



***Tolerance and respect for European values:
"For an intercultural Europe"***

CoE 2016 0330-0403

Pestalozzi Programme Workshop

Romania

30 March – 3 April 2016

FINAL REPORT



"Europeans shared territory is culture."

(Paul Valéry)

***Tolerance and respect for European values:
"For an intercultural Europe"***



General approach and framework:

The general aim of the training activities of the Pestalozzi Programme is to train education professionals to become multipliers for Council of Europe standards and values in education.

Focus of activity:

The workshop focused on the best practices and activities in teaching and learning about interculturality, the different forms of culture in every day's schooling life especially from the following points of views:

- The European space, as a large community full of ethnic variety ***needs to develop abilities to analyze and interpret information critically and responsibly, through multicultural dialogue and open debate*** based on multiperspectivity, especially on controversial and sensitive issues. We were interested in the place of tolerance and respect in today's cultural diversity, and the role of Europe in promoting and safeguarding its cultural values.
- The workshop intended to focus on culture and intercultural dialogue in the process of European integration as well as in the educational process. Culture, as a vector for statements of identity and difference, and for the transmission of values and symbols, holds a prominent if sometimes hidden place in the European project. The essential challenge, from our point of view, as professionals in education, was to propose a coherent vision of cultural diversity linked to the educational systems and thereby to clarify how, far from being a threat, it can become beneficial to the action of the international community. Education is perceived nowadays in terms of European and national safety, as it is one of the 12 pillars of future welfare. ***The connection between the cultural diversity and education*** was the main purpose of our workshop. In a multicultural Europe, education is not only preparing young people for the labor market, supporting personal development and providing a broad knowledge base, but it should also be an important factor for the preparation of young people for life as active citizens. Schools are responsible for guiding and supporting people in acquiring the tools and developing the necessary attitudes for life in society under all of its aspects. Schools need to provide strategies to acquire such skills and ***enable young people to understand the values that underpin democratic life, introducing respect for human rights as the foundations for managing diversity and stimulating openness to other cultures.***

Participants committed themselves to actively participate in all phases of the work:

- ❖ preparatory tasks before the workshop
- ❖ active participation throughout the whole duration of the workshop

- ❖ reporting, follow-up and dissemination after the workshop.

Expected results were:

- ✚ **To strengthen** tolerance and intercultural understanding as basic values in education;
- ✚ **To implement** the participation practices and activities in everyday school life in basic education;
- ✚ **To get** innovative ideas **and share** best practices between the participating countries concerning positive attitudes and abilities in multi-ethnic and multicultural classrooms and appropriate methods on active participation in school's operational culture;
- ✚ **To network, learn** from each other **and look for solutions** to common and specific issues.

Target groups:

teachers, school heads, trainers, school psychologists of the age group 10-19

Location : SINAIA, ROMANIA



Pre-tasks for participants:

As a preparation for the workshop, the participants were asked to:

- bring an artifact, an item from his/her country (of residence or origin, or both) which reveals something about the culture of that country - habits, customs, values, attitudes, etc (it doesn't include food or drinks); we would like each person to prepare to explain which aspect of culture the item reflects.
- choose at least one specific song to represent his/her country and the dance associated with it;
- think of and make a very short presentation of the educational system in his/her country, focused on the quality of education / from the point of view of several systems used to compare educational quality across countries, including: Progress in International Reading Literacy Study (PIRLS); Trends in International Mathematics and Science Study (TIMSS); and the Programme for International Student Assessment (PISA); each educational system will be presented as a short PPT document (max. 5 slides) sent ex-ante to the workshop facilitator, Mrs. Mihaela Brumar, brumarela@yahoo.com (if there are more participants from the same country, a single presentation would be enough).
- bring at least one relevant material that he/she or his/her school colleagues experienced during their professional background, to help the entire group engage in some of the key topics surrounding 'respect of interculturality' and 'cultural competency' in the education sector. It can be: a puzzle, a game, a

resource and information sheet, a practical example, a story, a reflective question or a pupils/staff exercise, etc. (at least one example of activity, described in English).

