



Report on the two-day Pestalozzi  
workshop 'Developing democratic and  
intercultural competences in the  
classroom'

Budapest, 3-4 May, 2016

---

Trainers:  
**Zsuzsanna Czene**  
**Csilla Hős**

---

**Report on the two-day Pestalozzi workshop 'Developing democratic and intercultural competences in the classroom' held in Budapest, 3-4 May, 2016**

Organiser: Tempus Foundation (Hungary)

Supported by: Hungarian Ministry of Education

Trainers: Zsuzsanna Czene, Csilla Hős

Participants: 38 primary and secondary school teachers from all over Hungary

**Participants** of the course had been carefully selected by Csilla Hős from more than 70 candidates who had applied for the course advertised by Tempus Foundation, Hungary. The main aims were to choose as many teachers as possible from the less-developed areas of the country who continuously face challenges in their everyday work, and to select teachers who are the most likely to integrate what they learn during the course into their teaching and disseminate the ideas among their colleagues at school.

In the end, we had an extremely co-operative **group** of 38 dedicated teachers, who were eager to take part in the activities as well as share their views and ideas. The two days were characterised by active participation by all, lively activities alternating with individual reflection times and small group discussions. We followed the experience – reflection – application training **approach**, so we rounded up each section by debriefing, during which participants came up with numerous ideas on how to adapt the activities to student groups of different ages, interests and backgrounds. We found the *TASKs for democracy* publication very useful for clarifying the core competences, and used the components (diversity and empathy, participation and co-operation etc.) as criteria to analyse the activities experienced by the participants during the two days.

One of the most effective **techniques** proved to be the 'loud chair' taken from our Pestalozzi Friday workshops, when a chair is placed in the middle of the training room, which anyone can sit on to share a sentence or idea they said or heard during a group discussion. This activity led to some of the most memorable moments of sharing and listening during the workshop. The participants who decided to sit on the chair and share something they felt was important, developed the activity into a highly effective way of exchanging thoughts, during which the person talking was given undivided, full attention by every other member of the group and the ideas shared were responded to constructively. What made the training course special was the way activities expanded beyond our original plans, fuelled by the creativity and active engagement of the participants.

The last session was dedicated to **lesson planning** in groups to further encourage participants to transfer the activities and approach to their own classrooms. They chose what kind of lesson to work on depending on the subjects they teach and ended up designing plans for history, literature, mathematics, ethics, and foreign language lessons. Some groups worked on planning extra-curricular activities e.g. a drama project and preparing students for a student exchange programme. We have agreed that they would try out these ideas, teach the planned lessons / activity sequences, and write their reflections on how they went, which they would share on a google.docs platform Zsuzsanna Czene has created for this purpose. On the participants' initiative, Csilla also created a Facebook group to **keep in touch** and share further ideas and support each other.

The **feedback** we received was overwhelmingly positive, some teachers saying they recovered their lost belief that education with a difference *is* possible and that teachers *can* make a real difference. They stressed that this kind of teacher education programme is what teachers need and expressed their desire to participate in similar teacher training courses in the future.

The two-day workshop was extremely intensive but we enjoyed every minute of it and learnt a lot ourselves. It was uplifting to experience how the values and competences we were talking about took shape and governed the behaviour of everybody involved: active listening, co-operation, empathy, participation, responsibility, creativity, and respect quickly became the norm in the group and made us leave with the conviction that developing these competences is possible and the way forward. Teachers who have the chance to experience these values and competences “in action”, become more competent to bring up new generations that will be socially sensitive, aware of the global challenges future citizens will have to respond to, and will feel responsible for their own personal development and for their own decisions and choices in life. Another important **conclusion** we have drawn from the success of the training course is that teachers are in desperate need of active encouragement and reinforcement, and they need a supportive professional community in order to experiment and innovate successfully. The process of creating a more loveable school where both teachers and students cooperate to achieve their shared aims and which is based on mutual trust and understanding requires appreciated teachers who know that their efforts are supported by colleagues who share similar values and competences.

We finished the two-day training course strengthened in our belief that we should definitely continue the series of **Pestalozzi Friday workshops** with the five other trainers we have cooperated closely with for three years now, and should seek further opportunities to facilitate longer courses arranged for teachers working throughout Hungary as well as in our region.

Csilla Hős and Zsuzsanna Czene

Budapest, 27.05.2016



## Appendix 1

### **Programme and materials**

#### Day 1: Focus on democratic competences

Group dynamics activities; creating base groups

Presentation about the Pestalozzi Programme and the activities of the Hungarian Pestalozzi network

Expectations of the course (co-operative task)

Values we live by (task from the training material designed by Csilla Hős during the Diversity of World Views module)

The Core Components of Competences for Democracy (based on *TASKS for democracy*, Council of Europe, 2015)

Global village - challenges of our global world (activity designed by Margit Szesztay and Ildikó Lázár and further developed by a group of secondary school students)

School as a democratic culture (evaluation of participants' own school and classroom culture, discussion)

Creating group rules together (negotiation of shared rules)

'Speed dating': participants discuss, in alternating pairs, the actions teachers who develop democratic competences do, how much the statements apply to their work (from *TASKs for democracy*)

Methodology reflection and discussion; feedback

#### Day 2: Focus on intercultural competences and lesson planning

Pass on the pebble (warmer, energiser)

