

Pestalozzi Programme Trainer Training Course



Strengthening Education for Democracy Final report



Pestalozzi Programme Trainer Training Course

Strengthening Education for Democracy (STED)

Final report

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Module A: Strasbourg, France 4 - 7 October 2016

Module B: Lisbon, Portugal 31 May - 2 June 2017

Introduction

Throughout history, democracies have changed, they have come in many different shapes and sizes reflecting the different answers to the questions of how? when? and to which people is power given? Despite this long history and the many different versions and interpretations, in the 21st century democracy is going through a difficult time. There is a need to discuss the concept of democracy and possible ways to sustain it in our everyday practices.

The systematic development of competences for democracy – transversal attitudes, skills and knowledge –the strengthening of education for democracy, and within that, education for personal development, democratic citizenship and intercultural dialogue is more important than ever.

This course for pre-service and in-service teacher trainers explored how to integrate the development of these competences described in the Model, in pre- and in-service teacher education.

The preliminary outcomes of the project “Competences for democratic culture” (CDC) along with the practical results of the Pestalozzi Programme and relevant published results from other education projects formed the resources pool the participants discovered, and used to discuss, develop and test ways of integrating these concerns into their teacher education and development practice.

The participants developed and tested training formats and materials for these purposes which will be published and will serve as examples of practice to be disseminated and developed further.

Expected results

After the training course the participants will be in a better position to contribute to the integration of education for democracy in pre-service and in-service teacher education.

In particular they will be better equipped to:

- develop a clear conceptual framework regarding the development and assessment of CDC, (approaches, orientations, scope...)
- become aware of the challenges and possible solutions concerning the implementation of the CDC in everyday teacher practice
- create a shared view of the needed development of competences for education professionals regarding the implementation of the CDC
- raise awareness in colleagues and students, in their peer groups and academic communities of the importance of the role of teacher education and professional development for the future of our democratic societies
- develop attitudes, skills and knowledge on and for efficient methods for developing CDC
- integrate the development of the necessary attitudes, skills and knowledge in their teaching and training practice in a structured way
- develop appropriate methodology for successful training and teaching CDC. To develop tried and tested training materials and examples of practices/actions for teacher trainers
- take action in their institutions and peer community to promote the strengthening of education for democracy

The participants will form a network of education professionals equipped to continue the training on the international, national, regional and local level. They will have a shared view of the competences which need to be developed and of the appropriate methodology of training and teaching. A collection of tried and tested training resources and/or pre-service curricula proposals and in-service training programmes will be available online to serve as a support for teacher education institutions and as a stimulation to further develop resources and programmes along similar lines.

The value of face to face meetings

Module A was 4 days of face-to-face meetings Module B 3 days. Scientific research and the reflections of the participants on the most significant outcomes of their participation in the course showed the undeniable value of such meetings:

- face to face meetings **clarify meaning** (of topic, of issues addressed, etc). Online work usually leaves many unanswered questions or misunderstandings (either due to lack of communication, or shyness to be open with people we've never met). During the evaluation of the module participants said it was "eye-opening, clarifying".
- Face to face meetings **ensure engagement, participation**, and are the most effective way to capture the attention of participants, engage them in efficient conversation and drive productive collaboration. In their evaluation one participant wrote *"This module was a new upgrade in my professional life, the first one was the summer school in Bad Wildbad 2015. After that summer school I was a new teacher, after this module I am new trainer for teachers"*. Such deep transformations in such a short period is possible only with full concentration and involvement, which rarely happens in a purely online setting.
- Face to face meetings **last much longer than working hours**. Decisions and insights happen during coffee breaks, common dinners, walks, or any time spent together.
- Face to face meetings **help to build trust, understanding, and sense of "a shared mission"**. When participants feel safe and free to discuss controversial topics and cases, to leave their comfort zones it increases the quality of work during the module. Working and living together in the same building creates an atmosphere of a safe, trustworthy and supporting community. Participants share the same values during the module, and feel more empowered to share the same values in their home communities.
- Face to face meetings **help participants to improve their professional practices not only during the meeting, but afterwards too**. Between modules A and B participants are asked to create Training Units. To make that happen, help and the critical support of facilitators and especially of their peers (other participants) is needed. The more participants directly interact with each other face-to-face, and the more they trust other participants, the more open,

helpful and supportive they become. **Face-to-face meetings are key to successful long-term strong, supportive professional relationships.** It helps to achieve more creative and of higher quality results from their collaborative work and a better quality of training units. Many participants during the module evaluation pointed this out *"I met colleagues from different countries. We were able to share our experiences, ask questions. And, what is even more important, after meeting face to face in a friendly environment I feel very comfortable to ask for their advice or any help while writing my training unit and in my future work"*.

