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Report

2nd National Dissemination Event of the Pestalozzi Programme

Patra, Greece, 2015

"The Pestalozzi Programme: Providing opportunities for the holistic development of students and teachers"

SATURDAY 10 OCTOBER 2015

2nd JUNIOR HIGH SCHOOL PARALIAS, PATRA, GREECE



The Greek educators, members of the Pestalozzi Programme of the Council of Europe in close collaboration and with the full support of

- ▶ Mr. Josef Huber, the Head of the Pestalozzi Programme
- ▶ the Directorate of European and International Affairs, Ministry of Education, Research and Religious Affairs,
- ▶ the Regional Administration of Primary and Secondary Education of Western Greece,
- ▶ the Administration of Secondary Education of Achaia,
- ▶ the Municipality of Patra

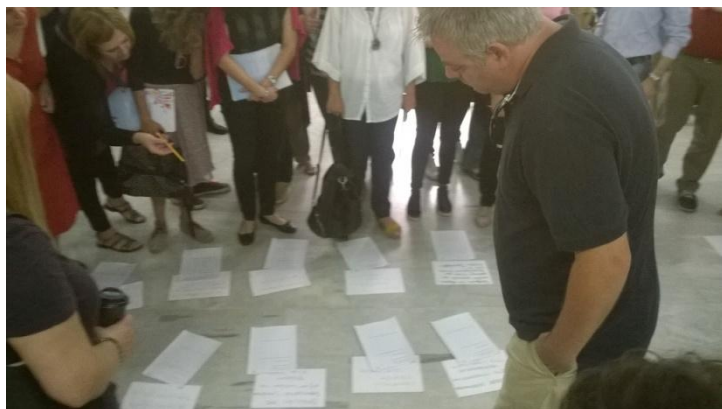
Organized and carried out the 2nd Greek National Dissemination event of the Pestalozzi Programme, this year in Patra, in Southern Greece.

The event, which was hosted in the premises of the school complex within the social housing area of Paralia Patras, started at 9:00 and finished at 17:00. Mr Constantine Yiannopoulos, the Director of the Regional Administration of Primary and Secondary Education of Western Greece, Mrs Julia Yiannitsopoulou, on behalf of the Deputy Mayor of Education and Sports, Father Chrysostomos Athanassopoulos on behalf of the Metropolitan Bishop of Patra, and Dr Christos Christhakoudis, the Principal of the 2nd Junior High School of Paralia, welcomed the initiative. After a short presentation of the Pestalozzi Programme by the Steward of the Programme Anna-Maria Panagiotidou, the training event started with the Open Space Technology (OST) activity led by the Programme trainer **Miguel Angel García López**.

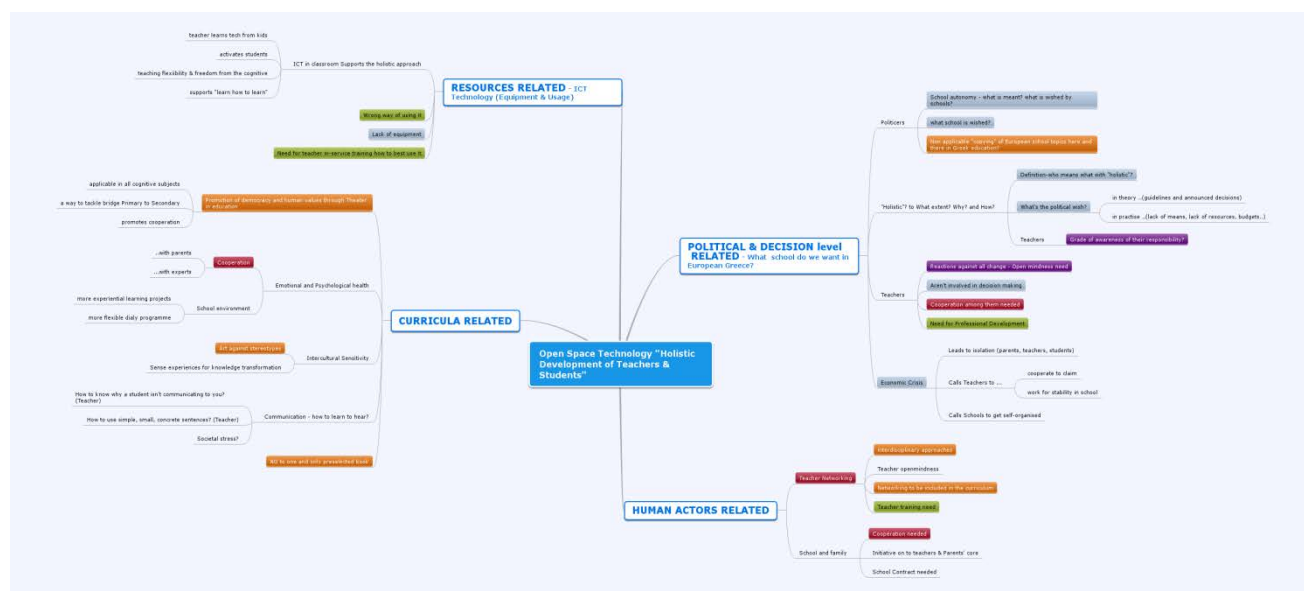
OST activity's main topic was "*Holistic development of students and teachers*" and it started with some moments of inner reflections and thinking by the participants who - as expected - finally placed 14 different focused topics and started discussing these in smaller groups in two rounds.

