



**StoP** Domestic violence

Community matters!

# Deliverable 2.3

## StoP Curriculum



# D2.3 StoP Curriculum

February 2025 | Work package 2 | HAW Hamburg

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# „StoP“- a community-based model to stop intimate partner violence/domestic violence - Curriculum

The curriculum was developed by Prof. Dr. Sabine Stövesand, Hamburg University of Applied Sciences (HAW), and has been extensively tested (in Germany and Austria since 2013). As part of the EU-funded project “StoP Community matters” project, it has been transferred and adapted for international use.

The StoP training is about grassroots work, social change and community accountability. It combines for the first time elements of:

- Community work/community organising
- Expertise in working with victims of intimate partner violence
- Education and mobilisation of civil courage

It consists of four training modules (11 days), assignments and intervision group meetings, and concludes with individual interviews based on the content of the modules and assignments.

## Background

Intimate partner violence is widespread in all European countries, it is a brutal, common reality around the world. Over the last decades much has been achieved, there are programs and support systems, new laws – but still, the numbers of femicides, verbal, sexual and physical assaults are high and don't decline. Most programs work with survivors or with perpetrators. StoP adds a new perspective to this important work: the potential and capacities of local communities.

The StoP Model is designed to fill a significant gap that exists regarding prevention and combating intimate partner violence (IPV). StoP works with the resources of local communities; it is a transformative approach used to create social change; StoP is about social networks and civic society engagement; it aims at educating and mobilising local communities to stop the violence. StoP draws on the fact that partner violence is upheld by social norms, power relations and the concrete behaviour of

the social environment of those affected by and perpetrating violence. People close to victims and perpetrators often know about the situation, neighbors hear something, see something. StoP encourages and educates them to say something and to do something to prevent domestic violence, support victims and bring about change.

The StoP model, consisting of eight interrelated steps, has been systematically developed and scientifically founded by Prof. Dr. Sabine Stövesand since 1995, based on her many years of practical work with survivors of intimate partner violence and community work. Since 2010, it has been implemented in around 60 cities and communities in Germany and Austria, demonstrating its successful practical applicability. On this basis, the expertise gathered in the StoP project at the Hamburg University of Applied Sciences (HAW) has been processed for this training and made available at European level.

## Pedagogical and didactic basics

A key orientation is the concept of **experiential learning**, which goes back to the pedagogy of pragmatism, especially John Dewey. For Dewey, learning always involves active, reflective engagement with real problems and concrete experiences. Problematic situations that challenge the learner are the origin of learning processes. It can be assumed that all StoP trainees have already had to deal with the topics taught in the training program in some way, biographically and possibly also professionally - in particular, they might have been affected by one of the various forms of violence, with imprints and experiences due to their own gender, but also (lack of) support from their immediate social environment, civil courage, group experiences. According to Dewey, only reflection, i.e. intensive thinking about problem situations that occur in everyday life, leads to instructive experiences and thus to the expansion of a person's knowledge. Conversely, learning in formal educational situations such as continuing education can only be effective if the abstract knowledge imparted there is linked to concrete individual experiences (cf. Dewey 1916; Fuchs/Rogmann 2012, Stangl 2025).

Not only Germany, where the curriculum was developed, is a country of immigration with very different social milieus. It must be taken into account that learning and educational processes are happening in the **context of cultural plurality** (Rosenberg 2016). Since culture develops in relation to its environment and its specific conditions, which change in time and place - e.g. climate, social order, knowledge and technical developments, international exchange - it is not fixed, but dynamic, changeable and heterogeneous (Mecheril 2023). Cultural differences are assumed to exist, but not to be inherent. They

should be met with interest and appreciation. In training, they should be seen as an opportunity to broaden one's own horizons and potential for action. Central concepts are critical cultural awareness, perspective awareness, local and global contextualisation, and decentering.