- **Face to face meetings and active participation during the module encourages participants to be more motivated and stay active when they are back in their usual surroundings.** Participants said *"I liked the different styles of the facilitators - it made the perspective changing all the time, it was inspiring...I will try to apply their approaches in my work"*. Or *"Our facilitators provided us with support and necessary instruments in teacher training (literature, resources, supplementary materials, etc.) and stimulated us to further professional development. It's great!"*

Preparatory tasks

Participants were invited and welcomed to the platform in July 2016 and invited to explore the topic of the module, express their expectations and their needs. All participants successfully joined the Community of Practice - entered specific rooms, introduced themselves, gave some information about their backgrounds etc.

Before coming to the first module they were asked to do a preparatory task- to read the "Executive summary" of the book "Competences for democratic culture". Participants were also asked to have a look at their national curriculums and bring 4 or 5 examples of guidelines in their curriculums that provided for competences for a democratic culture in their educational systems.

Participants were also invited to come ready for a "Show and tell" session during which they had 5 minutes to share whatever they'd like to about their professional life.

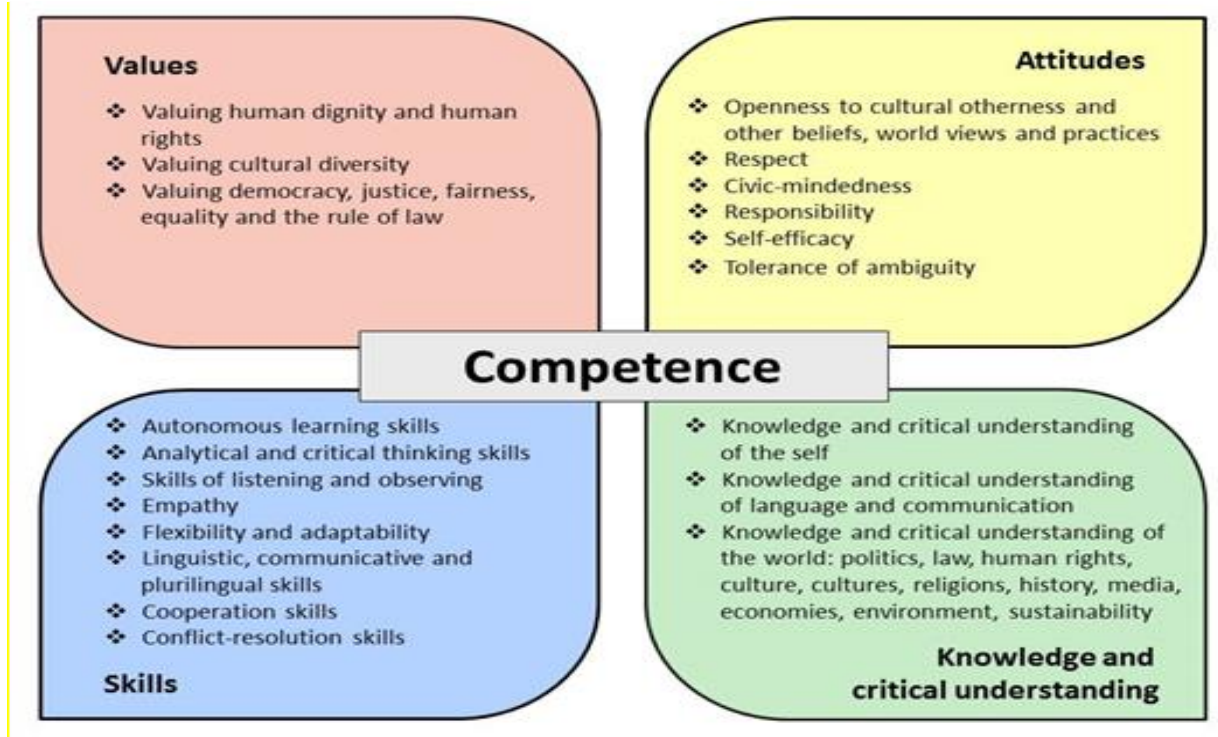
Module A

Module A was held in Strasbourg, France 4 – 7 October 2016. There were 36 education professionals that participated.

Module A was aimed at looking at how to integrate the development of necessary competences in pre- and in-service teacher education. The outcomes of the project “Competences for Democratic Culture” (CDC) and the work results of the Pestalozzi Programme as well as relevant project results from other education projects formed the resources pool. They were presented to the participants for analysis and discussion, to help them develop and test ways of integrating these issues in their teacher education and development practice.

