



The Pestalozzi Programme Council of Europe Training Programme for education professionals

CASCADING SUMMARY

PESTALOZZI DISSEMINATION AND NETWORKING IN EUROPE
based on reports and exchanges on the online platform of
the

Pestalozzi Community of Practice

April 2013 – December 2013

**BELGIUM - BOSNIA AND HERZEGOVINA – BULGARIA – CROATIA – FRANCE – GERMANY
GREECE – HUNGARY – ICELAND – ITALY – KOSOVO¹ – MALTA – NETHERLANDS – SLOVENIA
SPAIN – UKRAINE**

20 February 2014

¹All references to Kosovo, whether the territory, institutions or population, in this text shall be understood in full compliance with United Nation's Security Council Resolution 1244 and without prejudice to the status of Kosovo.

The [Cascading Room](#) in the Pestalozzi online community of practice aims to encourage and help members exchange experiences related to Pestalozzi networking and dissemination in their own countries as well as across borders. Although we are probably not aware of all the activities that take place in different corners of Europe after members' participation in Pestalozzi workshops, seminars and modules, we have collected many individual and group reports from a variety of countries. The collection of updates in this summary will hopefully give inspiration to even more members of the community to find ways to cooperate and to further develop and disseminate educational materials and practices.

It seems that in countries where the National Liaison Officers (NLOs) and the local Pestalozzi community members do support each other and cooperate on a regular basis, Pestalozzi dissemination and networking activities are significantly easier to implement. Members are advised to consult their NLOs to see if there is a chance for participation and cooperation. If you would like to pick up contact with your NLO or learn more about what the Pestalozzi Programme offers in your country, please consult the list of NLOs on the website.²

In 2013 several countries sent no applications of teachers and trainers to the Secretariat for Pestalozzi workshops, seminars and modules. The number of participants from other countries varied greatly: to list a few examples there was only 1 participant in 2013 from each of the following countries: the Czech Republic, Finland, Slovakia, Sweden and Ukraine, 2 participants from the Netherlands, 5 from Armenia, Belgium and Malta, 6 from Austria and Iceland, 7 from France, Serbia and Turkey, 8 from Portugal, 9 from Georgia, 10 from Hungary, Germany, and Lithuania, 11 from Poland, 12 from Bulgaria and Latvia, 13 from Belarus and Croatia, 15 from Cyprus, 18 from Romania and Spain, 19 from Bosnia and Herzegovina, 25 from Italy, and as many as 30 from Greece.

A few facts and figures about the [Cascading room](#)

124 members, 11 discussions (all more or less active):

- [Local Pestalozzi Networks](#) (people from 7 or 8 countries send updates and exchange experiences more or less regularly, 175 replies, 1868 views)
- French corner (active, 6 members, 181 replies, 1141 views)
- Italian corner (active, 6 members, 145 replies, 806 views)
- German-speaking group (active, 5 members, 37 replies, 305 views)
- Bulgarian corner (new but active, 4 members, 19 replies, 93 views)
- Spanish-speaking group (6 members, 20 replies, 159 views)
- Kosovan corner (new)
- Pestalozzi resources in translation

Local Pestalozzi Networks that have their own separate rooms on the platform: Belgium, Croatia, Greece, Hungary, Iceland, Lithuania, Netherlands, and Poland.

² List of NLOs: <http://www.coe.int/t/dg4/education/pestalozzi/Source/AdminDocs/NLOALNList.pdf>

INTERNATIONAL ACTIVITIES OF DISSEMINATION AND NETWORKING

ICC Tool in translation

The Pestalozzi Programme in cooperation with the Intercultural Cities project and the European Wergeland Centre developed and published a list of components of intercultural competence accompanied by a list of observable behaviour. The document is called ICC Tool. It helps self-assessment by raising awareness of strengths and weaknesses in the user's intercultural competence. The ICC Tool has now been translated into other languages with the help of a great many members of the Pestalozzi community:

Albanian, Armenian, Belarusian, English (original), Estonian, French, German, Greek, Hungarian, Italian, Macedonian, Norwegian, Polish, Portuguese, Russian, Spanish, Turkish

We hope that other Pestalozzi resources will also be translated with similar joint effort, cooperation and enthusiasm. Members interested in finding or offering translations of training units (TUs) or other publications can consult the [Pestalozzi resources in translation](#) discussion thread in the Cascading room.