The training recognises and integrates trainees' (pre-)existing expertise and combines it with the acquisition of new knowledge and skills. We encourage and provide space for **collaborative learning**. In a peer learning environment, individual strengths can serve to complement the group and enhance learning. **Peer learning** also supports diversity. "Learning from peers of different backgrounds, views, and ethnicities fosters an environment of mutual respect, gratitude, and progress" (Hansen 2022).

To be effective, training needs to be extended over a longer period. It takes time not only to absorb the content, but also to assimilate and process it. Learning should be holistic and educational processes multidimensional, addressing **three levels of competence**: cognitive knowledge, methodological knowledge and attitudes/self-reflection, which are deeply interrelated. Learning works much better when all the senses are engaged and students have fun. That is why we use a lot of warming up and activating exercises and a lot of role playing.

Other **didactic principles** of the StoP curriculum relevant to the way we organise the training programme are: the conscious and active participation of the participants in the educational process, subject-orientation, action-orientation, problem-orientation, controversiality, exemplary learning, science-orientation, everyday life-orientation and future-orientation (Besanden 2023).

Finally, we see the **breaks** as an important element. They allow for networking, exchanging ideas, getting to know each other and relaxing. During a day's training we usually have three breaks of about 2 hours in total.

The expertise (content and didactics) and the personalities of the **trainers** are crucial for successful training. During the StoP project, we have worked with 11 professional and experienced trainers from Germany and Austria, including the StoP creator Prof. Dr. Stövesand. All of them have been involved with StoP training and practice for several years and fully support and implement the pedagogical considerations and didactic principles mentioned above.

## Transferring the StoP curriculum to the EU context

During the StoP project, the curriculum was used for the first time in a multilingual international context with a more diverse group of participants, with different national and cultural backgrounds, different histories and social norms regarding the meaning of community, civic engagement, collective efficacy, and gender roles, norms and traditions, with different national laws, regulations and support systems on domestic violence. This required some modifications.

- The most important was to allow more time for reflection and feedback loops on content and methods. Trainees had a dual role as learners and counsellors.
- A common language was needed, which could no longer be German. As English is quite universal, we used it as general course language. The trainers emphasised the fact that there were no native English speakers at all in the group and that this would be a challenge for all of us, including the trainers and that everyone would make mistakes. This helped to reduce anxiety and shyness.
- We also did more work in the same language group, which made it easier for participants to discuss complex and personal issues.
- All existing training materials had to be translated into English and new references added.
- The training content had to be internationalised, i.e. information about the prevalence of domestic violence/IPV, information about police work, social services, legislation, national programmes and policies.

Overall, the pedagogical and didactic principles of the original curriculum were helpful in working with the mixed group of trainees.

## Methods

Icebreaker, get to know you games, activation exercises, warm ups, talks and presentations, plenary session, group work, one on ones, case work, learning and discussion based on texts and videos, autobiography work, self-reflection/introspection, roleplays.

## Target groups

Practitioners from organisations, institutions and NGOs working on gender and social justice, neighbourhood organisations, community centres, women's refuges and women's shelters, where the StoP approach fits into their work and could be integrated in the medium or long term.

## Graduation

Successful participation of the training is completed by certification as “StoP Coordinator for community-based prevention of domestic/gender-based violence”. Graduates are licensed to implement and lead the StoP Program in new communities.

## Requirements for participation

- Higher education as well as some substantial practical experience. (Exceptions may be agreed upon.)
- Training language is English. It doesn't have to be of a high level but good enough to understand the training contents.

## Requirements for graduation/licensing

- Attendance of the full 11 days of training. Each module unit is followed by in-depth individual work. Assigned course work:
  - written summary and discussion of the StoP approach
  - practicing tools of community assessment
  - trial application of mobilizing methods in community work
  - hosting a workshop for local leaders/stakeholders to inform them about StoP, finding potential allies
- intervision in small groups between the training sessions (at least 6 hours total)

These assignments are the foundation for the closing interview/colloquium.

## Modules

The training consists of eleven days of training, divided into three face-to-face modules and one online module.