The smaller group discussions were [reported in hand written OST report sheets](#).





Clicking on the following mind map, one can find a presentation of the main reported issues during OST.



There is also a short video available about the OST activity: [Holistic Development of Students and Teachers](#)

The event went on with seven parallel workshops to which participants (90 in total) had pre-registered.

WORKSHOPS

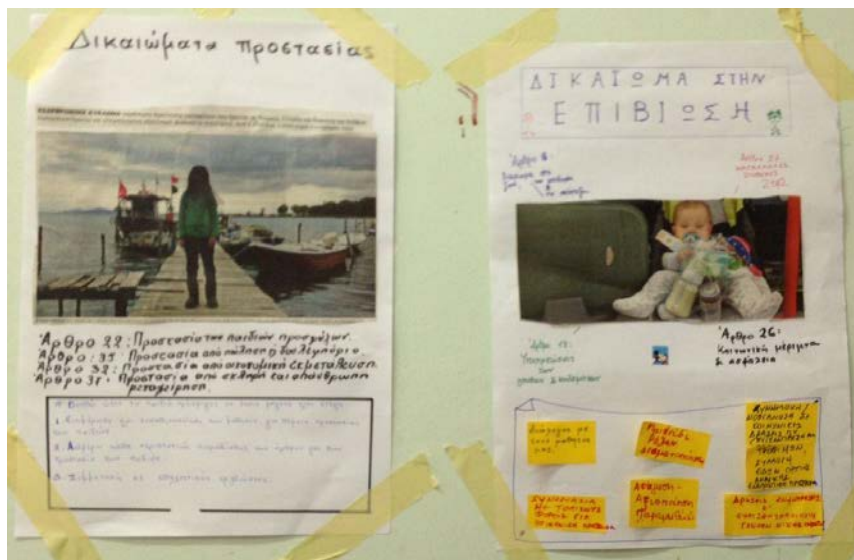
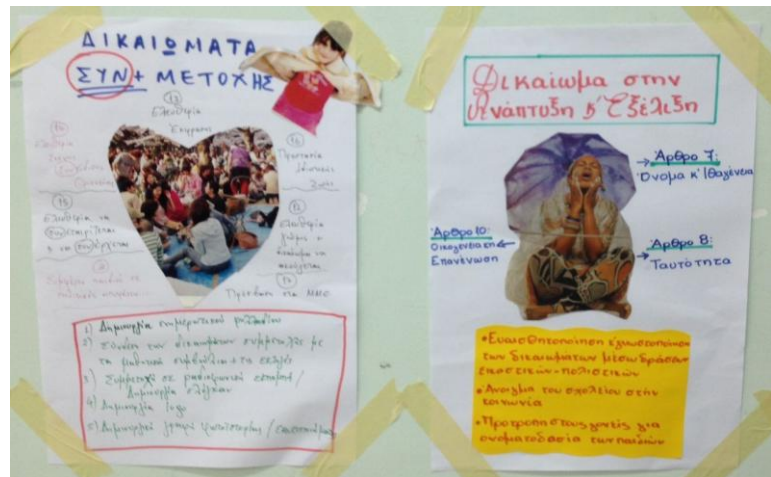
Workshop #1: *Human Rights Education* with Gelly Aroni

The workshop on Human Rights Education implemented one of the projects on the Rights of the Child using material of the Council of Europe Education for Democratic Citizenship and Human Rights Education (EDC / HRE). In particular, we worked on Volume V, project 8: **I make my own poster!** Participants (12 in total) formed 4 groups and each group focused on one of the following four basic categories of the Children's Rights Convention.

