

Pestalozzi Programme Summer School 2017



Competences for a democratic
culture: from onlookers to engaged
and active citizens
Final report



Pestalozzi Programme Summer School 2017

Competences for a democratic culture: from onlookers to engaged and active citizens

Final report
Pascale Mompoin-Gaillard
with the support of the team

Organised by the Pestalozzi Programme of
the Council of Europe in cooperation with
the Academy* of Bad Wildbad

Venue: Academy of Bad Wildbad,
Bad Wildbad, Germany

25 June – 2 July 2017 (arrival 24 June, departure 3 July)

*Landesakademie für Fortbildung und Personalentwicklung an Schulen, Bad Wildbad, Baden-Württemberg

Table of contents

Introduction	2
Team	4
An international event	5
Motivations and expectations	5
Key note	6
Common activities	7
Round Table	8
Base groups	9
Courses.....	10
Developing the whole me	10
Teachers' Theories.....	10
Give democracy a chance.....	10
Assessment in the democratic classroom	11
Motivation for Change	11
Taking action - Startup Lab	11
Final evaluation and looking forward.....	12
Appendix 1.....	13

Introduction



My students at the language school (during the summer holiday in public schools) are working on the competences for democratic culture at the moment (B.M., participant)

I applied some of the ideas in my lessons today. I had a great discussion about same sex marriage. Sadly we didn't have enough time. Thank you for inspiring me! (E., participant)

I used the "Speed Dating " today to talk about the importance of elections in my refugee students' class. The students liked it a lot - and me too. (J.P., participant)

I did it! Decision by consent: 2 students took over the course; I can sit back and come in only for serious problems. Chaotic at first, but it was easier than I thought & much fun, thanks! (J.K., participant)

Today I used the 3-step-Feedback (I learnt from Ildikò) in my class. It was very rewarding for the presenters and a good skill to work on for the pupils who gave the feedback. Greetings from Reutlingen! (L., participant)

Me too L., I used it for the GFS presentation (you know what I mean). Same here the presenter loved it! But my shop assistants class wasn't so much into the energizer (J.P., participant)

Well done ladies! I am leading a UWC youth club this Friday and hoping to integrate so many things from the summer school. We should continue to share good practices and to support each other to ensure a positive ripple effect (M.F., participant)

This long course was smooth going, fun, made me think a lot about my practices (and feel not very proud of) and gave me some tools to try in practice! I do not feel alone in this field as well :) (A.B., participant)

We found no better introduction than to share participants' posts describing how they are applying the new ideas they got at the summer school, 2 days after the end of the event. It is perhaps an effect of the title of this Summer school: "Competences for democratic culture: from onlookers to active citizens", but this year's participants were particularly active in planning

actions, applying what they have learnt during the summer school in their professional contexts when they got back to their professional context.

Why could participants develop new competences so quickly?

We believe that there are at least 3 factors which contributed to this success of the Summer School:

1. Professional development is interconnected with personal development. The personal and emotional involvement of participants in the professional development process makes the difference and lasting impact.
2. Intensive work over a long period in a residential course. Having the possibility to work and live for eight full days with a group of people can create a powerful flow of development. It touches all the senses and allows exploration of issues in an efficient inductive process of learning-by-doing.
3. A learning atmosphere of convivencia. Research shows that the atmosphere of learning is very important. For good learning conditions you need to feel confident, in a safe place, without stress and competition, and you need to have fun. But you cannot teach convivencia. You need to experience convivencia to understand how powerful it is. And in order for you to experience convivencia this needs to be modelled by the team of trainers and organisers.