Expected outcomes of module A were to develop a clear conceptual framework regarding the development and assessment of CDC, to become aware of the challenges and find solutions concerning the implementation of the CDC in everyday teacher practice. The participants also worked to develop awareness of their own practices with the personal responsibility of being a reflective active practitioner and also to create a shared view of what was needed to develop competences for education professionals regarding the implementation of the CDC.

Participants reflected on values, attitudes, skills, knowledge and critical understanding. The focus was on 20 of the competences from the model in the document “Competences for Democratic Culture: living together as equals in culturally diverse democratic societies” (Council of Europe 2016):



The module was divided into 4 days and 4 steps:

Day one – “Is reality real? Reality check”

Day two – “What is democracy about? Getting into the topic”

Day three – “Are we missing some controversy? Going deeper into the issue”

Day four – “What are your plans? Looking forward, next steps between modules A & B”.

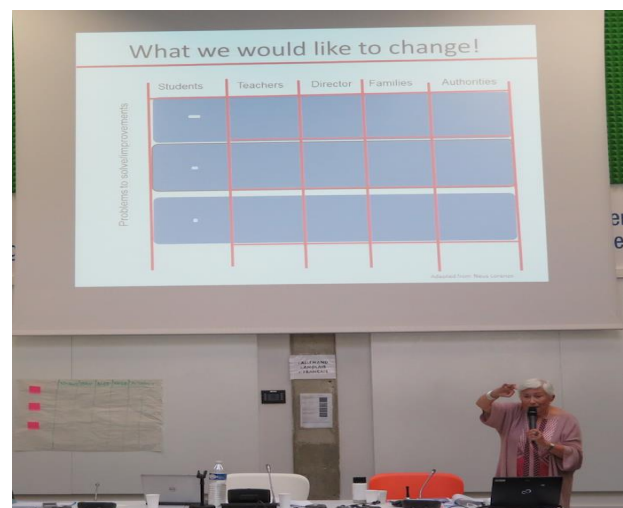
Most of the sessions were prepared cooperatively by the facilitators, ensuring variation within the activities. The emphasis was on participants professional and personal reflections on how to raise awareness in colleagues and students, in their peer groups and academic communities; of the importance of the role of teacher education and professional development for the future of our democratic societies; how to integrate the development of the necessary attitudes, skills and knowledge in their teaching and training practice in a structured way and how to take action in their institutions and peer communities to promote the strengthening of education for democracy.

Description of Module A

- “What we would like to change in education to have more democratic schools?”

The objectives of this session were to develop awareness of the changes needed in education in the 21st century and to make proposals to improve living democratically in our institutions. The session started with a discussion on the format of “fish bowl” how learning was perceived by participants, how the new societal changes influence our work and what kind of changes should be made in our educational institutions in order to live democratically. The participants volunteered their opinions about those issues. The ones who participated in the discussion had clear ideas about the learning and educational changes needed in our societies.

After this long discussion participants were asked to sit in groups of 4. They were asked to write INDIVIDUALLY on a post-it note a problem that they may encounter in their institutions or something that they would like to see improved. Then they had to draw a diagram like the one below, which was on the screen in the meeting room and put their post-its on the left hand side of the diagram. Finally they shared their poster with another group and they put a red sticker on each column if they thought that their proposals would not be accepted by any of the stakeholders represented in each column. If they thought that the stakeholders would accept their proposals they put a green sticker. You can see below some of the results of that activity.



- **Session “The Island”**

This session started with a soothing introduction of music and voice stimulation (visual and auditory). Grouping of the participants was done at this stage with the aim of creating random mixes.

In the second part of the activity participants received their tasks and roles with the general aim of creating their own island community from scratch. During this group process they had the chance to experience the importance of democratic decision-making, democratic participation and reflect on their own values.

The islands were presented in a Gallery Walk with fixed groups. Participants were free to choose how they presented their results. Two groups wrote about their island in a thread opened for the session in the participants’ room for the Training session on the Pestalozzi platform.

Debriefing dealt with two main questions:

-The first, as a game based activity conflict was included, this was created in two of the six groups by giving one person a special role: “disturbing two groups: their own one by leaving after having being voted the leader and then, trying to boycott the leader and their decisions”. During the debriefing session questions about privilege and discrimination arose.

-The second question covered the usability of the activity within the participants’ own contexts. The conclusion being that this activity is a useful one to practice competences for democracy based on the module and could be adapted to different situations for adults, children and youth. Debriefing did not talk directly about the organisation of the societies on the islands themselves, although some of the statements heard served as starting points to negotiate meanings in the final session “controversial debate” facilitated by Josef Huber.

A challenging activity in which participants did reflect on their own values, analyse interactions and participation in societies, understand the notion of co-responsibility and experience the process of decision making.