## Module 1: StoP-Basics

### Aims:

- Participants are well informed about the training (process, content, requirements)
- Participants get to know each other, learn about their different backgrounds, start to form a functioning social group
- Participants receive a first overview of the meaning, theoretical basis, aims and practical implementation of the StoP concept
- Participants gain a solid knowledge of domestic violence.

### Content

The module introduces the training program, group and the basics of the Stop concept, especially community work and the topic of domestic violence in the context of gender-based violence. **Community work** is the conceptual "heart" of StoP work and its unique selling point. Intimate partner violence is seen as an issue and problem of larger social contexts, which is why changes must also take place there. The underlying idea of StoP is that communities, especially local communities, can make an important contribution to preventing and protecting against domestic violence and that this potential can be activated and effectively realised through education, relationship building, mobilisation and organization. The corresponding methods are primarily aimed at groups, or at individuals as part of groups or social networks. Guiding principles are collective agency and participation. StoP therefore does not know any "clients" or "volunteers", but active neighbors, neighborhood activists and supporters/multipliers.

**Domestic violence/intimate partner violence** is the problem StoP aims to prevent and help solve. It is defined as violence between adults who are in a close social relationship and, in its severe, multiple forms, predominantly affects women. The term "partner violence" refers to the most widespread form, which is also the focus of StoP's work.

StoP emerged from the work of women's shelters and sees itself as part of a movement for respect, equality and non-violence between the sexes. The premises as formulated in international conventions (EU, UN) are a content-related and political point of reference. This means that the work is based on the "recognition that the realization of legal and actual equality between women and men is an essential

element in the prevention of violence against women" (preamble of the "Istanbul Convention"). Men are addressed in StoP work primarily as potential allies in the commitment to democratic and non-violent gender relations, not as perpetrators or victims of violence.

**Gender** is a much debated term. In StoP context, it is understood as a social construct as well as a reality that is meaningful to people. As science and the lives of many people show, human beings are more diverse in terms of identity and physicality than the traditional duality of the sexes. At the same time, the categories of 'man' and 'woman' remain fundamental: a. as structural categories in society (analytically, politically and in terms of social placement), and b. in terms of the individual self-concept of most of the people in neighbourhoods, communities and villages.

With the horizon of non-violent, loving relationships and an equal society that does not divide and separate, but in which life can be lived in diversity without fear, StoP aims to contribute to the fact that people are not discriminated against because of their gender/sex.

#### Questions to be answered, issues to be addressed

##### A) Get to know each other and the StoP concept:

- overview training and participants – what is it about and who I am here with?
- Gender based/domestic violence - why a community-based approach?
- What are the methodological building blocks of StoP ?
- How does it look like in practice?

##### B) Community work

- Basics: historical and professional background, goals, principles, practice

##### C) Domestic violence/ Intimate Partner Violence:

- Definitions, forms and causes, consequences for victims, perpetrators, relatives and friends, for the neighborhood, for society?
- Self-reflection: own attitudes and experiences
- case work about the function and potential of StoP
- consciousness-raising tool: the "Red Flags" (visual material)

**Program:****DAY 1****1. Arrival, warming up****2. Start**

⇒ Introduction /Overview training program (Ppt)

⇒ Group work (getting to know each other: backgrounds, expertise and expectations; group work: common ground and differences; „treasure-box“)

**3. Introduction of StoP-Model, rationale, vision****4. StoP Practice**

⇒ StoP neighborhood work: Insights and examples from practice. Presentation, talk and Q & A

⇒ short activity/body exercise

**5. Presentation and discussion of StoP-Model, continued****6. Wrapping up, feedback****DAY 2****1. Arrival and short activity/fun exercise****2. Partner Violence, Overview (ppt) and groupwork**

⇒ refresher/new territory: what is partner violence? Prevalence, forms, dynamics

⇒ Who is affected?

⇒ What are the consequences for those affected, victims and perpetrators, relatives and friends, neighborhoods, society?

⇒ What are causes?