This report presents the highlights of the 2017 Pestalozzi Programme Summer School. What is the role of the teacher in helping young people leave the position of onlooker, to become active in a more just and democratic society based on respect for human rights, human dignity and happiness? The Summer School considered the implications this has on the day-to-day practice of education, and offered tools, experiences and reflections **on how teachers can best promote a democratic culture in their classrooms**. Amongst others it addressed the following central aspects:

- Holistic development of the self: self-knowledge, self-awareness, self-regulation, self-realisation, care and healing;
- Acceptance of the 'other', respect and tolerance for difference and diversity;
- The political realm of democratic culture: living, dealing and coping with power;
- the move from knowledge about democratic processes to the development of competences for democratic culture
- The paradigm shift from 'being a teacher' to 'becoming a facilitator of learning'.

The reader will find resources and perspectives on these aspects in this report.

Pascale Mompoin-Gaillard
July 2017

Team

Council of Europe Secretariat: Josef **Huber** (Head of the Pestalozzi Programme); Bogdana **Buzarnescu**, Didier **Fauche**, Tara **Hulley** (Assistants); Manola **Gavazzi** (Secondment for the Pestalozzi Programme); Patrice **Weisheimer** (Secondment for the Pestalozzi Programme)

Landesakademie für Fortbildung und Personalentwicklung an Schulen, Bad Wildbad, Baden-Württemberg, Germany: Claudia **Steinkopf**.

Director of studies: Pascale **Mompoin**-Gaillard

Facilitators: Rasa **Askinyte** (replacing Milos **Jeremić**), Ildikó **Lázár**, Liliyana **Mbeve**, Pascale **Mompoin**-Gaillard, Agnès **Perelmuter**, Andria **Takkidou**, Angelos **Vallianatos**, Patrice **Weisheimer**, Ana **Žnidarec Čučković**.



An international event

The summer school this year gathered a total of 75 people from almost 35 countries (participants, speakers, facilitators and organisers): *Albania; Azerbaijan; Belarus; Bosnia and Herzegovina; Bulgaria; Croatia; Cyprus; Czech Republic; Estonia; France; Georgia; Germany; Greece; Hungary; Iceland; Italy; Malta; Montenegro; Netherlands; Norway; Poland; Portugal; Romania; Russian Federation; Serbia; Slovak Republic; Slovenia; Spain; Sweden; Ukraine; the Former Yugoslav Republic of Macedonia, Turkey and Kosovo*¹



The gathering of educators from such a wide array of countries is a very positive and useful experience: opportunities for international, multilateral, face-to-face meetings and training are exceedingly valuable to improve practice through the exchange of views, methods, contexts and challenges, experiences and reflection.

Motivations and expectations

Many participants applied to the summer school after hearing about it through a colleague. Word of mouth paired with participant satisfaction remains one of the top means of promotion and path to participation in the summer school.

Participants' expectations, motivations and questions emerged in the '**Open Space**' activity during the first day of the summer school. Indeed participants brought up a variety of topics to discuss that are fundamental to what we wanted to achieve through this training and capacity building activity.

- Is it possible to build a democratic classroom in a non-democratic school?
- How to convince colleagues to change?
- How can I influence policy and institutional structures?
- Are private schools helpful for a true democratic endeavour?
- Can one teach values?
- What are good first steps to a democratic classroom?

¹All reference to Kosovo, whether to the territory, institutions or population, shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo



Figure 1 Topics for discussion in the Open Space activity

Key note

The discussions were supported by Jon Torfi Jonasson's input in a keynote address on the first morning on the topic of ***"The contribution of education to a democratic culture: what does it mean? What should we focus on?"***



Common activities

Socratic walks, soapbox speeches, base groups...

In their feedback sessions and during evaluation on the last day of the summer school, participants placed the common activities at the centre in terms of deciding which courses were most fundamental regarding the topic *“Competences for democratic culture: from onlookers to active citizens”*.



The common activities such as

- Base groups (heterogeneous reflection groups of three that meet independently everyday);
- Socratic walks (promenades around a topic up for questioning);
- A 3-hour self-directed learning session;
- The daily Soapbox speeches (punchy 5-minute talks addressed to the public, developing public speaking skills and promoting individualised content);



- A round table debate;
- A common 3-hour evaluation session of the whole summer school;
- An excursion...