- **“Neighbourhood Yard”**

This is a whole group activity based on non-verbal communication, emergent leadership and categorisation. The aim of the activity was to raise learners’ awareness of the psychosocial dynamics of inclusion/exclusion, co-operation/competition and discrimination/prejudice. We developed a reflection on our own attitudes, beliefs and values, and intercultural competence.

The debriefing session brought out issues of identity, discrimination, otherness, empathy, diversity, co-operation and interdependence. This activity is described in detail in [TASKs for democracy. 60 activities to learn and assess transversal attitudes, skills and knowledge.](#)

- **“Democratic Classroom Cultures”**

This activity can help develop CDC as a daily practice in the classroom. The aim is to focus on the establishment of democratic cultures and not only a variety of isolated activities related to democracy. The classroom ergonomics being used as a model to reflect on.

- **Democracy as an attitude**

A task-based, problem-based session, inspired by Augusto Boal’s Games for Actors and Non-Actors, whereby through the use of interactive frozen poses, group work, dialogue and reflection, participants formulate classroom strategies that target enhanced democratic practice in the classroom setting.

Three groups act out the frozen poses, one pose which shows a classroom as democratic as possible, (Foto6) a second one a classroom as anti-democratic as possible (foto 7) and a third pose coming from a “discriminated” group, which should choose whether they want to act out the democratic or the anti-democratic pose (foto8).The discrimination consisted of not having clear instructions, having to deal with ambiguity more than the other two groups and conflict within the group.

- **“Valuing values”**

Aimed at helping participants reflect on their own values by engaging them in a game where they had to make choices and explain their choices. Participants have 6 cards in their hands that they have to try and exchange with the others in order to have better cards. After trading they create groups of 4 and draw a poster each member of the group has to answer, with two replies, each of the following questions: “Which attitudes and actions helped you to solve the task successfully?”, “How did you choose your values? What was your idea of a best hand?”

- **“Facing Challenges in Education”**

Focused on bringing out our personal and unconscious bias. Through a task done in small groups participants were invited to deconstruct images of ‘the other’ that they had collectively formed in the first step of the session. Participants could experience the consequences of personal stereotyping by means of applying conceptual models to their own statements. They used critical reflection to face their own possible racist stereotypes to reach a higher understanding of others and themselves.

Base groups

Each day we had “Base groups”. This was independent time for the participants to learn together with direct reflection. They met every day to discuss what they had learnt during each day of the module. They shared their experiences and developed new knowledge and understanding.

Community of Practice (CoP)

Participants familiarized themselves with the Stewards of the CoP through a treasure hunt activity. They got to know the platform, its technology and how it can be used for their own professional and personal development. With the help of the stewards they learnt to appreciate the differences between the Community of Practice and the tool (platform) itself.

Coaching groups and preparation of Action Plans

The last day of the module was reserved for evaluations, reflections, and projections of participants action plans and training units. The participants suggested allocating more time for the exchange of experiences and expertise. They were all eager to start writing their Action plans. The 3 coaching groups started working, pairs or trios were organised according to the theme and interest of the participants. An intense time of cooperation and exchange took place amongst the participants and the different supporting experts (facilitators, pedagogical consultant and head of the Pestalozzi Programme).

Between Module A and Module B

The time between the two modules was a creative and productive one as participants applied what they learnt in Module A to designing and planning their Training Units. Based on the Action Plans they had already started at the end of Module A, participants created their own sessions and, after reviewing their TUs with their peers, they further worked on them with their coaches.

A piloting phase followed throughout which sessions were facilitated, activities tested and reports on the whole process were written. The facilitators' team met in April to review the reports and assess the work done in order to decide which participants of Module A would receive an invitation to participate in Module B. The team also planned the content of Module B and decided on the pre-tasks where the participants were asked to choose one activity or a part of an activity from their TUs and prepare a 20 minute simulate of it to be done during Module B with 10-11 active participants. The requirements were that the activity should include clear instructions, implementation and a short debriefing. The participants were asked to bring along the material they needed for this session.

During the preparatory meeting the team also planned the content of Module B. Before the meeting the facilitators carefully analysed the Training units, highlighting common strengths, weaknesses or missing points. Based on this analysis, the programme for Module B was designed to help participants improve their training units and teaching practices, targeting certain points including:

- concept of culture (to encourage participants to reflect on "cultural" stereotypes with more concentration on the interpersonal, not intercultural level)
- flow (to help participants develop their Training units in a more coherent way, so that activities would have a logical sequence and would be designed to develop different aspects of the same topic)
- debriefing (to stress the importance of reflection, to explore an example of deep debriefing, analysing all possible aspects of the topic)
- competences for democratic practice (to meta-reflect democratic or non-democratic practices in their experiences).