1. PLAYING A PART: OUR RIGHTS TO PARTICIPATE

2. REACHING OUR POTENTIAL: OUR RIGHTS TO DEVELOP WHO WE ARE
3. LIVING WELL: OUR RIGHTS TO SURVIVAL
4. BEING FREE: FROM HARM: OUR RIGHTS TO PROTECTION

Using extracts from the local press and the International Convention on the Rights of the Child as resources participants created posters that included an article or a photo that was related to the protection or violation of the rights, which were included in their chosen category. They presented their posters in plenary and afterwards they wrote the individual actions (which teachers and students can undertake in order to contribute to the protection and application of the rights). The workshop was concluded with a reflection over the contents of the articles and the rights that emerged as well as the ways of the practical implementation of the specific project by the participants with their students.



Workshop #2: *ICC-TOOL – Let's explore our intercultural competence!* with Barbara Koziore

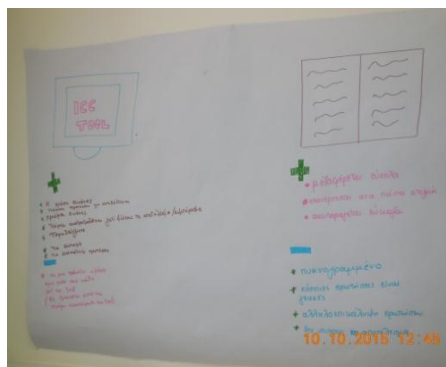
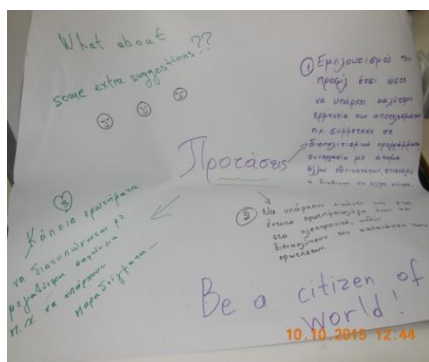
The aim of this workshop was to familiarise participants (7 female teachers) with the ICC tool, developed during the Think Tank in Oslo in October 2011, and convince them about its usefulness in their everyday practice.

After a brief presentation by the facilitator of the background of the ICC tool and a get-to-know-each-other activity (a variation of the marketplace technique), participants were asked to engage in a jigsaw reading activity reconstructing the ICC tool and aiming at familiarising themselves with such tool. Thereafter, participants were handed copies of the ICC tool and were invited to study, apply, and critically review the ICC tool, first individually and then in two groups. Finally, they were given the



opportunity to complete the online version of the ICC tool at areyouintercultural.eu, which, for the first time, they were able to do so in their mother tongue, ie, Greek.

Participants presented valuable feedback on the ICC tool, both in its printed and online form, and suggested that some points, such as concrete examples of case studies and clarity of descriptors, should be adequately or more completely explored. Participants further found that in its online form, the tool is more easily comprehensible, fun and user-friendly, mainly due to the fact that it is enriched with images and that they were provided with immediate feedback on the current state of their intercultural competences.



Printed ICC Tool: Improvement suggestions

Printed vs Online App: A comparison

The Educator and the ICC Tool: Before and After

Participants also provided some valuable feedback on the workshop itself and it would appear that in their entirety (100%) found it very useful, interesting, and pleasant, while they stated that they will use the ICC tool in their everyday practice, and a considerable number of them (71%) will also encourage their colleagues to use it.

Workshop #3: *Social Media and Education: The cultivation of Democratic Ethos by the creation of a students' blog* with Eirini Papadaki

The aim of the workshop was to explore the participants' possibilities to encourage their students to create a school blog whereas a discourse about Democratic Ethos could be cultivated.

At the beginning a brief description of the subject and the procedure to be followed were given. The participants were initially invited to work in pairs, sharing with their peers their expectations of the workshop. Thereafter, they formed groups of four (totally 12 participants) and each group



'Frozen Image'



'Frozen Image'

shared in the plenary its expectations from the workshop.

In the first activity, each group was asked to express and show physically, by using their bodies, their attitudes towards social media, which came up to a 'frozen image'.