Participants found these activities motivated them for action, because they gave space to participants to reformulate ideas, make them their own, listen and learn from peers etc.



The Round Table moderated by Peggy Fehily, gathered several speakers: Glynn Kirkham, Ralf Gauweiler and Andreas König on the topic of “From silent onlookers to actors: competences for civic and social engagement”.

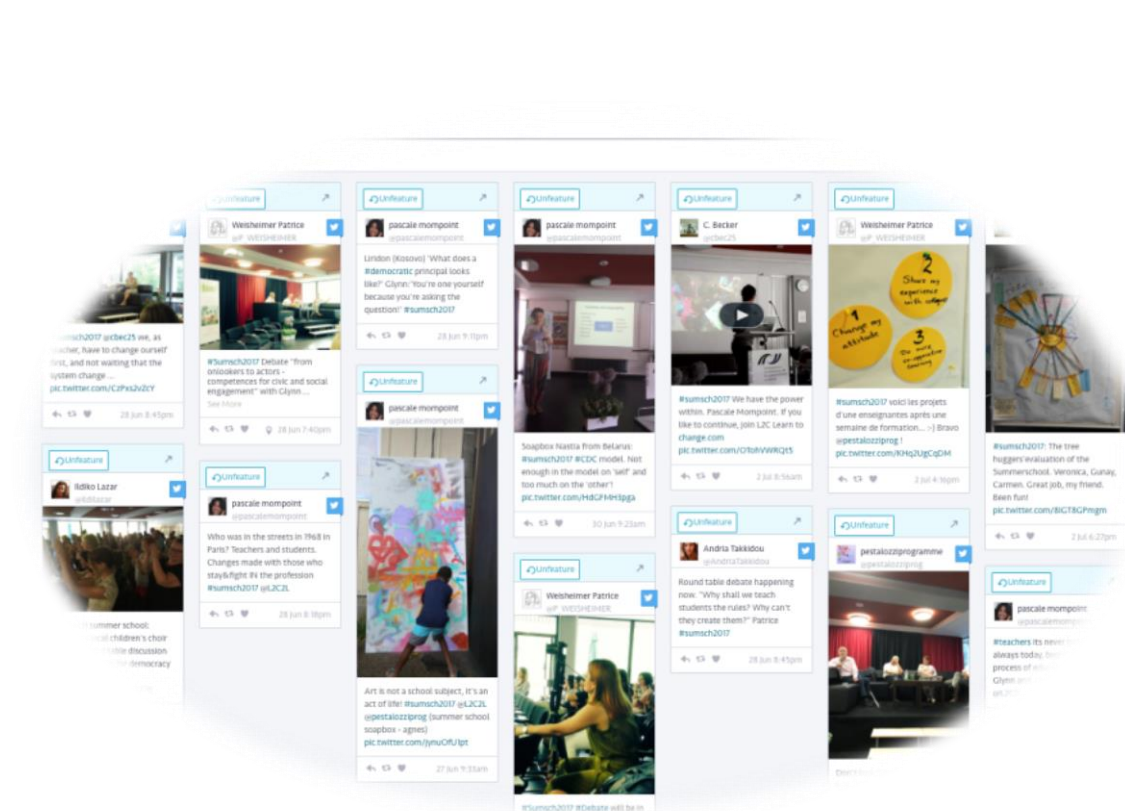


Figure 2 Readers will find a good array of content by browsing the twitter hash tag: #Sumsch2017

The Base Groups are a life-size laboratory, in which participants experience the challenge of establishing a democratic culture in a group. It is one thing – and for us quite easy - to agree on democratic values it can be another and more challenging thing to put them into practice for 8 days in a stable small group of people that you have not chosen to work and “be” with! As a cooperative structure, base groups



‘bring spice’ to the summer school. They are an opportunity to experience and go deeper into the issues developed conceptually and experientially during the courses of the summer school: participants help each other to process what was learnt during the day and to identify future individual learning goals. The base groups were as far as possible composed of members who attended different courses , so as to enhance sharing and integration of participants’ experiences of the whole summer school, since each participant needed to explain what had happened in their courses and thus ‘go over’ them once again.