**3. Partner violence, example**

⇒ Text-based case work

⇒ Guided analysis

⇒ Self-reflection: own attitudes, experiences, biography

**4. plenary discussion****5. Quick Mobilising Activity****6. Raising awareness about partner violence in neighborhood work**

⇒ Presentation and discussion of "Red Flags" (based on the graphic novel by Rosalyn B. Penfold)

⇒ Continuation Red Flags

**7. Wrapping up, closing activity „flash“ or snapshot**

## DAY 3

### 1. Check- in

### 2. Role play: StoP at the neighborhood street fair

⇒ Group work: preparing a StoP info booth

a) "myth collection": collection and counter-arguments to the "everyday arguments/myths" about violence against women.

b) résumé: StoP - explained in 2 minutes for door-knocking or information booth discussions

⇒ Role play: StoP information booth

### 3. plenary discussion: learnings from role play

### 4. Forming of intervision groups

### 5. Evaluation, Questionnaire.

### 6. Wrapping up, Feedback

### 7. Good-bye

## Module 2: Community Organising/ Practical Interventions/ Civic courage

### Aims:

- Participants will gain knowledge of the concept and implementation of community organising.
- Participants understand the idea and spirit of CO
- Participants learn basic skills and basic methods of CO
- Participants will be able to use these methods, especially one-on-one, community assessment, door knocking.
- Participants will learn about the principles and importance of civil courage.
- Participants will be empowered to educate local communities on what to say and do when witnessing domestic violence (legislation, working with police, practical interventions, community responses) without putting themselves at risk.
- Participants learn how to conduct a workshop on StoP work for their local community

### Content

The second module deepens skills in violence and transformative neighbourhood work. It focuses on organising communities and bringing people together around the issue of domestic violence and on techniques for practical intervention in cases of suspected or actual domestic violence. The organization of local workshop on the StoP approach by each participant will be addressed and prepared.

### Questions to be answered, issues to be addressed

#### A) What is community organizing:

- the framework for and process of organizing
- community assessment:
  - How does your community look like (people, place, socio-economical features, issues)
  - Who are the local leaders?
- mobilization and empowerment of neighborhoods ("one on one", relational interviews, action research, community surveys, networks and coalitions)

#### B) Prevention and Intervention, but how? Civic courage and techniques of concrete intervention in situations of threatening and violence

- legal backgrounds, laws and regulations (including exchange/self-conducted research)
- exercises and situations of practical intervention

#### C) Preparation of the community workshops:

- closer look on "your" community, i.g. the beliefs around gender-based/domestic violence, concepts of gender and gender roles or what prevention and help measures are already in place in the community (and country)

- how will you use CO knowledge (assessment, conversation methods, storytelling) will you choose for exercise and preparation?
- how could you use other knowledge from the training (part 1 and 2) for the workshop?
- what kind of material would be needed?

## Program:

### DAY 1

1. Arrival, warming up
2. Start: welcome, orientation, reconnecting
  - ⇒ Overview training program - hand out
  - ⇒ Groups discussion: what is your current position, attitude, mood and what are questions concerning stop
  - ⇒ Plenary session: Short reports from the groups, answers
3. Community organizing
  - ⇒ framework, rationale, main terms and principles
4. Community Organizing
  - ⇒ community assets/community assessment
5. Community Organizing
  - ⇒ outreach
  - ⇒ one-on-ones
6. Wrapping up/Feedback

### DAY 2

1. Arrival and warming up
2. Community Organizing
  - ⇒ door-knocking: action research + community conversations (using StoP community survey and conversation guidelines)
  - ⇒ Powermap und Strategy Chart
3. Activating exercise
4. Community Organizing
  - ⇒ Building organisations
5. Community Organizing
  - ⇒ Empowerment exercise ('Talents and skills')
6. Wrapping up, Feedback „flash“ or snapshot