Module B

Module B took place in Lisbon, Portugal 31 May to 2 June 2017. This was possible through the generous support of the Portuguese Ministry of Education and the commitment of the Portuguese national Liaison Officer and Director-General of School Administration Ms Luisa OLIVEIRA and her deputy Ms Lilia Vincente. The interest of the Portuguese education authorities was further underlined by the fact that the Secretary of State for Education Ms Alexandra Leitão welcomed the participants.

In total 31 out of the 36 initial education professionals participated in Module B.



Expected outcomes of the module were participants being given an opportunity to reflect on the methods and tools of assessment and evaluation with regard to the Model of Competences and to pilot activities together reflecting on the piloting process and to planning future cooperation.

Description of Module B

Cooperative structures were used in every step of the module. Diversity of methods, their use in the module, examples of new pedagogical techniques, debriefings and theoretical inputs equipped participants (hopefully) so they could revise their working styles, methods and views enabling them to create activities and trainings sessions based on the CDC competences module.

The programme of the module was designed to reflect the participants training units, and was aimed at filling gaps in participants' knowledge and skills. For that purpose we held such sessions as:

- **“Seeing culture and identity as a context dependent, dynamic process that is subject to negotiation ”**

This is an activity to analyze a phenomenon of Culture and identity - a context dependent, dynamic process subject to negotiation - by asking questions.

In the TUs we observed a conceptual issue, (gap or pitfall), in which culture is seen as determined mainly by nationality and a person’s 'background'. This session was to challenge that position.

The activity followed such steps as: Facilitator showed 3 videos with different kinds of music. Participants had to choose which video they liked the most, and group in accordance to that. Participants were asked to stay in the same groups during all activity.

Each participant received a worksheet with a question to answer: “You chose this song because of” (mark 5 factors in hierarchical order, give 1 to the one which influenced your choice the most): your nationality, religion, education, country where you live, etc. Participants were asked to discuss the results given individually in groups.

After discussion participants were asked to look once again at the title of this session, and imagine, that they wanted to have a deeper discussion on the activity and on the session topic. In a group they had to create as many questions for debriefing, as possible, analysing the procedure and methodology of the activity, the content, etc.

Each group was asked to present their debriefing questions in word rotation. Representatives of the groups were invited to stick their questions on a wall in an organized way (trying to group questions) after reading them.

When all the groups finished their questions, a big list of questions was on the wall. We all looked at it once again, checking the grouping of questions and having a short final discussion.

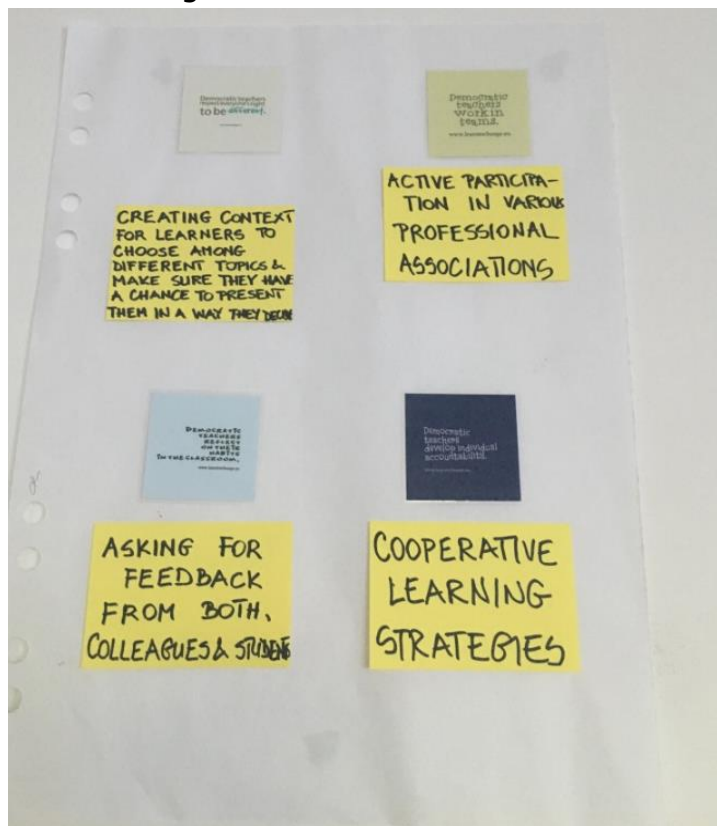
- **“Cards” on Competences for Democratic Culture**

The aim of this activity was to help teachers to develop competences for democratic practice through the development of attitudes, skills and knowledge & understanding for democracy. Based on the use of 2 types of resources: 1) the 'Cards for democracy' developed by the association Learn to Change and 2) 'Sociocracy' tools designed by the “Université du Nous” in France, the session aimed to develop democratic practices for CDC and teach methods for democratic decision-making in groups.