Preparations:

- ✓ An online workspace for the Pestalozzi Workshop - Tolerance and respect for European values: "For an intercultural Europe" on Pestalozzi Programme was created. Here all the participants can create discussion threads, upload documents, interact and communicate:



http://pest-prog.ning.com/group/pestalozzi-workshop-tolerance-and-respect-for-euro?xgi=0ULJDOQfyHq7ms&xg_source=msg_invite_group

It was created by Ms. Bogdana Buzarnescu, Assistant for The Pestalozzi Programme, Directorate of Democratic Citizenship and Participation, Council of Europe.

- ✓ An INFO PACK was created by NLO Romania, Ms Daniela ANGELESCU, General Department for International and European Relations, Ministry of National Education. It consists of : **general info** (*location & accommodation, weather, payment, documents, meals*), **transfer - airport** Bucharest-Sinaia and Sinaia-Bucharest, **intercultural dinner and pretasks for participants**.



Workshop schedule:

Wednesday, 30 March 2016

Arrival of the participants.

Check-in at **Hotel ANDA** (address: 30, Carol I Boulevard, Sinaia, Romania)



18.30 – 21.00

Warm-Up dinner at hotel restaurant.

During the dinner there will be the possibility to get to know each other.

Thursday, 31 March 2016

8.30 – 9.00 **Registration**

9.00 – 9.15 **Opening the workshop - Plenary**

- Short introduction and welcome in speech

Focus of the workshop - Plenary

- The workshop facilitators and daily routine – schedule, practical arrangements.
- The workshop objectives
- ✓ *The 10 SECONDS CHECK LIST!*
- ✓ *9 O'CLOCK TEA*

9.15 – 10.15 **Getting to know each other - Group work**

- Activity: NAME GAME
- Activity: SHOW&TELL



*There is a great deal of difference from one culture to another in how names are given. **The sense of personal***



identity and uniqueness that a name gives us is at the heart of why names interest us and why they are important to us as individuals and to our diverse society as a whole. On the other hand, objects are important to different people for different reasons. Each object can be interpreted, making hypothesis regarding its importance. But it is necessary to understand each artifact says something about the culture of the owner, of his country or of his own family or background. They slowly begin, piece by piece, to build our understanding of us and of the neighborhood people. **With artifacts, thus, we come to understand the beliefs, values, customs, and behaviors of the people. In short, we come to understand culture.**

10.15 – 10.30 Coffee break

10.30 – 11.30 **European Values – Individual & Plenary & Group work**

- Activity: TRAFFIC LIGHTS GAME (plenary with individual interventions)
- Activity : VALUES TREE (group work with individual interventions)
- The video “UNESCO Peace & Intercultural Dialogue” (plenary)
(https://www.youtube.com/watch?v=T6kZ9_X6bPA&feature=youtu.be)

The games try to depict how the individual values rely upon each other and how they are connected. Furthermore, these games will try to underline the most fundamental European values, from which all the other European values can be derived. The benefits of these games lie not only in imparting knowledge regarding our fundamental values but also in the creation of an understanding: why these values are the foundation of our free, modern and democratic European societies and what significance they have for our society today as well as the everyday life of the individual.

The maps used in Traffic Lights Game are extracted from **THE ATLAS OF EUROPEAN VALUES MADE BETWEEN 2002-2004**. They were made based upon samples of respondents from each country, except Norway, Georgia, Armenia and Azerbaijan, which provide no data, and they are interesting for starting a debate, based on comparisons between different cultural backgrounds and the level and kind of responsibilities that formal and non-formal education should take into account when conceive their strategy, in order to cover what families don't assume, or assume less. They can also be useful in order to build strategies of developing what families assume strongly. It's a good way to understand better why the educational systems are so different in structure, content and results and why we should stop transferring an educational pattern from one country to an other without taking into consideration certain aspects linked to local cultural values.

The values we were working with during the second game were the first 12 identified in the material **THE VALUES SHARED BY EUROPEANS AND THOSE THAT BEST REPRESENT THE EUROPEAN UNION**, based on **STANDARD EUROBAROMETER 77 VALUES OF EUROPEANS** made in spring, 2012: human rights, respect for human life, peace, democracy, individual freedom, the rule of law, equality, solidarity, tolerance, religion, self fulfillment, respect for other cultures. In understanding the logic of the "big family", we considered important to define the relationship and the dynamic between the European and national identity values, and to assess their implications at the Community level.