Courses

The short courses and sessions (90-minutes to 6 hours) touched on a wide variety of issues linked to the overall theme: Communication skills; Preventing bullying and exclusion; Holacracy, Sociocracy and decision by consent; Bystanders to actors, Critical thinking in education; Us and them; Using art in education; Awareness of teachers' talking style; Project-based learning; awareness of difference between values and practices; Building a teachers' community of practice; Building empathy, Students diversity awareness etc.

There were **6 long courses; all of a duration of 9 hours.**

1. *Developing the whole me*, by Ana Žnidarec Čučković and Agnès Perelmuter
2. *Teachers' theories: What is the theory behind my action?* By Angelos Vallianatos
3. *Give democracy a chance*, by Rasa Askinyte (replacing Milos Jeremic)
4. *Motivation for change*, by Lilyiana Mbeve
5. *Assessment in the democratic classroom*, by Ildikó Lázár
6. *Taking action - Start-up lab*, by Andria Takkidou

Developing the whole me

Facilitator: Ana Žnidarec Čučković and Agnès Perelmuter

This long course was set to explore an approach to our self as a basis for a more democratic way of being and being together. Participants were looking at a transversal, educational approach that re-defines our way of being, through emotional, physical, cognitive, ethical, social, sensory development leading to awareness of the way people change, act, and move, think, feel. The course was divided into three parts: 1) me; 2) me and the other; 3) me and society. The outcomes of the sessions addressed the four main areas of CDC: valuing human dignity and human rights, applying openness to cultural otherness and other beliefs, worldviews and practices, demonstrating skills of listening and observing, empathy, analytical and critical thinking skills and to reflect on knowledge and critical understanding of the self and others. Teacher development was supported by self-assessment using concrete transversal competences and observable behaviours that can be examined, investigated, further developed and learned.

Teachers' Theories

Facilitator: Angelos Vallianatos

Every teacher has formed a personal teaching style and follows certain teaching methods. How much does he/she realise that they are based on certain learning theories that in fact they aim to serve a certain assumption of what knowledge is, what learning is, how students learn or what the role of the teacher is in all that? The course dealt with how cognitive theories and constructivism present those issues, and gave participants the opportunity to critically approach them and test their commonalities and differences in teaching practice. The course proposed to clarify that both teaching and being a teacher is a matter of a democratic educational worldview. If education aims to help students become active citizens, the whole school community, including the class and the teachers as professionals, should function in democratic educational ways.

Give democracy a chance

Facilitator: Rasa Askinyte Degesiene

This course was based on the idea that a democratic culture can be successfully taught/ learnt by developing democratic relationships in the classroom. Participants experienced the issues that arise when working in groups as well as the progress that is made; they also explored how different pedagogical approaches and methods affect relationships and power structures in the

classroom, reflected on their potential for developing competences for a democratic culture. The outcomes of the sessions addressed 4 main areas of CDC:

1. support for democratic processes and procedures (while recognising that existing democratic procedures may not be optimal and that there may sometimes be a need to change or improve them through democratic means)
2. knowledge and understanding of the assumptions and preconceptions which underlie one's perspective on the world
3. knowledge and understanding of the limits of one's own competence and expertise
4. knowledge and understanding of contemporary threats to democracy.

The course encouraged participants to see the benefits of equal participation, of willingness to work together with others and become actively involved.

Assessment in the democratic classroom

Facilitator: Ildikó Lázár

This course invited participants to examine current assessment practices in Europe and in their own contexts and encouraged them to reconsider the aims and methods of assessment in a democratic classroom. We explored, tried out and discussed assessment tools and feedback techniques that might be more congruent with current approaches to teaching and more conducive to students' learning. The sessions' expected learning outcomes included the development of participants' knowledge of and readiness to examine their own views, beliefs, behaviour and language use, their willingness to be accountable for their choices in assessment related issues, their skills to elicit and respond to others' views and beliefs as well as their understanding of power structures in schools.

