

Vorwort

This volume of the publication series *Forschungsperspektiven* of the University of Teacher Education Vienna with the title “**Doing democratic education in school and university**” was produced within the framework of the Erasmus+project “LabSchoolsEurope – Participatory Research for Democratic Education” (www.labschoolseurope.eu/). Together with pedagogical institutions (LabSchools and universities) from France, the Czech Republic and England under the project management of Germany, the project started in September 2019. The focus is on the so-called “Laboratory Schools” (in short: “Lab Schools”) as systematic cooperations of schools and universities, which on the one hand consciously aim at a democratic education of their students and on the other hand strive for a close link between school practice and university research.

Democratic education is one of the central tasks of educational institutions; democracy and democratic action can and should be exemplified and thus also learned. It is not about the accumulation of cognitive knowledge, but above all about the promotion of socio-moral attitudes, socially desirable readiness to act, interactive cooperation, the joy of political discovery and habitual social dispositions (cf. Himmelmann, 2004, p. 6). Learning democracy is a basic principle, educational institutions and here especially schools and universities must be fields of action of lived democracy, in which the dignity of the respective other is capitalized, tolerance towards other people and opinions is practiced, civil courage is advocated, rules are observed and conflicts are solved without violence.

This volume focuses on democratic education as a task of schools and universities, demonstrates a multi-perspective approach and understands democratic education in a broad and critical context. One project goal is to develop and evaluate democratic education innovations for dealing with heterogeneity from multilingual practice guides, teaching materials, and best practice examples and to make them available to a broader public. With this goal in mind,

the contributions to this volume bring together the experiences and expertise of practitioners with those of researchers. The international orientation of the volume is also reflected in the fact that English and German are equally important languages of publication.

The present school and university contributions are intended to broaden the field of research on democratic pedagogical innovations and practices by focusing primarily on practical and/or classroom good practice examples, such as concrete approaches, school projects or teaching sequences that are not exclusively dedicated to a democratic pedagogical topic on a theoretical level. This can be inspiration and motivation.

Editorial thanks go to all the authors who have contributed to this issue with many interesting articles.

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