Opinion line: based on statements from participants' feedback on day 1; interviews

Musical trips (from *33 intercultural games* by Ildikó Lázár)

Our intercultural identity cards (task from the training material designed by Csilla Hős during the Diversity of World Views module)

Red, blue and white country (an extended version of an intercultural role-play from *33 intercultural games* by Ildikó Lázár – redesigned to practice negotiating among different cultures by Zsuzsanna Czene)

Attitudes, skills and knowledge: components of intercultural competence (based on the *ICC tool* developed within the Pestalozzi Programme)

How competent am I interculturally? – self-evaluation and reflection based on the ICC tool

Planning lessons to develop democratic and intercultural attitudes, skills and knowledge – work in groups; gallery of lesson plans

Discussion of home assignment: try out an activity or lesson plan, write up reflections, share

Disbanding; feedback

## Appendix 2

### Official feedback summary

21 out of the 38 participants sent back the official questionnaire sent out by Tempus Foundation. They were asked to evaluate several aspects of the course with 1 (least favourable) to 5 (most favourable) points.

| aspect of the course            | average rating | comments  |
|---------------------------------|----------------|---|
| topics dealt with, methods used | 4.9            | <ul style="list-style-type: none"> <li>- great, relaxed atmosphere</li> <li>- a lot of practical, applicable classroom activities</li> <li>- it was very helpful that we reflected on each activity we did</li> <li>- working in groups was very productive</li> <li>- planning a lesson together was great and useful</li> </ul> |
| information (how useful)        | 4.7            |   |
| trainer: Csilla Hős             | 5.0            |   |
| trainer: Zsuzsanna Czene        | 4.9            |   |
| technical equipment, venue      | 4.9            |   |
| meeting your expectations       | 4.9            |   |
| <b>Average:</b>                 | <b>4.9</b>     |   |

### Our feedback tree

Branch 1: I felt good and safe.

Branch 2: I learnt a lot of useful, adaptable classroom ideas.

Branch 3: I know more about democratic and intercultural competences.

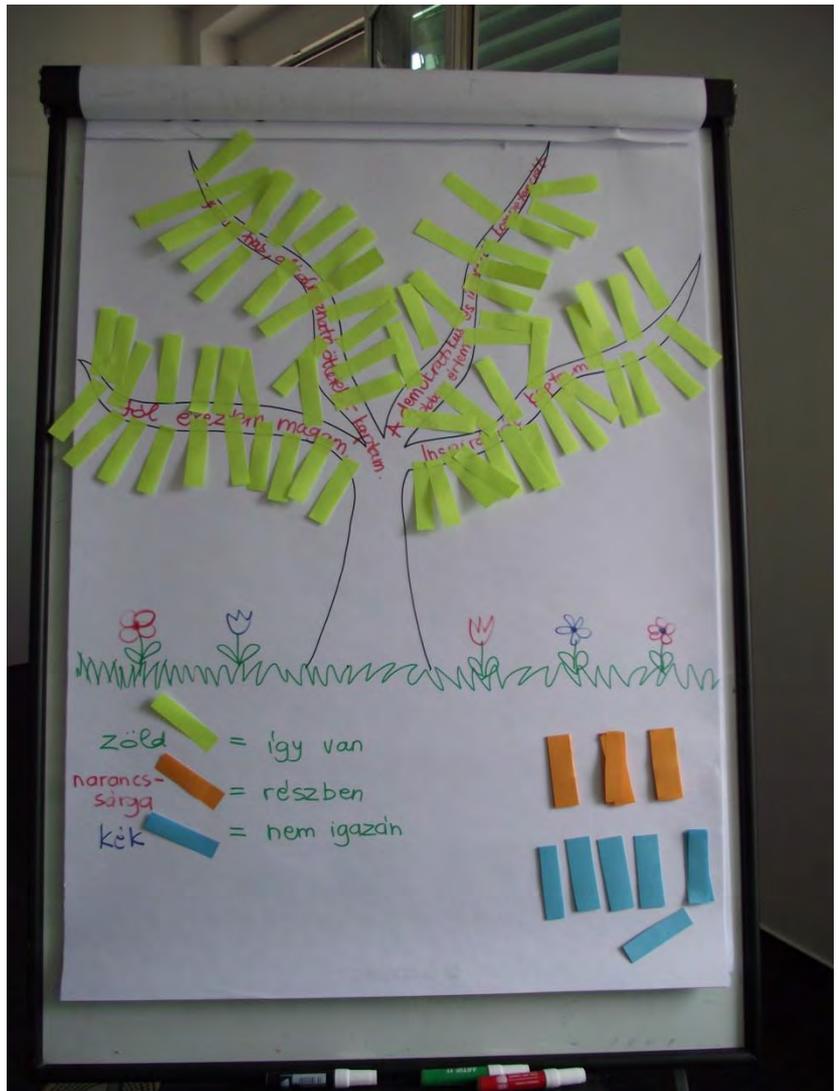
Branch 4: I feel inspired.

green leaves: true for me

orange leaves: partly true for me

blue leaves: not really true for me

We cut up an equal number of post-its of the three colours, but participants quickly ran out of the green leaves and wouldn't touch the others 😊



## Appendix 3

### The two days in pictures



