

THE  
NOBEL  
PRIZE

Workbook for hubs

# NOBEL PRIZE TEACHER SUMMIT 2025



An online programme with a mix of short  
lectures, interviews and discussions

NOBEL PRIZE TEACHER SUMMIT 2025

# The Future of Democracy

There are almost always alternatives. But when it comes to organising society, democracy – with its flaws and downsides – is still the best option for ensuring the freedom and rights of people.

When facing the challenges of our time, the role of teachers is crucial. How do we teach about democracy, trust and critical thinking? What skills do young people need to become informed participants in shaping and safeguarding a democratic society?

This workbook is a tool for you to use along with the recorded version of the summit. It is divided into chapters to facilitate discussions after each talk.

More material from the speakers can be found at  
<https://nobelprizemuseum.se/en/28-march-in-stockholm/>

We hope you enjoy it!





STAFFAN LINDBERG

Professor of political science and Director of the V-Dem Institute

## How Autocratisation is Threatening Our World

Lecture 15 minutes

Most of us are probably aware that the world is in a period of democratic recession, or what the academic literature refers to as a "third wave of autocratisation". Recent developments add to these worries. But what do the data say about the trends for democracy and autocracy in the world today?

Professor Staffan Lindberg, Director of the V-Dem Institute, presents his team's latest analyses based on over 31 million datapoints on democracy and human rights across the world and where we are heading.

Questions to discuss:

1. Do your students know the difference between democracy and autocracy?
2. Do you and your colleagues talk about how the autocratisation wave in the world is affecting your country and possibly also your school and your teaching?
3. How can you help students recognise signs of autocratisation?
4. How do you understand Staffan's words "Democracy dies with the lies"?

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BERIT REISS-ANDERSEN

Lawyer, Author and former Chair of the Norwegian Nobel Committee

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## Awarding Democracy

Interview 15 minutes

The Nobel Peace Prize has always led to discussions. And sometimes to diplomatic consequences. A hero to some is an enemy to others. So how do you stand firm in awarding those who work against powerful regimes? Does it even make a difference to award the prize to one single person who is imprisoned for his or her opinions?

Berit Reiss-Andersen, former chair of the Nobel Peace Prize Committee, talks with Carin Klaesson about why it can be so provocative to award the prize to people who work for democracy.

Questions to discuss:

1. Berit points out that “Freedom of speech” is a cornerstone in a democracy. How do you teach about freedom of speech in your class? Its potential can be used for different purposes, for example to change a regime or spread lies and cause polarisation. What are the limitations to the freedom of speech?
2. Another cornerstone Berit mentions is the rule of law. Do you have examples of how to teach about the rule of law?

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VIRGINIA DIGNUM  
Professor of Responsible AI at Umeå University

## AI: Responsibility in a Changing World

Lecture 10 minutes

Artificial intelligence (AI) is rapidly transforming the way we work, learn and connect. From chatbots to creative tools, AI can be a powerful helper – but it also raises important questions. Will it replace jobs? Can we trust it to be fair? Who is responsible for making sure that AI benefits everyone?

In her talk, Virginia Dignum, Professor of Responsible AI at Umeå University in Sweden, explores how we can shape AI to serve society – not just corporations or technology experts.

Questions to discuss:

1. In which different ways is AI used in your school? Think about the entire school, and different systems.
2. How these systems are built and used affects real people — especially students (for example grading tools, learning apps, student support systems). As educators, you play a key role in reflecting and exploring values, for example by asking:
  - Is the technology fair and transparent?
  - Does it support all learners equitably?
  - Who gets to decide how AI is used in your classroom or school?Practice making choices when values conflict.
3. How do we help students understand what AI can and cannot do? We are in control of AI. AI needs to be combined with our human abilities to be able to solve problems. It doesn't happen by itself.

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ÅSA WIKFORSS

Professor of Theoretical Philosophy at Stockholm University

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## Democracy and Knowledge

Lecture 10 minutes

Democracy depends on knowledgeable citizens. We need knowledge to hold our politicians accountable, to solve societal challenges and to have a well-functioning public debate. This is why education lies at the foundation of a democratic society. This talk outlines the central threats to knowledge in the new information landscape and the challenges it raises for democracy.

Åsa Wikforss is a Professor of Theoretical Philosophy at Stockholm University and the author of books on democracy and the post-truth condition.

Questions to discuss:

1. What do your students know about the strengths and vulnerabilities of a democracy?
2. What does Åsa mean by the “truth crisis”?
3. How do you teach students about what characterises reliable sources?  
For example: – why should students trust science?
4. How do we encourage students to open-mindedly try to understand people who are different from ourselves.

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CLADUIA LENZ

Professor of Social Science at MF Norwegian School of Theology

## Strengthening Democratic Culture by Building Democratic Competences

Lecture 20 minutes

Democracy is more than political structures and procedures – in order to be sustainable and robust, it requires active participation. How can education help build such a democratic culture, starting in the classroom?

In this lecture, Claudia Lenz will introduce the Council of Europe Reference Framework *Competence for Democratic Culture*, its conceptual basis and elements.

Questions to discuss:

1. What are your thoughts on the different competences that are required for a democratic culture, according to the framework of the European Council?
2. How do you as a teacher strengthen these competences?  
Give examples of what you do and which competences that are in focus?
3. Do you as teachers have a common vision of how you are modelling and teaching about this?
4. Can the framework being presented be of help at your school?

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