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Peter Moss, Mathias Urban

Democracy and Experimentation: Two Fundamental Values for Education

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This paper is a contribution to the debate in Germany and beyond in Europe on future directions for education. It builds on and extends earlier work by the authors, on democratic experimentalism and early childhood workforce professionalism. At a time when managerial, technical and market approaches are increasingly influential, it argues the case for an alternative: an education based on „democracy" and „experimentation" as fundamental values and practices.

By arguing for an education of democracy and experimentation, the paper assumes that there are other possible values. The issue is not whether or not to have values in education, but which values and what practices follow from the choice of values?