Motivation for Change

Facilitator: Liliyana Mbeve

This course was aimed at exploring how to motivate people for change towards a more democratic future. The starting point for motivating others is exploring personal motivational strategies as well as awareness of what motivates us in order to develop more efficient ways of motivating others. In each particular context one strategy of motivation can be preferable to another. One of the ways to develop better strategies for the future is to reflect on ways of motivating others that did not work in past contexts and situations. During the course participants analysed their own past inefficient experiences in motivating others, worked on extending their frame of reference and reflection with regard to cognitive flexibility and creativity to see everyday situations from another perspective. At the end of the course participants came up with the most efficient ways of motivating others for democratic changes in their real-life contexts.

Taking action - Startup Lab

Facilitator: Andria Takkidou

This course aimed to help participants put their ideas into action and collaborate to solve challenges they are facing in their current educational context. They had the chance to work collaboratively and draw on each other's expertise and experience as well as use ideas they acquired in other courses. It allowed participants to look deeper into the root causes and understand the problems they are facing and it allowed them to design solutions that they can pilot after the summer school. They looked into different aspects of a project including activities, resources, partners and impact. They had the opportunity to further develop their ideas in a group

setting and create an action plan as well as collaborate to develop group projects. Final evaluation and looking forward

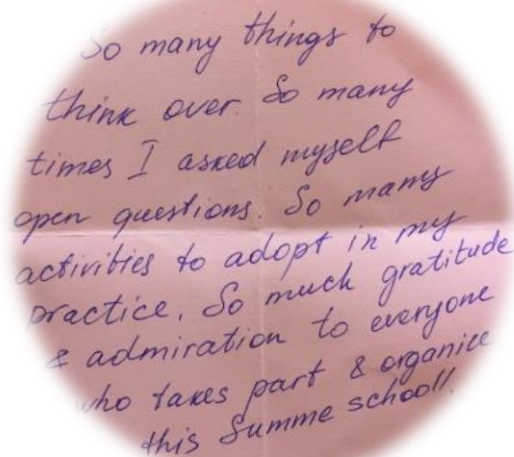
The final evaluation is a stimulated-recall. It was performed within the base groups who were then 'clustered' in groups of 6 to 9 participants, invited to share and cross-reference their findings. They were asked to recall all courses of the summer school; to establish connections between them and the overall topic of the summer school; and finally chose to promote three actions they would take in their classrooms or other professional context. The session showed that participants were making numerous connections between the varieties of courses they had attended. This structure is meant to support self-reflection; individual learning and to support others' learning as well. A vast majority of participants were very positive about the evaluation.

Reports from participants' presentations revealed that:

- The long courses brought them many ideas and motivated them to act.
- The common activities were most often presented as being central to the topic of democratic competence. They were very much appreciated with a particular emphasis on the "Socratic walks"; "Open space", "Soapbox speeches", "Self-directed learning" and "Base groups" (see summary/commentary above): all activities that 'give the floor' to participants to express themselves.
- Some short courses were sometimes just right as a taster and sometimes were cited as good 'candidates' for a long course rather than a 3-hour course.
- The base groups were widely appreciated and allowed for real-time, here and now, reflection on democratic competence.

The opportunity to meet with teachers from all over Europe was central and highly influential regarding participants' learning. One participant writes:

I'm missing too much all of you and the academy. This experience was unique to me. I spent 10 days with people that made me feel like I was in my home. I had opportunity to learn so many things from each of you. I hope that we will continue to cooperate and to share experiences with each other. (L.M., participant)



So many things to think over so many times I asked myself open questions. So many activities to adopt in my practice. So much gratitude & admiration to everyone who takes part & organize this Summer school.