11.30 – 12.30 **What is Culture? - Group work & Plenary**

- Activity: CULTURE IS...



Split in groups, the participants brainstormed the concept of culture. Then all the options were presented plenary, trying to gather them in certain categories (e.g. music and art; nationality and identity). After that, the group used the diagram representing Levels of culture and their interaction, made by Edgar Schein, a specialist in Organizational Culture and Leadership, which reveals 3 levels of culture : artifacts (visible), espoused beliefs and values (may appear through surveys) and basic underlying assumptions (unconscious taken for granted beliefs and values : these are not visible). The diagram was used in order to group again their own options related to culture, according to Schein's categories. At the end of the game The Iceberg Model of Culture was discussed.



The core conclusions of the first session of the workshop are as follows:

- **CULTURE** is a set of values transmitted through families, language, communities.
- In analyzing cultures, it is important to recognize that **artifacts are easy to observe but difficult to decipher** and that **espoused beliefs and values may only reflect rationalizations or aspirations**. To understand a group's culture, one must attempt to get at its shared basic assumptions and one must understand the learning process by which such basic assumptions come to be.
- The most central issue is **how to get at the deeper levels of a culture, how to assess the functionality of the assumptions made at that level**.
- Culture is the fundament of our identity and it's essential for the children's sense of being and belonging. In this context, we considered necessary to move the focus from the concept itself, towards the usage of it in terms of



knowledge, attitudes and skills, in a pair of words in terms of **CULTURAL COMPETENCE**. Educators who are culturally competent respect multiple ways of knowing, seeing and living, celebrate the benefits of diversity and have an ability to understand and honour differences. For many educators, cultural competence is a new and perhaps unfamiliar area of focus. It is much more than awareness of cultural differences. **It is the ability to understand, communicate with and effectively interact with people across cultures. Cultural competence encompasses:** critical reflection, respect for others, accommodating individual learners and the use of intercultural communication skills, focused activities and intentionally structured environments.

12.30 – 14.00 Lunch

14.00 – 14.10 Energizer - Plenary

- Activity: HUMAN BINGO

14.10 – 15.10 Impact of values on work practices – Plenary & Group work

- Activity: BLACK BOX

As a preparation for the workshop, the participants were asked to think of and make a very short presentation of the EDUCATIONAL SYSTEMS in their countries, from the point of view of quality assurance, taking into account, where possible (where schools were involved in the testing samples) several systems used to compare educational quality across countries, including: Progress in International Reading Literacy Study (PIRLS); Trends in International Mathematics and Science Study (TIMMS); and the Programme for International Student Assessment (PISA).

All the presentations were uploaded on the Pestalozzi dedicated space:

(<http://pest-prog.ning.com/group/pestalozzi-workshop-tolerance-and-respect-for-euro/forum/topics/educational-systems-presentations>).

Five of them were chosen to be presented and discussed plenary. The next step of the debate was focused on a recent report, "LEARNING CURVE DATA BANK LCDB", published in 2013 by The Economist Magazine's Intelligence Unit. In this report, an attempt was made to look for "best practices" - approaches that can enable policy makers and practitioners in other countries to simply "copy-paste" and work towards educational reforms. According to this report, almost NO PRACTICES WERE FOUND THAT COULD BE IMPLEMENTED GLOBALLY. The authors explain that THE INPUTS TO EDUCATION - like money, school choice, years in school, and teacher-pupil ratios – CAN BE IDENTIFIED and OUTPUTS CAN BE COMPARED looking at ranking systems on measures of literacy, numeracy, and educational attainment; BUT WHAT HAPPENS BETWEEN INPUT AND OUTPUT IS VERY MUCH A LOCAL ISSUE. They describe this country-specific process as a "black box", implying that there is no systematic way to describe how the differences in the teaching/learning process transform inputs into outputs and how well-researched systematic differences in value preferences across countries are important for understanding the way teaching/learning processes are handled. Using the seminal work of Geert Hofstede on cultural differences, we debated in work groups on the idea that the five culture dimensions he found provide an analytical tool for understanding the local differences in educational policy and teaching methods in school systems.