In the second activity a booklet focused on the variety of social media was given to the participants, asking for their personal preferences regarding the use of social media

(i.e. Facebook, twitter, YouTube etc). Each group discussed their personal experiences of the social media and expressed their feelings about them. They were asked to record such feelings in a post-it paper which the representative of each group stuck on one of the branches of the 'Group Tree'. The 'Group Tree' provided by the facilitator was a painted tree with so many branches as the activities and it stood for the whole group of the participants.

In the third activity two theses regarding Democratic Ethos were given to each group.

The first thesis was: *"Democracy is the possibility of decision making in a collective way which leads to collective action for the common good"*. The second thesis was: *"Democracy is individual's freedom to decide for the actions which someone takes to achieve personal goals"*.

Participants were asked to discuss the above theses and to answer to the question: "Which of these is closest to the concept of Democratic Ethos and why?" They wrote their answer on post-it papers, and then each group representative stuck the group's answer on the 'Group Tree', while she/he was sharing their argument with the rest of us.

Then each group discussed the values on which democratic ethos is based on.

They referred to values such as respect, justice, freedom, solidarity, altruism, equality, peaceful coexistence.

In the fourth activity each group was challenged to discuss and propose three issues which they believed could promote the purpose of a blog which could be focused on the cultivation of democratic ethos. Topics which were proposed by the groups are:

- Immigration crisis (Solidarity).
- Students' mediation for resolving conflicts among them at schools. (Justice through mediation).
- Decision-making on school life by using on line voting.(Equality)
- Rules etiquette for behaving properly on the internet by using Netiquette.
- Proposals for creating school's regulation (Peaceful Coexistence).
- Volunteering (Altruism)
- Anti-Bullying issues at schools (Respect).

The workshop ended with debriefing on the issues discussed in groups as well as in the plenary.

Workshop #4: Cooperative Learning – Basic Principles in Practice with Anna-Maria Panagiotidou

The workshop aimed to introduce Cooperative Learning as alternative way of the teachers' being in the classrooms in order to enhance inclusive learning, avoid discriminations and thus enhance democratic culture in school. Participants' group (19 in total) consisted of Kindergarden, Primary and Secondary teachers as well as one School Advisor and a University Lecturer. They experienced the following cooperative learning (CL) classroom activities:



Group's representative in front of the "Group Tree"



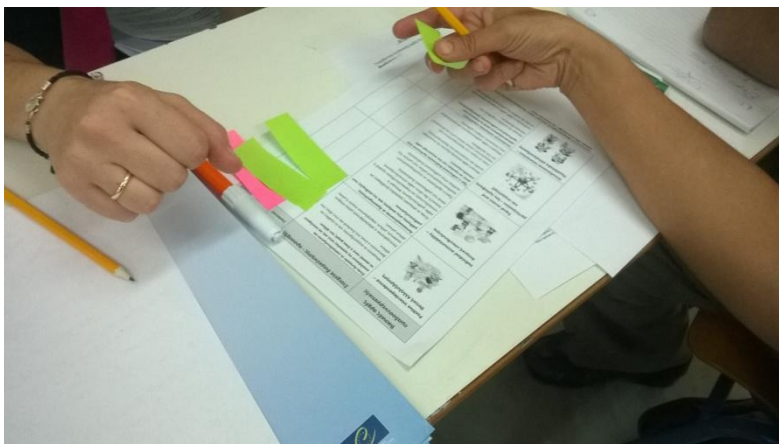
Groups on the process



- Opinion Line for the micro-groups to be created
- Concentric circles to learn to know each other
- “Pick a colour marker” for random (expert) role distribution in the micro-groups

- The Jigsaw activity during which the participants’ study focused on the Cooperative Learning principles
- The set of guiding questions to evaluate cooperative potential and the learning activity (Mompoin-Gaillard P. and Lazar I. (2015), “Developing competences for democracy: 60 activities to learn and assess transversal attitudes, skills and knowledge”, CoE, Strasbourg, France) was itself used for the workshop evaluation.

During debriefing participants expressed interest on the CL method, reflected strongly on their experienced level of active involvement during the workshop and discussed their need to experience CL more extensively in closer relation to the content of particular classroom subjects. A main issue was the implementation of CL methodology in complex and exam-centred curricula.



Workshop #5: *Communication and bonding in the classroom* with Maria Sfetkou

The workshop “Communication and bonding in the classroom”, aimed to raise participants’ awareness of the importance of communication in the classroom and help them to identify the main difficulties they encounter in this issue. The warm up activity “Scissors and Papers” was used to let participants approach the topic. In this activity, although they followed the same instructions they came to a different result. So, debriefing the activity, they had an opportunity to realize that communication is more than understanding words.

