**Competences for democratic citizens**

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| **Democratic citizens are competent when they …** | **10 statements**  (Individual work) | **5 statements**  (Group work) |
| 1. … have sufficient knowledge of political science (Weißeno, 2012). |  |  |
| 1. … have sufficient sociological knowledge (Bremer & Gerdes, 2012). |  |  |
| 1. … have sufficient knowledge of economics and economic institutions (Lienig, 2015). |  |  |
| 1. … have sufficient knowledge of the natural sciences (Eilks et al., 2011). |  |  |
| 1. … have sufficient mathematical knowledge (Niss, 1983). |  |  |
| 1. … have sufficient knowledge about political and social institutions (Massing, 2014). |  |  |
| 1. … can perceive political phenomena as such (Henkenborg, 2012). |  |  |
| 1. … be able to make statements about connections, causes, regularities in relation to political problems and conflicts (Henkenborg, 2012). |  |  |
| 1. … be able to recognize the significance of political decisions for one's own life (Detjen et al., 2004). |  |  |
| 1. … be able to reflect on the consequences and side-effects of political decisions, i.e. to ask about possible, and in particular unintended consequences (Detjen et al., 2004). |  |  |
| 1. … analyze current political controversies for possible connections with problematic situations that are likely to go beyond the current situation (Detjen et al., 2004). |  |  |
| 1. … relate political facts, problems and decisions to the basic values of democratic systems and reflect critically on them (Detjen et al., 2004). |  |  |
| 1. … have the ability to take the interests, motives and feelings of others into account when making political judgments in order to find solutions to political problems and conflicts of action and decision-making that are oriented toward the common good. (Henkenborg et al., 2012). |  |  |
| 1. … be able to present one's own political opinions and judgments - even from a minority position - in a factual and convincing manner. (Detjen et al., 2004). |  |  |
| 1. … be able to endure conflict in political controversies, but also be able to compromise (Detjen et al., 2004). |  |  |
| 1. … contribute to political, economic and social issues via media, from letters to the editor and websites to more complex media products (Detjen et al., 2004). |  |  |
| 1. … put oneself in the situation, interests and ways of thinking of other people in the sense of changing perspectives (Detjen et al., 2004). |  |  |
| 1. … deal with cultural, social and gender-specific differences in a reflective way, which can include tolerance and openness, but also critical debate (Detjen et al., 2004). |  |  |
| 1. … are able to develop and reflect on the needs, interests, attitudes and values that guide action in relation to society, the economy, democracy and politics (Henkenborg, 2012). |  |  |
| 1. … be able to apply working techniques for the independent elaboration and presentation of political issues (Henkenborg, 2012). |  |  |
| 1. … have the ability to use the media to obtain information and form political opinions and to reflect on them critically (Oberle, 2017). |  |  |
| 1. … to critically question causes of self-limitation, foreign domination and illegitimate claims to rule as framework conditions for political learning (Eis, 2012). |  |  |
| 1. … have the ability to contradict and resist processes of de-democratization, increasing exclusion and social inequality (Eis, 2012). |  |  |
| 1. … have socially desirable attitudes and willingness to act, as well as a political spirit of discovery (Himmelmann, 2004). |  |  |
| 1. … show a confidence in democratic principles (Himmelmann, 2005) |  |  |

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