Input ---->	?	----> Output
Spending per pupil	The Black Box of Education is Culture	PIRLS
class size		TIMMS
start age		PISA
school choice		Graduation rates
years in school		Literacy, employment, etc.

The core conclusion of the activity is that there is a deep connection, even if sometimes hidden or undertaken into consideration, between the educational system (in terms of inputs and outputs) and the cultural background. It is placed in an unknown space in between. Geert Hofstede identified 5 dimensions of national culture that influence education: age respect, individualist vs. collectivist cultures, gender acceptance, rules vs. uncertainty, different future perspectives. They determine great influences on the educational systems that should be taken into account.

15.10 – 15.30 **How can relate culture differences with education? - Plenary**

- Activity: BORDER LINE

The facilitator presented 10 statements on the connection between cultural background and the educational process, in fact on **CRITICAL AND CULTURAL LITERACY**; the participants had to place themselves on one side of the "border line" or the other, depending on the agreement or disagreement with the statement read and to explain their choice.



15.30 – 15.45 **Coffee break**

15.45 – 16.30 **Perceptions of other cultures - Group work**

- Activity: THE AQUARIUM

This was a game in which four different cultures met and had to co-operate. The main goals of the game were: to raise awareness of diversity and consequences, to start the discussion about how to deal with differences and to experience a multi-cultural situation. Educational policy that has as one of its goals tolerance and mutual understanding has the potential to transform the increasing multiculturalism of European societies into an asset for creativity, innovation and growth. But cultural education cannot simply be prescribed. It requires a new culture of teaching and learning, which: is open and cooperative both internally and externally; focuses on the needs of the pupils; is open to innovative, interdisciplinary work; is project-oriented.

16.30 – 16.45 **Intercultural simulation and debrief - Plenary**

- Activity: THE QUESTION WEB

We've used 17 questions and a ball of thread. Thinking is Driven by Questions. Answers on the other hand, generates a further question does thought continue its life as such. Making the web of thread, we all played a part in creating an unique web, a visual way of showing the group dimension.

16.45 – 16.50 **1st Day Homework - Plenary**

- Activity: MULTI EUROPE QUIZ GAME

16.50 – 17.00 **1st Day Feedback – Plenary & Individual**

- 9 O'CLOCK TEA - 1st day revised.

- Activity: *THE WHEEL* – a feedback sheet.

19.00 – 21.00 Intercultural dinner – the participants were kindly invited to prepare cultural inputs to be shared with the others (food, drink, dance, song, sketch, game...). The group enjoyed and took part in...



Friday, 01 April 2016

9.00 – 11.30 **Culture and communication – Plenary & Group work**

- Practical activity – Peles Castle, Sinaia

The first cultural visit was organised at Peles Castle, in Sinaia. Nestled at the foot of the Bucegi Mountains in the picturesque town of Sinaia, Peles Castle is a very good example of multi- and interculturality, a masterpiece of German new-Renaissance architecture, considered by many one of the most stunning castles in Europe. Commissioned by King Carol I in 1873 and completed in 1883, the castle served as the summer residence of the royal family until 1947. Its 160 rooms are adorned with the finest examples of European art, Murano crystal chandeliers, German stained-glass windows and Cordoba leather-covered walls. Between three and four hundred men worked on the construction. Her Majesty, Queen Elisabeth of Romania, during the construction phase, wrote in her journal: "Italians were masons, Romanians were building terraces, the Gypsies were coolies. Albanians and Greeks worked in stone, Germans and Hungarians were carpenters. Turks were burning brick. Engineers were Polish and the stone carvers were Czech. The Frenchmen were drawing, the Englishmen were measuring, and so was then when you could see hundreds of national costumes and fourteen languages in which they spoke, cursed and quarreled in all dialects and tones, a joyful mix of men, horses, cart oxen and domestic buffaloes."

11.30 – 12.00 **Break**

12.00 – 13.30 **Tolerance and human rights. A new challenge: young and adult migrants integration in EU cultural and educational space - Plenary & Individual**

- Role Play/Processing – Brainstorming session, based on the cultural visit done during morning.