Using the “*Wheel of communication*” all members of the workshop had a chance to map some of the ‘uneasy’ aspects of communication in their school context and define and compare them to the desirable ones. In the next step, each one, working individually, chose one of the ‘uneasy’ aspects and tried to focus on the facts that make them describe this area as ‘uneasy’.

Working in small groups, - through the “*pens and roles*” activity, - they discussed about their communication difficulties and included them in a common list. Each small group presented their difficulties, in rotation. A discussion in plenary defined the common elements of all the difficulties they presented and leaded up to the importance of developing their personal communication skills.

Short Power Point presentation about two basic communication skills: *Active Listening* and *The ‘I’ messages*. Some practical examples gave participants the opportunity to realize that communication can be easier, clearer, non critical and not judging when we become active



listeners and use the ‘I’ messages, both in school context and personal life. Awareness and everyday practice will help a teacher to gain these skills.

The “*Wheel of communication*” was used for



the evaluation of the Workshop, too.

Workshop #6: *Prevention of Discrimination - Gender Stereotypes* with Pavlos Kosmidis

During this workshop participants approached issues relating to stereotypes and focusing on gender stereotypes through experimental activities. Activities aimed to equip participants with knowledge and



skills in order to enable them to act positively in the prevention of discrimination in school.

Activities were designed so as to provoke participants to review their own understandings about the stereotypes, to help them realize that their understandings are often

reflected in their classroom practices and assist them in how they can identify and prevent these understandings.

The activities carried out were the following:

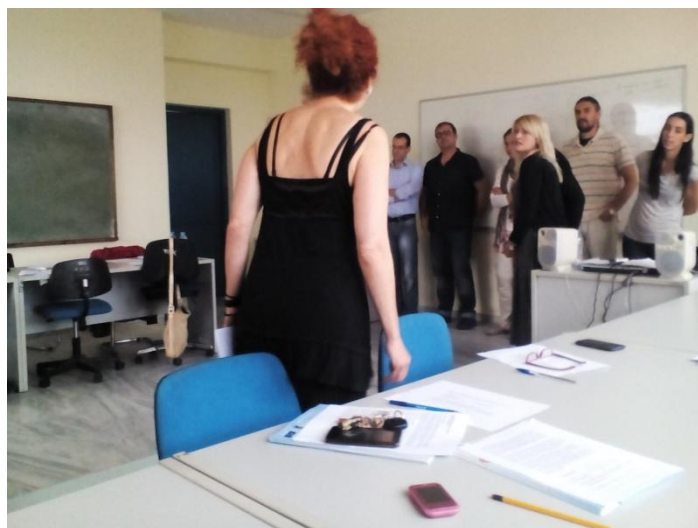
During the first activity participants read through phrases that we often meet today and which include common stereotypes. Each participant in turn reacted to the phrase out of his/her assumptions. In this way we were given the opportunity to discuss and analyze different views about gender stereotypes.

Second activity aimed at exploring participants' views and experiences on the issue of sex discrimination, using images of strong gender competition and/or gender conflicts.

In the third activity participants were asked to interpret another image and reflect on their discussion findings: despite the fact that stereotypes are still maintained today, we can argue that some positive changes take place.

The workshop ended with a general discussion on stereotypes as well as clarifications on the practical implementation of the proposed activities - work plans by teachers in the classroom. Finally we presented a poem of a famous Greek poet, in which the issue of gender stereotypes is highlighted in a very strong manner.

Workshop #7: *Stereotypes, prejudices, discrimination and racism: successful strategies for reversing inter-group prejudice and improving inter-group relations* with Simona Vannini



The aim of this workshop was to challenge the participants' attitudes towards stereotypes, prejudices, discrimination and racism, by engaging them in several cooperative anti-discriminatory activities.

Throughout the workshop the participants experienced how cooperative learning helps to establish social cohesion and guarantee the respect of each individual.