The development of this activity was as follows: participants formed groups of four. They received 4 cards turned face down. One of the group members flipped over the first card and read it. All group members had a minute to think of an example of how their democratic practices are in line with the statement on the card.

After the minute was up, they took turns sharing their classroom democratic practice, for example, respecting everyone's right to be different. Then, participants took turns sharing their own best practices and the player who flipped over the card then asked the speaker a question.

The session allowed teachers to share methods for CDC that they apply in their teaching as well as in other professional practices they experience. It engaged participants on meta-reflection concerning whether or not and to what extent their practices was 'democratic' (the 'Cards for democracy' start with the sentence 'democratic teacher... + principle of democratic action.'" Participants then give examples of what they do that corresponds to the statement on the card. It develops the competences in CDC for teachers and the professional development for CDC, as well as learning practical tools for decision-making processes that correspond to the CDC principles. Many teachers reported that they learned new techniques from their peers and from the facilitator during the session.



- “Flow”

The aim of this session was to identify which ingredients are necessary for good flow in a Training Unit and this was done using a self-reflection methodology and collaborative thinking. Participants were divided into different groups to work with during the whole process.

In the first stage the groups were asked to put in order the activities of a Council of Europe Pestalozzi Programme Training Unit “Let’s talk about RESPECT” Andria Takkidou, last edition January 2015 (http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/TU/TU_RESP_Takkidou_EN.pdf). Different rationales arose regarding the order of activities and several elements were identified as core ones for good flow.



Good atmosphere

engagement

Variety of experiences

Good rhythm & balance

variety of resources

CLEAR AIMS

- to create good atmosphere
 - clear aims
 - clear and logical connection between elements
 - possibility of reflection and self-reflection
 - variety of methods which ensure participation of all participants
 - management and rhythm and balance
 - engagement
 - variety of resources
 - clear instructions
 4. "This is a training that seeks aims by the ability the actor respects by exploring different perspectives in order to prevent marginalization"
 5. "It goes flow in a training that has the following instructions"

1

Coherence

The activity calls to the other

Meaningful

Flexibility

Individual from person general case

2

Experience-based

emotions

Conceptualization

Cognitive

Negotiation

aggregation connection

Common Values

6

SEQUENCE

- 1 Yellow
- 2 White WHY?
- 3 Gray - logical sequence
- 4 Pink - feedback, then complete a new complex activities, then debriefing & evaluation
- 5 Beige

THIS IS A TRAINING UNIT WHICH AIMS AT

- explaining the notion of RESPECT
- leaving at the idea of RESPECT from different perspectives
- creating ground for mutual understanding
- deal with issues of equality, heterogeneity of some groups & discrimination, prejudice, etc.

GOOD FLOW

- positive atmosphere
- clear objectives
- logical sequencing of the activities (level of complexity + type of activities)
- clear instructions
- facilitator's communication skills
- involvement of participants & their active participation
- variety of activities

PLANNING !!!

In the second stage participants were divided into groups and asked to visually represent their answers and reflections on a poster. Each group discussed one different question to do with the reasons for flow, types of flow, methods and their implications for flow, how to foster flow in our training sessions and if there is a recipe for flow. Posters were presented in a dialogued mode.



Participants appreciated a very intensive and self-reflective session.

- **Piloting of TUs**

The main feature of Module B was that the majority of the time was devoted to participants being given the opportunity to practice part of their Training Units. From Day 1 and going through to the end of Day 2 participants had to prepare a 20 minute session (to implement the activity and do the debriefing) each which they then piloted with the other participants. Instructions were given and they were divided into three groups.

A 20-minute feedback session followed each session where participants focused on three aspects: first, every participant could ask a question for clarification; secondly, participants were encouraged to say something positive about the session; third, they gave a piece of useful advice, in one sentence, on how the session could be improved.

Piloting sessions worked very well and were highly appreciated by participants. Final evaluations from the module showed that participants found the feedback from their colleagues and coaches extremely valuable.

Piloting activities were followed by **evaluation of piloting**, using the same method of feedback, which we used during piloting activities itself. Participants found it very valuable, they appreciated having the possibility to be “on both sides” – to get feedback on their activities, then to give feedback on piloting activity, using the same method.