13.30 – 15.00 **Lunch**

15.00 – 15.10 **Ice-breaker - Plenary**

- Activity: TALKING BEHIND YOUR BACK

15.10 – 15.40 **Intercultural paradigm in education – Plenary & Group work**

- Activity: MULTI EUROPE QUIZ GAME
- Activity: BUILDING A CASTLE

The two activities of the session were meant to stress in an interactive manner the concepts of multiculturalism (Multi Europe Quiz game) and interculturalism (Building a castle). In order to strengthen democracy, education systems need to take into account **the multicultural character of society**, and aim at actively contributing to peaceful coexistence and positive interaction between different cultural groups. There have traditionally been two approaches: multicultural education and Intercultural Education. **Multicultural education** uses learning about other cultures in order to produce acceptance, or at least tolerance, of these cultures, through the creation of understanding of, respect for and dialogue between the different cultural groups. **Intercultural Education** aims to go beyond passive coexistence, to achieve a developing and sustainable way of living together in multicultural societies through the creation of understanding of, respect for and dialogue between the different cultural groups.



15.40 – 16.30 **Activities and materials for intercultural activities – artifacts, critical incidents, video and DVD clips, YouTube and Ted Talk clips, role plays, simulations – Group work**

➤ Activity: KITE - INTERCULTURAL KIT FOR EDUCATORS

Working on interculturality, this exercise was about the same issue. Intercultural Education became a priority of the European Union, as the migration from a country to another is easier and every citizen experiences a lot of kind of diversity: cultural, age, material situation, educational situation, etc. We started our discussion from a research made by Mrs. Mialy Henriette Rakotomena (2005), Doctorant – IAE Montpellier, Centre de REcherche en Gestion des Organisations (CREGOR), Université Montpellier II, who formulated **the intercultural competencies** as a set of competencies necessary for a successful interaction in a group of people from different cultures. Intercultural competencies are based on:

- ✓ knowledge about culture in general, one's own cultural and other cultures in particular
- ✓ capacities: behavior, adaptation, conflict management, negotiation capacities
- ✓ competencies: flexibility, open-mindedness, intelligence, empathy, interdependence, optimism, tolerance
- ✓ psychological and emotional resources: motivation, pleasure of risks, stress management capacities.

The aim of this session was to work in groups in order to present some activities which can be used in intercultural education, in terms of knowledge, capacities, competencies and emotional resources, associating each letter of the word KITE with the intercultural competences from above, as follows:



KITE - INTERCULTURAL KIT FOR EDUCATORS



Mialy Henriette Rakotomena (2005)

- **K knowledge** about culture in general, one's own cultural and other cultures in particular.
- **I inner capacities:** communication, adaptation, conflict management, negotiation capacities.
- **T tight competencies:** flexibility, open-mindedness, intelligence, empathy, interdependence, optimism, tolerance.
- **E emotional and psychological resources:** motivation, pleasure of risks, stress management capacities.

During the activity, the participants were working in 4 groups, according to the 4 letters of the word KITE and were creating The intercultural kit for educators - KITE. It was created gathering some of the materials they came with from their professional background, to help the entire group engage in some of the key topics surrounding "respect of interculturality" and "cultural competency" in the education sector. The kit gathered a variety of resources, including a mixture of: games, resource and Information sheets, practical examples, stories, reflective questions and pupils/staff exercises.



16.30 – 16.45 Coffee break

16.45 – 17.15 Finding solutions to develop positive attitudes and abilities in multi-ethnic and multicultural classrooms – Plenary & Group work

- Activity: IMAGINARY DIALOGUE BETWEEN PEOPLE FROM A PHOTO BELONGING TO ANOTHER CULTURE

The main goals of this activity were: developing empathy to identify with a person belonging to another culture; fostering efficient communication skills; building self-reflection on an intercultural encounter; being aware of one's own behaviour, language and body language, and realizing that they all can be translated/understood in different ways. The activity engaged the participants in an individual approach, a group work (elaborate a scenario about what happened before the moment of taking the photo, and after), buzz-groups peer-mentorship sequence (present the stories /scenarios and dialogues to another team) and a role play section (each buzz-group played the scenario plenary) at the end of it, following three questions related to a given picture:



- a) Who are the people from the picture?
- b) What have they done before the moment of the photo?
- c) What will they do after?