Activities:

- 1) The participants became acquainted with the DOs and DON'Ts which are necessary for a teacher to build up an inclusive classroom's atmosphere and prevent tension when dealing with activities on prejudices. (DOs/DON'Ts)
- 2) The participants were challenged their practice towards stereotypes. They were led to make assumptions based on general stereotypes which were proved to be untrue so they had to question their approach and way of thinking through stereotypes. (Who are they?)
- 2) The participants played with the distance/closeness between commonly agreed national stereotypes and their own personal experiences with individuals. They confronted each other and tested their openness to re-consider their prejudicial assumptions. (National Stereotypes: True/False)
- 3) The participants empathized with groups who are perceived as 'other' and became aware of their different degree of tolerance according to the minorities who are the target of hate speech; (We All Have Prejudices)

4) The participants experienced being the target of harsh negative stereotypes and succeeded in turning each negative stereotype into a positive one. (Greek bailout talks: Are stereotypes of lazy Greeks true? BBC article)

5) Finally, the participants were provided with bibliographical reference on CoE online publications. Xerox copies on intercultural education, strategies for improving inter-group relations and the Universal Declaration of Human Rights were distributed for further individual readings.



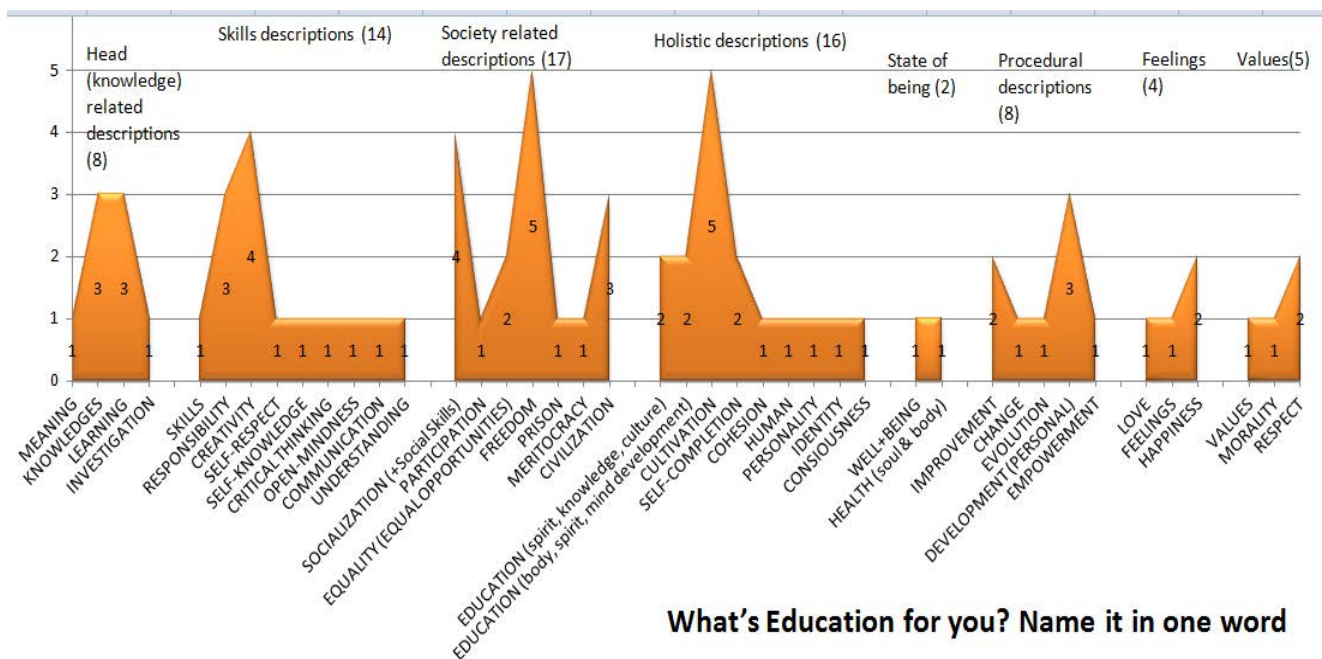
Conclusions: the participants contributed with their enthusiasm and high motivation to create a very enriching experience of mutual giving and receiving.



After a coffee break with homemade cakes and biscuits provided by the parents of the 2nd Junior High School of Paralia, the daily program continued with a detailed and interactive presentation of the **Pestalozzi Programme** by the **Head of the Programme, Mr Josef Huber**, during which he addressed the plenary with the central question “***What’s Education for you? Name it in one word***”.



The following diagram summarizes the answers provided:



The event was concluded with yet another plenary setup in circle in the centre of which a flower was the join point from participant to participant.



During this debriefing activity participants had the opportunity to express their ideas, beliefs and/or feelings, place questions or raise issues for further discussion.