Plans for a joint international MA programme

The planning phase of the ambitious project of creating an international joint master course for intercultural competence development has started. Pestalozzi trainers involved in the planning, administration, fund-raising and design of the program are from universities in Hungary (coordinator), Croatia, Portugal and the UK.



Regional networking

Starting from a Comenius bilateral exchange program for Universities, Ana Žnidarec-Čučković (University of Zagreb, Croatia) and Ferenc Arató (University of Pécs, Hungary), two members of the Pestalozzi community decided to join forces. Realisation started with the conference *Autonomy and Responsibility – Learning Centered Teacher Education* where among others, Ferenc held two presentations on Cooperative Learning Structures and The De-Construction of Education. Ana's contribution was entitled Understanding the Right to Education from a Critical Pedagogy Viewpoint within Human Rights and Democracy Teaching.



As a follow-up, Ferenc and Ana co-hosted two days of workshops on assertive communication and mediation for student teachers where all the activities were based on cooperative learning structures. Further plans include work on teacher training sessions, comparisons of educational systems between the two countries with special emphasis on higher education, developing a student and teacher/trainer exchange program (Pécs-Zagreb).

Summer School follow-up action in teachers' practice

Many participants of the first Pestalozzi Summer School have shared reports on the platform of how they have adapted and implemented some of the new approaches, ideas and techniques from the Summer School courses in their own teaching practices. Detailed accounts were uploaded about informing their colleagues about and using in their own teaching the principles and techniques of cooperative learning, intercultural competence development activities and assessment tools as well as tasks and ideas from the ethics of diversity and inclusive education courses among others.



Contributions about the implementation of activities and ideas learned in the Summer School came from [Ljiljana Žegrec](#) (see also under Croatia), [Anna-Maria Panagiotidou](#) (see also under Greece), [Mari Varsányi](#), [Andrea Maria Zeger](#), [Marta Vines](#) (see also under Germany), [Elvira Garcia Arnal](#), [Teresa Vladyko](#), [Emina Salihović](#), [Milena Mihajlović](#), [Malgorzata Kulesza](#).

Anna-Maria Panagiotidou also published a full report on the 2013 Summer School 'Understanding Diversity', which you can find in the [Pestalozzi website](#).

COUNTRY REPORTS

BELGIUM: Individual initiatives and the beginnings of cooperation

Reported by Jean-Luc Sorée and Gerrit Maris

At the individual level, we have used activities and approaches in training sessions and workshops with diverse target groups: youngsters and children (youth work), students and teachers (schools), teacher trainers (Gerrit), and Pestalozzi training units about the use of social media (Jean-Luc). As teacher trainers, we often take the opportunity to invite teachers to the portal of CoE or send them the link to Pestalozzi resources. We have informed immediate colleagues and all the school teams and NGO's we are working with. I have held a workshop most recently in a training session for trainer trainers who will be involved in children's rights schools programs (Gerrit). I work as a moderator of the Pestalozzi online community and also encourage networking there (Jean-Luc).

There is a wish from Belgian Pestalozzi members to form a cascading group. Some contacts have already been followed up to learn who would be interested. It is already decided that we will work at the national level and not separately as north and south. Most of us are already involved in many activities but we managed to organize a first meeting of the Belgian Pestalozzi Group on November 29th. We had a very fruitful first meeting with a lot of ideas and a lot of questions as well. And again we realized how much our country is small but difficult. We decided to work at a national level. Our name will be Belgian United Group (BUG). However, some actions will be held at the community level as we have to take into account our political institutions. Here is a very short report about our main goals in this project:

- Increase the visibility of the Pestalozzi Programme in our institutions
- Reach teacher trainers
- Stimulate and increase participation in Pestalozzi Programme activities
- Meet with all participants once a year followed by reporting to the community institutions
- Start an external blog with experiences, and links to the resources and tools
- A project for 2015: European workshop on a theme to be specified

BOSNIA AND HERZEGOVINA: Active participation in Pestalozzi workshops and modules

Reported by Adela Kulukcija (NLO)

Being aware that knowledge and education are true development initiators of our society and each single individual, the Federal Ministry of Education and Science is fully committed to the development of knowledge society and continuous education of our citizens, especially students and teachers. In line with the reform activities taking place in the field of education, our commitment is to assist schools in introducing modern technologies and innovative approaches in the educational process, provide teacher training on the

opportunities and trends in teaching, and thus contribute to the improvement and modernization of all levels of education in the Federation Bosnia and Herzegovina.