- **Evaluation**

The module was very well planned and carried out and so the evaluations were very positive. The evaluation showed a high satisfaction level from participants as well as motivation to continue developing their practice for the uptake of methods related to democratic competences. Some of the participants’ feedback included suggestions for improvements such as allowing more time for debriefing and reflecting. This could have improved some of the sessions and supported deeper learning, namely in the two essential sessions concerning “Culture and identity as a multi-dimensional dynamic process” and “Creating flow in a training unit”.

Nevertheless participants were able to integrate this part of the coaches’ feedback, which they received in the inter-module process and that had not been understood. Twenty one participants pledged to re-write and improve their TUs. Thus, the outputs of the module - *drafting and editing **20 high quality training units for the development of competences for a democratic culture*** - should be reached once the 5-phase process of the module series is over, in the fall of 2017.

Appendices

List of participants

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ANNEXES


Module A

Photo 1



Photo 2

Replies to This Discussion


 Reply by **Pilar Santos** on October 5, 2016 at 11:30

Anar, Natalia, Evelyn, Velina Inge and Pilar in the group.

So now, to sum up:

1. We have agreed on the following rules (random orden, no ranking below):
 - Work cooperatively
 - Build accommodation
 - Exploring the island
 - Find food resources
 - Be organized for fire making
2. We will make decisions after discussing the issues. If consensus is not possible we will take a majority vote.
3. Our island would look like this:
 - Tropical island, palm trees, only friendly animals, plenty of water but there are also champagne, wine and beer springs.
 - There are also geysirs and other sources of energy.
 - Small population but growing. We live in a village. Only our potential partners are allowed to stay. The rest of the people can only stay for the day.
 - We believe in happiness, in cooperation, in free love...
 - English and body language.
 - The challenges are: different cultural backgrounds, how to preserve our lifestyle in this paradise, the influence of outsiders.
 - No social structure. We are a very small community. Free religion.
 - Our political system with be based on social democracy and it will be called "dialogalism".
 - Our currency is called "smiley".
 - Health and education will be provided by the state. The

Photo 3



Reply by **Jose Luis Martinez Garcia** on October 5, 2016 at 12:27

Outcomes from the Yellow Island (Dmitri, Laura, Claudia, Larysa, Cristine and Jose)

1. We voted to approve the following rank of tasks:
 - Explore the island (and find food)
 - Determine a leader
 - Build Accommodation
 - Fire making
 - Build a boat to leave the island
2. We created an island with the following features:
 - All the inhabitants are equal in all terms
 - 2/3 as voting system
 - We created a bank of time to share our time and our knowledge among the inhabitants
 - We created cooperative enterprise to organize the exportation of fruits and vegetables and We will import materials as steel to improve our houses.

Photo 4



The group is collaborating while the disturbing element is doing its job.