International settings for teacher education are very valuable and necessary and we hope that multilateral training opportunities like this summer school will continue to be offered because they are worth the investment. Although we may agree on democratic values, we still need to learn how to live them in practice, in schools. It is quite a transformative experience to be able to share and reflect; well guided, with "others-like-me" from all over Europe.

Appendix 1

List of participants

Ms Gilda RRUSHI

ALBANIA

Ms Gunay GASIMOVA

AZERBAIJAN

Ms Anastasija AKULENKO

BELARUS

Ms Maryia ASHCHAPKOVA

BELARUS

Ms Valiantsina LIAUCHUK

BELARUS

Ms Tidza CAUSEVIC

BiH/ FEDERATION OF BOSNIA AND HERZEGOVINA

Mr Radomir SIMIKIC

BiH/ REPUBLIKA SRPSKA

Ms Dobrinka IVANOVA

BULGARIA

Mr Tasos ANASTASIOU

CYPRUS

Ms Stella EFTHIMIOU

CYPRUS

Ms Margit KIRSS

ESTONIA

Ms Carole ARMAND-DUHAMEL

FRANCE

Ms Nino JOJUA

GEORGIA

Ms Juliane PLOEGER

GERMANY

Ms Carmen BECKER

GERMANY / BW

Ms Laura BURWELL

GERMANY / BW

Mr Muhamet IDRIZI
GERMANY / BW

Ms Gunilla KERCHER
GERMANY / BW

Mr Konstantin KONSTADINOV
GERMANY / BW

Ms Juliane Margarethe KÖRNER
GERMANY / BW

Ms Elisabeth MIGNOT
GERMANY / BW

Ms Sabine PATZWALDT
GERMANY / BW

Ms Jacqueline ROMMEL
GERMANY / BW

Ms Isabel SACKERS
GERMANY / BW

Ms Elke SCHLATTER
GERMANY / BW

Mr Günter WICK
GERMANY / BW

Ms Areti BOFILIOU
GREECE

Ms Anna KULI
HUNGARY

Ms Marta BARBARICS
HUNGARY

Mr Úlfar ELÍASSON
ICELAND

Ms Veronica Tania Roberta SOLE
ITALY

Ms Patrizia VISCONTI
ITALY

Mr Liridon MULLIQI
KOSOVO*

Ms Roberta CARABOTT CACCIOTTOLO
MALTA

Ms Marvic FRANCALANZA
MALTA

Ms Marta NIKOLIC
MONTENEGRO

Ms Kristýna MAULENOVÁ
THE NETHERLANDS

Ms Marieke SPOELMAN-VONK
NETHERLANDS

Ms Marianne TOLLEFSEN
NORWAY

Ms Wioletta LITWIN
POLAND

Ms Maria de Fatima CORREIA
PORTUGAL

Ms Maria Fernanda PEIXOTO
PORTUGAL

Ms Camelia Ioana ILIE
ROMANIA

Mr Marilena Teodora JIGAILA
ROMANIA

Ms Victoria BASGAL
RUSSIAN FEDERATION

Ms Anna KONDINA
RUSSIAN FEDERATION

Ms Djurdja BEGOVIC
SERBIA

Ms Ivana PUTANOVIC
SERBIA

Ms Miroslava VIŠŇOVSKÁ
SLOVAK REPUBLIC

Ms Tina ŠABEC
SLOVENIA

Ms Rosa María ALONSO OLMOS
SPAIN

Ms Ella BINDER
SWEDEN

Mr Branka DIMEVSKA KOCEVA
THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA

Ms Emine ERDOGAN
TURKEY

Ms Hacer OCAK
TURKEY

Ms Yuliia SERPENINOVA
UKRAINE



The 2017 Summer School of the Pestalozzi Programme of the Council of Europe in cooperation with the Academy of Bad Wildbad, Baden-Württemberg

Professional development - Community of Practice – Training

www.coe.int/pestalozzi