Having a high regard for a significant contribution to the improvement of educational process and creation of the education of higher quality in our country through implementation of the Pestalozzi Programme for Training of Education Professionals, our initiative for 2014 would be to organize a national event titled: “The effects of implementation of the Pestalozzi Programme for Training of Education Professionals in the Federation of Bosnia and Herzegovina” and invite 22 candidates from the Federation of Bosnia and Herzegovina who were participating in 17 different Pestalozzi seminars/workshops in the past two years to prepare short presentations of dissemination activities made upon their return.

We are convinced that the Federal Ministry of Education will be a reliable partner to the Secretariat of the Pestalozzi Programme and in that sense we very much appreciate every positive initiative, project and innovation, which will enable the youth of this country to build their own potentials.

BULGARIA: The formation of a local Pestalozzi group

Reported by Leah Davcheva

Galya Baeva, Maya Padeshka, and myself, Leah Davcheva, got together in the Tea House in Sofia to start a local Pestalozzi community on 23 November. We had invited all the 30+ participants from Bulgaria in one or other of the Pestalozzi Programme initiatives and the turnout wasn't too bad – nearly 10%.

Before the meeting we had only communicated virtually and it was very pleasing and heart-warming to meet up face-to-face. We told each other our life stories (briefly) and then looked into what we want to do as a group of like-minded people, all having been through one Pestalozzi Programme experience or other.

Before long a decision prompted itself to us – we would be keen to learn from each other. Starting from there, a small first step came up – we shall have another event, at the end of January, to find out about a relatively new approach to training and coaching – Solutions Focus – how and what we can benefit from applying it when appropriate.



Pestalozzi dissemination in my work as a teacher

Reported by Galya Baeva

I am teaching Psychology, Philosophy and Civic education at a Foreign Language Gymnasium. It is easy to find a connection between what I have learned from my participation at Pestalozzi seminars and modules, and the content I have to teach at school. However, it is not easy to embed Pestalozzi training units because of the educational reality here. I am not able to use cooperative learning structures in many of my lessons for two main reasons: first, the educational standards set by the Ministry don't give enough time for implementing activities based on the learners' own experiences and, second, as they have only been taught frontally, many of the students do not take cooperative learning seriously.

Although I only used parts of training units from the Violence Prevention module in my Psychology lessons and also parts of the Education for the prevention of discrimination module in the Civic Education lessons, I am satisfied with the experience we had with my students. I showed a short presentation about this experience to my colleagues during a teachers' meeting. They liked it but that was it.

I involved some of my colleagues in the pilot training I had to do during the Violence Prevention module. I was very pleased with the session, my colleagues had many comments, and they formulated a lot of problems based on our educational realities. But they didn't take any further initiative to continue addressing the problems. Our principal shows little interest, because the Ministry doesn't give any strict instructions. I have had a training session with teachers from another school in the area, it was satisfactory but I haven't got any information about further activities in this school.

I have written three articles about the Pestalozzi Program in local papers. The article I sent to the official newsletter for educational policy was not published, probably because of my wrong "strategy": I had criticized the current standards and textbooks about Civic education, comparing them with the principles and methods of the Pestalozzi Program (my interpretation of why the article was refused). We hope that in the future it will not be so difficult to organize meetings and other Pestalozzi activities in Bulgaria.

CROATIA: National training and dissemination event - Promoting the Values and Principles of the Council of Europe in Education

Reported by Renata Ozorlić-Dominić NLO

A two-day event in Zagreb, 20 – 21 June, 2013

Workshop goals:

- Supporting the learning and living Council of Europe values and principles in education, and managing the relations in the school and classroom in the spirit of mutual respect.
- Experiencing how collaborative learning, positive discipline, managing relations, and task- based learning lead to democracy, the respect of human rights and diversity in the school and classroom.
- Raising awareness of the Pestalozzi core knowledge, attitudes and skills for all teachers, and supporting the participants in learning how to develop them in themselves and others.
- Expanding the national and international network of Pestalozzi practice.