Photo 5



Photo 6



Photo 7

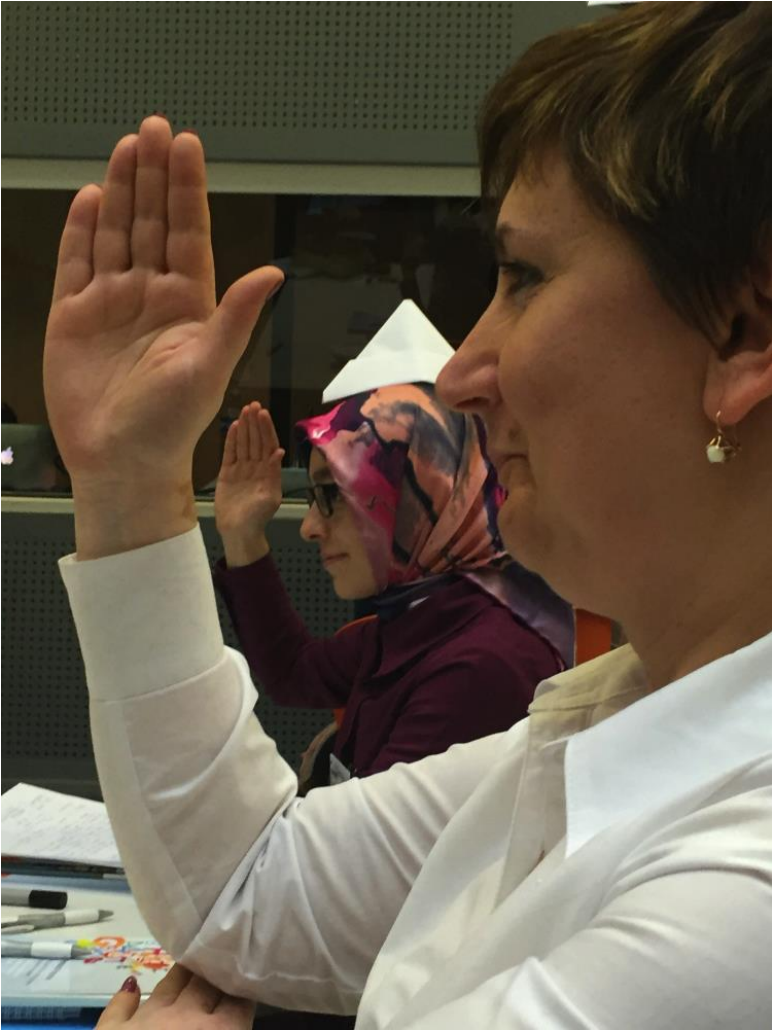


Photo 8



Photos from different Sessions

- **What we would like to change in education to have more democratic schools?"**



Photo 1

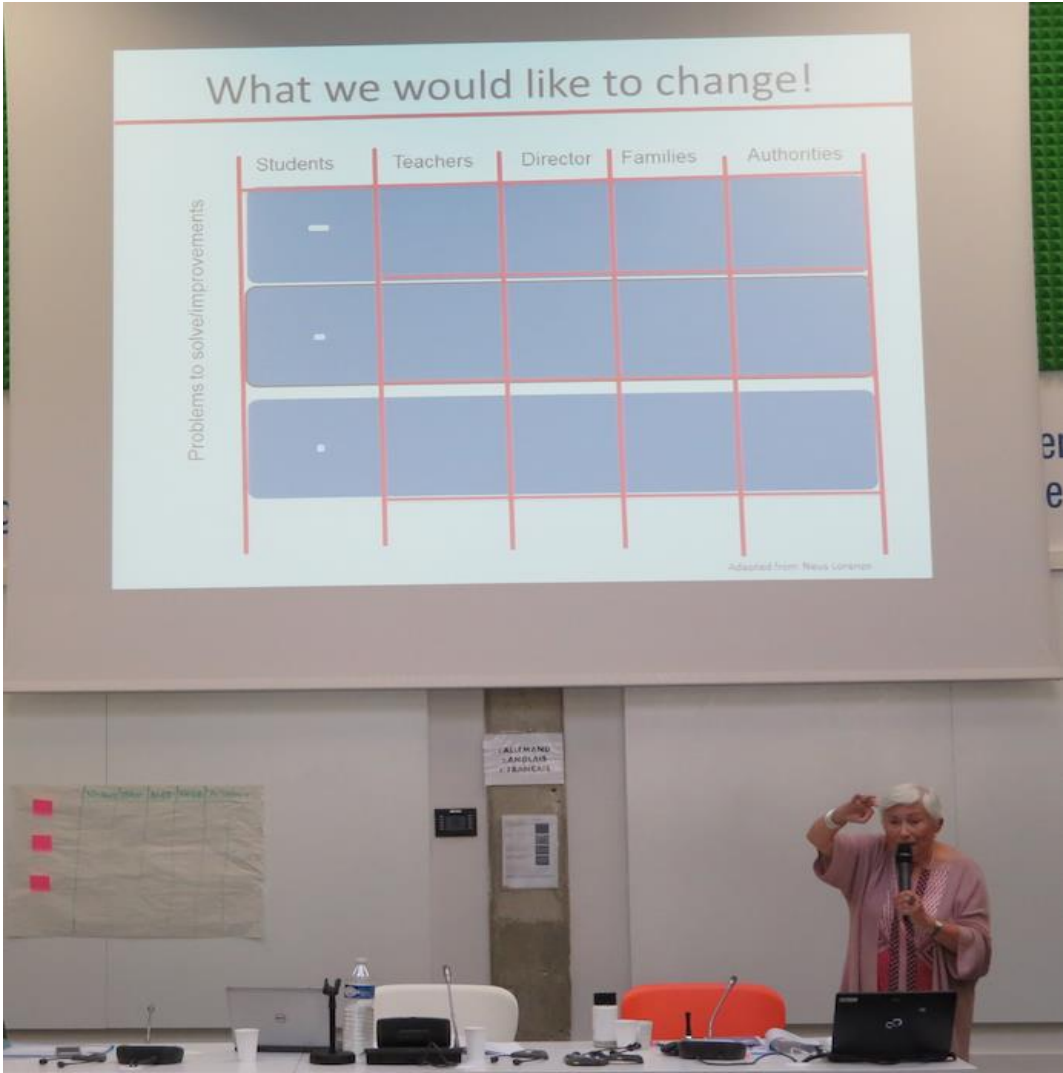


Photo 2



Photo 3

● "Valuing values"



Photo 1



Photo 2

- **Module B**