The core conclusion of this activity was leading to the **developmental model of intercultural sensitivity**, created by Bennett (Bennett 1986, 1993) as a framework to explain the reactions of people to cultural difference. Using concepts from cognitive psychology and constructivism, he identified six stages of increasing sensitivity to cultural difference. The first three stages are ethnocentric, meaning that one's own culture is experienced as central to reality in some way – they are: denial, defense, minimization; the second three stages are ethno - relative, meaning that one's own culture is experienced in the context of other cultures – they are: acceptance, adaptation and integration. The exercise suggested focuses on these stages related to an intercultural encounter.

17.15 – 17.35 **Intercultural education - a way to prevent or mitigate conflicts – Round Table Discussion & Group work**

➤ Activity: THE SAME AND DIFFERENT

We intended to raise awareness on diversity of people by showing that there is different understanding of the same issues. The participants were invited to make shapes on a piece of paper individually, according to the facilitator's instructions. She didn't make the shape together with them, so they had to follow only her verbal instructions. The core conclusion of this game was that **diversity is part of our life** and should be accepted as normal and even beneficial phenomena enabling individuals to think in a different way with options and alternatives in a daily life.



The short movie **INTERCULTURAL COMMUNICATION ADVENTURE WITH LITTLE PILOT**, made by Dr. Deborah Swallow, Southend on Sea, United Kingdom: https://www.youtube.com/watch?v=PSt_op3fQck is a good way to conclude on FINDING SOLUTIONS TO DEVELOP POSITIVE ATTITUDES AND ABILITIES IN MULTI-ETHNIC AND MULTICULTURAL CLASSROOMS, in order TO STRESS THE INTERCULTURAL ASPECT OF THE DIVERSITY ACCEPTANCE.

17.35 – 17.40 **2nd Day Homework - Group work**

- Activity: MICRO-TEACHING Tasks

17.40 – 18.00 **2nd Day Evaluation – Individual**

- 9 O'CLOCK TEA - 1st and 2nd days revised.
 ➤ Activity: GIVE ME TEN! NEWSPAPER PUZZLE – feedback sheet

Saturday, 02.04.2016

09.00 – 09.20 **Ice-breaker - Plenary**

- Activity: COND METHOD



This method was used to create **a common new dance** in inter/multicultural groups and to approach subjects such as cultural/tradition related specificities, emotional expressions and life values. It develops creativity, flexibility and collaboration, it's a way of breaking boundaries between cultures and building physical acceptance and self-awareness. As the group was creating common new dances during the intercultural dinner, the photos and videos from the event were shared, discussed, leading to the conclusion that **learning by means of art-based methods** opens up specific spheres of experience and development, promoting a positive understanding of diversity, of different approaches and of multi-perspective ways of viewing things. **Aesthetic education** leads to the heart of cultural education. The important thing is to provide a sensual approach and a playful exposure to art and culture. Other essential elements are thought, communication and integrative processes. While artistic education starts with the subject, cultural **education is dialogical in nature** and focuses on the way people deal with their fellow human beings and with the environment. It contributes to people's socialization and strengthens their ability to participate actively in the life of society – at various levels and in a variety of ways.

09.20 – 10.30 **Micro-teaching (I) - Group work**

➤ Activity: SESSION I

10.30 – 10.45 **Coffee break**

10.45 – 11.20 **Micro-teaching (II) - Group work**

➤ Activity: SESSION II

This session was prepared especially to plan and put into practice tools gathered in KITE - INTERCULTURAL KIT FOR EDUCATORS, using multicultural and intercultural team teaching. The participants were working in the KITE teams. Each group had to prepare one of the activities designed the previous day. This was **the first step of the microteaching cycle: PLAN**. Then they put it into practice, performing team teaching. "The students" were the rest of the participants. This was **the second step of the microteaching cycle: TEACH**. There were four practical activities, inspired by KITE. The goal was to give participants confidence, support, and feedback, by letting them try out among friends and colleagues a short slice of what they planned to do, as microteaching is a quick, efficient, proven, and fun way to help teachers get off to a strong start in new contents/new teaching methods they are teaching.