Participants: 19 teachers and non-teaching educational staff of all levels of education

Facilitators: 6 Croatian trainers trained in the Pestalozzi modules

Workshop programme:

The Pestalozzi Programme, presentation by Renata Ozorlić Dominić, Education and Teacher Training Agency, NLO for the Pestalozzi Programme

Prevention of Discrimination, workshop by Ana Žnidarec Čučković, Faculty of Kinesiology

Prevention of Discrimination, workshop by Zoran Kirinić, Primary School in Glina

Pestalozzi core values, skills, knowledge and attitudes, Collaborative Learning, workshop by Višnja Rajic, Faculty of Teacher Education in Zagreb

Education for the prevention of violence in schools – workshops by Jadranka Bjelica, Frana Krste Frankopana Primary School in Zagreb and Karolina Doutlik, Primary School in Dugo Selo

Workshop evaluation: The great majority of the participants evaluated the methods, climate, and materials of the two days as excellent.³

Teacher training as a follow-up to the Pestalozzi Summer School

By Ljiljana Žegrec

One of the results of the Summer school is my further exploration of the topic of cooperative learning and using it as much as I can. In my classroom I have used mostly methods from two courses: "Prevention of discrimination in classroom practice" and "Basic principles of cooperative learning". I used more than once the "jigsaw method" and found it to be very practical and engaging for the students. Apart from that, I used group roles, both task oriented and social roles. One method of cooperative learning that I found to be very different than anything that I had used before was the so called "gallery walk". It was a very positive lesson both for me and for the students. It is my intention and wish to use it more in the future.

In August 2013 I held a workshop to teachers of English in my county under the title "Cooperative learning – Jigsaw method". I also informed my colleagues about the Pestalozzi network and possibilities of applying for courses and trainings. I informed them about some theoretical underpinnings of cooperative learning and then did a workshop on jigsaw method where teachers were put into the role of students. It provoked some interesting questions and they found it to be a good starting point for their own further exploration of cooperative learning. There is another workshop to be held soon in my school for my immediate colleagues. I am also choosing the topic of cooperative learning because it is the most valuable practice that I carry from the Summer School and want to share it with other teachers.

FRANCE: Training sessions, parent delegates against violence and plans for a first meeting

Reported by Martine Desquemack and Pascale Mompont-Gaillard

Martine DESQUEMACK has implemented her training unit and it is now used in in-service training in northern France. It has been implemented 5 times. She has integrated an academic group for the prevention of violence in schools and another working group led by a professor of child psychiatry. May 17, 2013 she held a workshop in the context of an academic day on the prevention of violence in schools. On 27 November, she presented the Pestalozzi program in general States Violence and Children organized by the city of Lille in Northern France. The methodology of training acquired in the Pestalozzi program has allowed Martine to create a new unit training on the prevention of bullying in schools. It is being created and she and her colleagues expect to experience it in March 2014.

³ Croatia full report: <http://api.ning.com/files/SDpMCEvPmwwfpbZWg5hjvvsypxmbXmKx-MVKnVOZ62ErVkhi5T-ct2-noshCDMAARutNKNZhF2jZxDWOaGqdTr4KU4T-OLTx/ReportPromotingtheValuesandPrinciplesofCoECroatia.pdf>

Caroline GEOFFRAY is invested in a project of prevention of violence, which binds two middle schools, in France and in Greece. The Cypriot ministry is interested to join the project. The students work together and in two languages on the lexical fields of violence and peace by using the platform of the CoE in the aim of strengthening the awareness of the pupils and introducing new care. Exhibitions will enclose this work of shared research.

Pascale Mompont-Gaillard is the lead parent delegate in one of the largest colleges in Strasbourg this year. This is a “hot” school, with difficulties of harassment, violence, vandalism, theft ... moreover, the segregation of students from special sections (generally of higher social status) from other students of the district creates discrimination and strengthens prejudices. To try to meet the needs she joined the "Health and Citizenship ' Committee and hopes to establish an artistic and cultural project called ' Convivencia: living together in mutual respect.

Patricia Garouste proposes that Pestalozzi France group start by a first meeting. The group reflected on the organization of this meeting and will try to find the right place and time to plan it. The AFPEN (French Association of Psychologists of National Education) and NEPES (European Network of Psychologists in Educational Systems) is going to organize a major European meeting in Lille in 2016 in which the Pestalozzi program will be invited.

