

Learning in Encounter for Common Values in Diversity

Phases of subject-cooperating interreligious encounter learning	Reference framework of competences	
Phase 1:	Content-related competences Process-related	Topic-specific knowledge from one's own subject perspective
Elaboration of the topic within one's own subject Awraham (aus jüdscher (aus kath-christlicher Perspektive) (aus ex-christlicher Perspektive) Abraham (aus ex-christlicher Perspektive) (aus ex-christlicher Perspektive) (aus siamischer (aus philosophisch/ethischer live eines anderen	competences	Intercultural, interreligious, democratic competences
Perspektive) Fachs)	Perceptiveness	 Avoiding hasty attributes Impartiality Differentiated external and self-perception
	Hermeneutic skills (of the own life-story and meta-story)	Language skills Differential competence
	Content-related competences	Topic-specific knowledge from the perspective of the cooperating subjects
Phase 2: Presentation in station work in mixed groups and immediately afterwards	Process-related competences	Intercultural, interreligious, democratic competences
	Perceptiveness	 Avoiding hasty attributes Impartiality Differentiated external and self-perception
	Capacity for judgement	to abstain from judgement
	Dialogue skills	 Change of perspective Respect, recognition Empathy Religiously or philosophically based security of one's identity Narrative and conversational variability Questioning skills







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Content-related competences Comparative Subject specific knowledge from the perspective of or own subject and the cooperating subjects	nces
Phase 3: exchange in each case about the topic at the station Process-related competences Capacity for judgement Dialogue skills the perspective of or own subject and the cooperating subjects Intercultural, interreligious, democratic compete • to abstain from judgement Dialogue skills • Change of perspective • Respect, recogni	nces
Phase 3: exchange in each case about the topic at the station Process-related competences Capacity for judgement Dialogue skills Own subject and the cooperating subjects Intercultural, interreligious, democratic compete • to abstain from judgement Dialogue skills • Change of perspective • Respect, recogni	nces
Phase 3: exchange in each case about the topic at the station Process-related competences Capacity for judgement Dialogue skills Cooperating subjects Intercultural, interreligious, democratic competences Capacity for judgement Dialogue skills Change of perspective Respect, recogni	nces
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• Empathy	
Religiously or	
philosophically b	ased
own identity	
Narrative and	
conversational	
variability	
Questioning skill	S
Participatory • Behavioural flexi	
competence • Conflict resolution	n .
skills	
Ability to cooper	ate
Content-related (Reflective) subject-	
competences specific knowledge fr	om
the perspective of or	e's
Phase 4: own subject and the	
Reflection phase in the separate subjects of the own cooperating subjects	
subject Process-related Intercultural,	
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(aus júdischer Perspektive) (aus kath-christli- cher Perspektive) (aus kath-christli- cher Perspektive) (aus ex-christli- cher Perspektive) (aus ex-christl	nces
Perceptiveness • Avoiding hasty	
attributes	
• Impartiality	
• Differentiated	
external and self	-
perception	
Hermeneutic skills (of Language skills	
life stories and meta- • Differential	
stories) competence	
Ability for judgement Be able to disting	 guish
between prejudi	ces
and judgements	







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		Being able to make moral judgements
	Dialogue skills	 Change of perspective Respect, recognition Empathy Religiously or philosophically based own identity Narrative and conversational variability Questioning skills
	Participatory competence	Conflict (resolution) skills
	Philosophical competence	MetareflexivitySelf-distancing andSelf-criticism
	Competence to think in a complementary way	Ambiguity tolerance Multi-perspectivity

Reference: Boehme, Katja: Interreligiöses Begegnungslernen. Grundlegung einer fächerkooperierenden Didaktik von Weltsichten, Freiburg: Ed. Herder 2023, p. 441-443.



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