned had had no direct work experience. This finding is shown optically quite clearly in Table 2, since work is not ranked first as a vehicle for teaching values in any of the 43 values mentioned.

The role of **clubs** in teaching values is generally considered as less important, with % figures mostly between 20 and 30%. Only for environment awareness do they stand clearly higher at 44% in BG and at 45% in GR. There is sense in the figures for CZ (44%) and for GR (45%) for the value of feeling of belonging in connection with club activities.

That the various religions are given precedence for teaching religious values is no more surprising. Beyond that, religion's role is also given above average significance in teaching equality in GR (53%) and human rights in DE (35%). In NL, however, students think that religion is not suited to teaching tolerance (0 %), but in PL they believe the opposite (61%).

Whether the **mass media** are best suited to teaching freedom of speech is a question that divides opinions greatly, in CY, GR, IT, and NL agreement stands only at between 20 and 25%, in HU though at 80%. There is a similar dispersion of values on transmitting national identity through the media. A minor role is allotted to them in GR (13%), but much more in CY and NL (53% each). In contrast, in CY only 10% of those questioned believe that the value of democracy is particularly encouraged by the media, but in NL this assumption is greater (56%). There is great divergence of opinion on whether the media are best suited to promoting freedom to vote and environment awareness.

In general it can be concluded that young people in the single countries very rarely have clear ideas on the effects of the mass media on individual values.There can be very different reasons for this, either

- the quality of what the media offer is poor
- or young people are not particularly interested
- or not enough information is given in families and schools.

In view of the actual influences of the mass media on ideas and values of society this finding seems very worrying and against the background of EU debates is a political question of top priority.

3. Observations on some details of the basis data in Chapter B

A series of interesting details of the questionnaire results is not included in the relatively rough diagrams of Tables 1,2 and 3 and should be emphasized separately here, and indeed in the numerical order of the questionnaire or basis data.

Sympathy (B 7) is for the great majority in HU transmitted by the family (90%), in IT much less but more by religion (40%), and the students of a DE* Roman Catholic private school are also of this opinion (48%).

Solidarity (B 9) was obviously transmitted through the COMCULT project at school in BG (pre-test 28%, post-test 50%), probably likewise in CY (pre 7%, post 40%). Nowhere else are the increases and % figures so high. In IT solidarity is taught above all through religion (57%), in HU on the other hand hardly at all. In PL, the country of Solidarność, this is more widely reflected.

One would think that school is a place where people are made particularly aware of the meaning of freedom (B 10). But this is not at all so in DE (post 9%) and HU (post 7%), at the most in NL (post 47%).

On the other hand students in PL are very much aware of the role religion and the press played in the struggle for freedom (post 41% or 64%). The religious source of freedom is also appreciated in DE* (post 40%), but in BG and CY hardly at all (post 6 or 7%). Does this express a difference between Catholicism and Orthodoxy? All the same the relevant percentage decreases in Orthodox GR as well (pre 42%, post 17%).

It is surprising that there is no unequivocal opinion among young people on the optimum institution for teaching democracy (B 11). On average only 40% think that schools could do this best. Even so, teaching with clear aims here could bring hope, as in BG (pre 22 %, post 50 %) and in DE (pre 47 %, post 52 %).

The role of religion in education in tolerance (B 13) shows great variations in estimation, in GR and HU it is marked by only about 7%, in NL indeed 0%. In PL and DE* the figures are on average 61% and 50%.

Is this the consequence of the practice sometimes found in the NL of differentiating between so-called "white" and "black" schools? In PL it is easier to be tolerant, there being few Muslim immigrants there.

Greek youth reacts differently from the question of tolerance when it comes to the value of equality (B 14).Here they give religion top ranking for teaching it with an average 52%, followed by PL with an average 43%.

For the value of discipline (B 16) it is striking that in DE and DE* clubs are seen to have an important role (post 27 % and 24 %), whereby the figures sometimes stand at 0% otherwise. They see a similar difference in the role of clubs in teaching desire to achieve (B 27), sense of duty (B 20), and perseverance (B 24). In this last case agreement in DE stands at almost 50% (post), but in ES and IT only at 0% (as in desire to achieve). This shows the important role that clubs play in German society alongside family and school for transmitting values. With increased afternoon lessons schools would have to take on new tasks here, not to mention the financial problems.

Sense of duty (B 20) is obviously taught by the family in GR (post 67%), but less by schools (post 39%) or even at work (17%). Exactly the opposite holds for the NL (post 12%), school and work (post 59% and 71%).

The great uncertainty with regard to teaching the value of pluralism (B 31) is worrying. In Table 2 this is in the lowest position with only 190 ticks for family and 185 for school out of a possible 730 "agree" answers in all. This means that many young people have marked only one or no institution at all here as optimum teaching vehicle, as they obviously did not know exactly what is meant by pluralism. Europe's most recent history has shown so clearly what an exclusive society leads to and that on the other hand the EU can only survive with a well-dosed pluralism.

Who teaches respect for other people best (B 34)? First of all it is in most cases the family, which is understandable. But in BG, ES and CZ school seems to be an institution in which one learns respect (post c. 50%). This can hardly be said of schools in DE (post 22%). Religion as an institution that lays value on respect for other people plays no role in BG and HU (nearly 0%), but does in PL (post 41 %).

As with pluralism, the value of law and order (B 37) does not mean much to students, so that school is marked as the most suitable place to learn it only 210 times (Cf. Table 2, penultimate position). But law and order are of the greatest importance to any country for safe and peaceful co-existence, and it must be a priority target for the whole of the EU to guarantee the highest standards even where they so far have had little validity.

Even so, lessons in the framework of the COMCULT project seem to have had positive effects here.With few exceptions, marks in the column for school have sometimes shown a noticeable increase between pre-test and post-test.

For the freedom of speech (B 38) value the media are ranked first for the only time as a vehicular institution. But this opinion is not shared unanimously everywhere, in CY and GR by only about 20%, in HU in contrast by about 80%. On the other hand the role of schools is held higher in CY (40%) and GR (58%) than in HU (23%).

Freedom to vote (B 39), likewise an indispensable democratic right, is in third last position in Table 2. There is uncertainty here, too, as to who can teach or defend it best; this is shown by the wide dispersion of ticks that often looks fairly senseless. How can work promote freedom to vote, DE; NL, and CZ* (all post c. 30%) or religion in IT (post 27%)? Precisely at work and in religious organizations elections are sometimes looked at askance.

In general it can be confirmed that in only about half of the politically relevant values does school rank first for teaching them. This observation should be an inducement to strive towards appropriate improvements in European schools, which certainly makes a great deal of persuasion necessary at various levels over many years.