GERMANY: Training events, parent-teacher meetings, and a social hour for team building

By Frank Baecker and Carmen Becker

We offer a regional one-day teacher training on Cooperative Learning once a year, mostly in spring after the A-level exams. Demand is high and we would offer more but time is lacking especially because Frank works full-time (26h/week) and also offers teacher training in Physics.

We are both in the school development group and try to implement the new methods and approaches we learned in the Pestalozzi Programme. We've already talked about offering peer training for our colleagues at school on CL on a weekly basis, however, money cuts don't allow it right now that we are getting anything in compensation, so we decided to wait for a little while. For the next 'pedagogical day' we are planning to use the 'Open Space' method to organize the day on the topic of *Teacher's Health*.

For our parent-teacher evenings, we apply all the best practices we've learned and developed in and from the parent-involve discussion! We usually get very positive feedback from the parents.

Furthermore, we have implemented a weekly social hour with our classes (we both are form teachers there). In this social hour we try to tackle all the problems that occur during school hours and we use them also for team building activities. One result of which is that our classes usually have a reputation of being easy to handle!

Whenever the school is visited by a foreign delegation (USA, Africa and China), Frank and I belong to the teachers that are asked to take the group with us so as to show what good

teaching is! In one such visit with teachers from the USA, I integrated the group into a jigsaw activity with my class. That way, I had a native speaker on each table, which was a great experience for both, my pupils and the teachers from the US.

So far I've found it rather difficult to organize Pestalozzi meetings with German teachers, because everyone is so busy. Also, not everyone shares my enthusiasm about it!

The "Schule mit Courage" (School with Courage) Project

Reported by Marta Vines

1. It is a **students' project**. Coming from students and done for students. Teachers are welcome to support and encourage the organization, but STUDENTS are essential.
2. Its aim is to improve the climate in the school, fighting against all types of discrimination and installing a culture of prevention instead of reaction.
3. If 70% of the total people of the school (students, teachers, other employees) agree with the aims of the project and are willing to develop annually some actions in this frame, the school will receive a stamp and become a "Schule mit Courage"

What Pestalozzi has to do with this particular way of implementation of this project at my school is (in other words what I did different because I was involved in the Summer School at Bad Wildbad):

1. As a teacher I used collaborative learning approaches.
2. It was inside the content framework of Prevention of Discrimination.
3. It was an inclusive project. I was interested in the participation of 3 students with integration problems in the school community. Unfortunately 2 of them left the school this year.



GREECE: Plans for a second meeting and a dissemination event

Reported by [Vivian \(Paraskevi\) Chiona](#)

Since the latest newsletter, the 'Pestalogikos Dialogos' representing Greece and Greek-speaking Cypriots has been active on the platform; some members are more active than others but we will have a common goal to make the 'Pestalogikos Dialogos' grow.

Unfortunately, there hasn't been another Pestalozzi meeting in Greece or any actions taken towards the organization of the first Pestalozzi Dissemination Event in Greece or Cyprus. We are working on it and hopefully soon we will have more news to share.

Presentations and articles as a follow-up to the Pestalozzi Summer School

Reported by Anna-Maria Panagiotidou

I have used many of the Pestalozzi activities from two courses in the first Summer School: Prevention of discrimination in the classroom and Basic principles of cooperative learning,

I have informed my immediate colleagues about the Pestalozzi Programme through a presentation of the report on Pestalozzi Summer School and the information about the "The professional image and ethos of teachers" which is to be held in April 2014. The report on Pestalozzi Summer School was also delivered to the school councilor, the Regional Education Office and the Greek Ministry of Education and Religious affairs. I am planning to use the ICC Tool "Recognising intercultural competence" in a forthcoming student research program, starting January 2014 till May 2014. I have written an article about the Pestalozzi Programme for the local journal "Hmerisia" and local blogs. I am in contact with colleagues in my country through the Pestalozzi platform but we are lacking the first steps and official approval from the Greek Ministry of Education and Religious affairs, on the matter of organizing a Greek Dissemination event, which would require funding.