## DAY 3

1. Arrival and warming up
2. Interventions
  - ⇒ Definition of civil courage and exchange on own experiences
  - ⇒ Principles of civil courage in the event of danger and threats to other people
  - ⇒ Topics covered in this course
  - ⇒ Legal frameworks for support and bystander interventions in partner countries
  - ⇒ Exchange and discussion, conclusions
3. Activating Exercise
4. Interventions continuation
  - ⇒ Necessary / omitted assistance (according to the law in different countries)
  - ⇒ Emergency call to the police (information / own experience)
  - ⇒ Being a witness: description of people and places (for the police in case of an emergency call) and other practical tasks.
  - ⇒ Principles of acting without putting oneself in danger.
5. Interventions Continuation
  - ⇒ Involving other people in our own assistance
  - ⇒ Discussing and testing specific situations
  - ⇒ Transfer: Possible uses of learning and knowledge about civil courage in StoP work
  - ⇒ Reflection of previous experiences
6. Interventions: Exercises to practice elements of intervention/de-escalation
  - ⇒ Overview
  - ⇒ Making yourself visible and Helping others
  - ⇒ Setting boundaries - dealing with dominant and aggressive behaviour
7. Wrapping up, closing activity, „flash“ or snapshot

## DAY 4

1. Arrival
2. Warming up
3. Interventions: Exercises to practice elements of intervention/de-escalation
  - ⇒ Keeping an eye on my group
  - ⇒ Getting loud
  - ⇒ Neutral Body Language while intervening
  - ⇒ Safety distance

4. Exercises to involve bystanders
  - ⇒ Making clear what you want
  - ⇒ Addressing the others
  - ⇒ Reflection, discussion, conclusions
5. Activating exercise
6. Role plays and reflection:
  - ⇒ Working on de-escalation intervention in specific violent situations (street, bus, StoP information booth, front door)
7. Wrapping up, Feedback

## DAY 5

1. Checking in and warming up
  2. Review of day 1 to 4: tie up loose ends, reflection, questions and answers
- Coffee break
3. Spot on assignment:
    - ⇒ Preparation of the Community Workshop
  4. Wrapping up, questionnaire, feed back
  5. Goodbye

## Module 3: StoP Work with different target groups

### Aims

- Participants know how children and young people are affected by IPV/DV
- Participants learn methods for empowering children and working with young people
- Participants are aware of and informed about disability as an issue in StoP work
- Participants know the theoretical framework of masculinity and learn about StoP practice in working with men.
- Participants will have a clearer picture of what StoP community organising looks like in practice.

### Content

In the third module, trainees will look more closely at the needs of specific target groups, their empowerment and male allyship. Another topic is to learn more about StoP's outreach work, what campaigns and community action look like, using practical examples.

### Questions to be answered, issues to be addressed

#### A) Working with Children and Youth

- Children and Youth as witnesses and victims of intimate partner violence
- What are the effects of domestic violence on children and youth?
- How can we empower and support children and youth?

#### B) Working with handicapped neighbours

- What are handicaps?
- What do we mean by ableism?
- National laws and international conventions on integration on the Rights of Persons with Disabilities
- Handicapped neighbours as StoP activists
- Handicapped neighbours as victims of intimate partnerviolence

#### C) Men as allies/working with men in the context of StoP

- What theories/knowledge is relevant to understand masculinity, what concepts do we use?
- What do we expect, hope, fear when addressing men in the local communities?
- How can men be mobilised for StoP engagement?
- How does StoP work with men looks like?

#### D) StoP Action and Outreach

- Presentation of examples from fieldwork

## Program

### 1. Start , warming up

- ⇒ Hello and introduction and warming up
- ⇒ Prequestionnaire

### 2. DV/IPV and children and youth

- ⇒ Open floor, gathering and sharing the knowledge of the trainees on the topic
- ⇒ Presentation:
  - a) How are children and youth are affected by DV/IPV
  - b) Teen dating violence
  - c) StoP work with young people in Vienna