The activity concerning micro-teaching sessions was meant **to build partnerships** between participants from different countries/cultures, **a multi-national learning community**, which need to be based on good practices, differentiated exchange and appropriate dissemination. The exercise was conceived to highlight the idea that cultural education grows out of learning processes that take the inner differentiations and complexities of culture into account. It lets us experience the learning process on our own and allows us to internally comprehend how people, under different conditions, have understood the world, interpreted it, acted in it and changed it in different ways and continue to do so.



11.20 – 11.40 **Micro-teaching feedback – Plenary (feedback sheets)**

We were interested in: stimulating feedback and reflective learning based on micro-teaching sessions; fostering critical thinking; raising awareness on diversity of opinions by showing that there is different understanding of the same issues. This way we tried to stress **the third step of the Microteaching cycle, the FEEDBACK stage**. The micro-teaching feedback session was meant to analyze and learn from each teaching experience, conceived and performed as team teaching, an unusual practice for the participants. It's important to make participants understand that the session was interested in **the benefits of this experience, the partnership dimension and the space of change**.

11.40 – 12.00 **Closing the workshop – Plenary & Individual**

- 9 O'CLOCK TEA – the whole workshop revision
- Activity: SNAPSHOT/WINDMILL – final peer feedback

Workshop Evaluation Sheet - Individual

The link to the evaluation sheet (Google docs form) :

<https://docs.google.com/forms/d/1E8CD3Ci6jAFMRK4ooKW81n55LwhGS8NH6LfpMogSFsU/viewform#start=openform>

12.00 – 13.00 **Lunch**

13.00 – 18.00 **Cultural visit**



The second cultural visit was organised at Bran Castle and the city of Brasov, two of the most important benchmarks on the cultural map of Romania.

19.00 – 21.00 **Farewell dinner & Certificates handover**



Sunday, 03.04.2016

9.30 -12.00 Departures



Conclusions:

There were 3 days of hard work, but pleasant and useful too. The participants` professional involvement, their positive mood and also their pro-active attitude are strongly appreciated. Good reasons to lead to a successful workshop.

Participants` feedback:

- “The workshops covered the aims of the seminar fully and extensively. Due to the detailed and systematic organisation and the collaboration of the involved personnel and instructors, I personally consider that the seminar fulfilled its intentions, making the best use of the time.”
- “Keep doing the same, the quality of the workshop was excellent!”
- “I have met modest people, dedicated teachers, great organisers and last but not least, a professional team who acted as "the wheel" of change!”

List of participants and workshop organizers:

- | | | |
|-----|------------------------------|----------|
| 1. | Kaladze Tamar | GEORGIA |
| 2. | Roldán Tapia Antonio Rafael | SPAIN |
| 3. | Kapetanidou Theodosia | GREECE |
| 4. | Pegoraro Ornella | ITALY |
| 5. | Rebeschini Aulanier Florence | FRANCE |
| 6. | Troncão Ana Margarida | PORTUGAL |
| 7. | Anna Miśkowie | POLAND |
| 8. | Devald Silviye | CROATIA |
| 9. | Kilicoglu Ali | TURKEY |
| 10. | Stoimenova Reneta | BULGARIA |





11. Danbratu Monica
12. Cindea Nicoleta
13. Daciu Victoria
14. Iunona Stas
15. Florentina Iofciu
16. Cristina Radu
17. Gabriela Jicmon

ROMANIA



Trainers:

Mrs. Mihaela Brumar, Pestalozzi trainer

Collaborator: Mrs. Eugenia Barbu, trainer of Regional Centre for Teachers' Professional Development, Bucharest, Romania

Romanian National Board of Education – staff:

Mrs. Daniela Angelescu	NLO Program Pestalozzi, Romania, MENCs
Mrs. Elisabeth Ana Naghi	expert, MENCs
Mr. Gabriel Vranceanu	Director, CCD Bucuresti
Mr. Eugen Stoica	Director, MENCs
Mr. Szocs Domokos	Director, MENCs

Final report made by Mihaela Brumar,
Pestalozzi trainer
13th of April 2016
Romania