### 3. Men as allies/Working with men in the context of StoP

- ⇒ Open floor: gathering and sharing the knowledge of the trainees on the topic
- ⇒ Presentation:
  - a) Theoretical framework: Concepts of masculinity
  - b) How does StoP work with men look like? Report from Austria

### 4. Activating exercise

### 5. Working with handicapped neighbours

- ⇒ Open floor, gathering and sharing the knowledge of the trainees on the topic
- ⇒ Presentation: definitions, legislation and programs, challenges

### 6. StoP activism and outreach – Examples from practice

- ⇒ **Presentation and discussion**

### 7. Wrapping up/lessons learned

## Module 4: StoP - group work, documentation/evaluation, colloquia, conclusions for implementation

### Aims

- Participants know the basics of group work
- Participants can facilitate StoP neighbourhood group work
- Participants gain skills to work with conflict in groups
- Participants get to know the participatory method of the 'future workshop'
- Participants are supported to clarify their next steps in local StoP work
- Participants receive detailed feedback on their assignments and performance
- Participants give feedback on training

### Content

The focus is on facilitating StoP neighborhood groups, on education and consciousness-raising by working with groups in the local communities, how to document and evaluate StoP activities and how to move on with StoP in the partner countries. Also, there will be individual interviews with each trainee on their assignments and learnings.

### Questions to be answered, issues to be addressed

#### A) Building and facilitating StoP neighbourhood groups

- Theoretical framework of social group work
- How to deal with conflict in groups?
- How to facilitate a StoP neighbourhood group?

#### B) Implementing StoP in partner countries/New communities

- Assets and challenges/ questions and answers
- plans and visions
- practical information on documentation, public relations, duties and entitlements

#### C) Colloquia

- individual closing interviews
- certification and celebration

## Program

### DAY 1

1. Welcome, Warming up
2. Training Overview , Questions & Answers
3. Check in: Where do I currently 'stand' with StoP in my organisation, city, neighbourhood? What do I bring to the table, what are my thoughts, my feelings, my mood about the StoP approach, the training, implementation? (Individual reflections)
4. Plenary discussion: What insights have I gained from this reflection?
5. Group work:
  - ⇒ My own group biography (one on ones)
  - ⇒ Presentation: Relevance and benefits of group work, principles, dynamics, roles, norms, 'the dark side of the group'
6. Activating exercise
7. Working with neighbourhood groups:
  - ⇒ StoP's model of group work
  - ⇒ 'The first meeting of the StoP: preparation of role play
  - ⇒ Realisation of the role play
8. Working with neighbourhood groups:
  - ⇒ Discussion and reflections on the role play
  - ⇒ Role play 2.0 – improved version
9. Wrapping up, feedback on the day

### DAY 2

1. Warming up,
2. Group work, continuation:
  - ⇒ conflicts in groups (theory), handling group conflict (methods)
  - ⇒ gender-sensitive, non-discriminatory group work
3. Two parallel activities
  - A) Individual interviews on assignments and training
  - B) The 'Future Workshop' (based on R. Jungk)

- ⇒ Introduction to the method
- ⇒ Realization of the future work (3 steps)
  - Critique - the StoP approach and it's implementation: concerns, challenges, negative points
  - Utopia – How would the perfect implementation and best StoP work ever look like?
  - Reality – roadmap: things that can be done and achieved (How? Who? When? Resources at hand, resources you need, allies you have, allies you need...)

#### 4. Wrapping up, reflections, feedback

### DAY 3

#### 1. Warming up

#### 2. Two parallel activities

##### A) Individual interviews on assignments and training

##### B) Documentation and Evaluation

- ⇒ Group work on the criteria for successful StoP work (differences between countries or regions?)
- ⇒ presentation and discussion of results
- ⇒ Presentation of global meta study on community work and DV
- ⇒ Presentation of results monitoring and documentation practices in Austria.
- ⇒ Discussion and feedback, improvement ideas?

#### 3. Questions, answers, insights from the assignments and interviews

#### 4. Wrapping up and feedback on training programm/ evaluation

#### 5. Certificates and farewell

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