HUNGARY: A Pestalozzi professional development course for teachers in Budapest

Reported by Ildikó Lázár

Monthly network meetings: The Hungarian Pestalozzi Network has involved about 41 teachers and trainers (former Pestalozzi workshop and module participants) since it was founded in March 2011. Currently we have about 15 to 20 active members who meet, exchange ideas and plan dissemination activities on a regular basis about once every two months. Regulars from Budapest (see below) are often joined by members from the countryside: Ferenc Arató, Szandra Csáti, Ágnes Hoffmann, Éva Kopasz, Ildikó Kőszeghy, Zsuzsanna Orczy and Ilona Papp.

Contribution to SIRIUS conference in September: to include Pestalozzi Programme results (TASKs / ICC Tool) in a roundtable discussion with other professionals for inclusive education in Hungary. Organized and led by Ferenc Arató, contribution by Ildikó Lázár.

Short Pestalozzi 'appetizing' workshops and Pestalozzi stand at IATEFL-H conference on Oct 4-6th: to make the Pestalozzi Programme and our local network better known among teachers. Zsuzsanna Czene, Csilla Hős, Ildikó Lázár, Gabriella Mészéna, and Mari Varsányi.

Our most ambitious project is the **Pestalozzi Friday series**: Monthly professional development workshops for teachers in Budapest in the academic year 2013/14. The number

of participants on each of the first three sessions in October, November and December reached a total of 40 primary, and secondary school teachers, school-based mentors, and teacher trainers at university. The subjects taught by the participants include English, German, Italian, Hungarian, drama, history, mathematics, chemistry, physical education, language teaching methodology and general pedagogy. The feedback after the first three sessions was overwhelmingly positive.



Trainers responsible for the organization and facilitation of the Pestalozzi Friday workshops (on a rotating basis): Attila Andics (SexEd), Zsuzsanna Czene (VIEWS), Csilla Hős (VIEWS), Márta Ispánovity (SocMed), Beatrix Kovács (P-CORE), Ildikó Lázár (LCD, EIU, SumSch), and Gabriella Meszéna (VIO).

Contact and PR: we have an email address for the group, an about.me page and a public facebook page in addition to the discussion group we use on the Pestalozzi ning platform:

facebook.com/pestalozzipentek

about.me/pestalozzihalozat

pestalozzipentek@gmail.com

ICELAND: Conferences, courses and local and regional networking

Reported by Guðrún Ragnarsdóttir

Josef Huber visited the country last February to give a keynote speech at the Ash Wednesday conference in Iceland (Öskudagsrástefna) for compulsory school teachers in Reykjavík. The content of his talk was the pedagogy of the Pestalozzi Programme. Josef Huber enchanted participants with his inspiring visions of education. The following afternoon, Edda Kjartansdóttir the NLO in Iceland and Pestalozzi trainers Nanna Kristín Christiansen, Hulda Karen Daníelsdóttir, Elísabet Helga Pálmadóttir and Guðrún Ragnarsdóttir, trained around 20 compulsory school teachers in cooperation with Josef in a workshop related to his talk.

In addition to that we opened a room on the Ning platform called the Icelandic Pestalozzi corner. There we have 16 participants from the CoP.

Svava Pétursdóttir graduated from the Social Media module series and four trainers are now participating in two Module series about Respect and Sex and sexuality education – two in each module. Iceland also delegated one participant to the Summer School.

Guðrún Ragnarsdóttir taught a course for upper secondary school teachers at the University of Iceland last spring where she introduced the Pestalozzi CoP and the philosophy of the programme and used the educational tools that the programme stands for in the course. Furthermore, she invited the students to be part of the CoP. Guðrún also linked the Pestalozzi Programme to the JustEd research programme in the Nordic countries by recommending Josef Huber on the international board of the research that the board did as noted in the link: <http://blogs.helsinki.fi/just-ed/>.

The aim for the Icelandic group for next year is to activate the online domestic discussion and to meet as a group of Pestalozzi trainers in Iceland in order to learn from each other every now and then on Friday afternoons.

ITALY: Networking, cooperating and visibility

Reported by Cinzia Colaiuda

The Italian corner as a “democratic” virtual space: our goal is to create an online community with a strong collaborative connotation, that is a “democratic” virtual space based on three main concepts: collaboration, respect and professionalism. In particular, our work on the Pestalozzi Platform is based on group spirit and mutual support. We are going to use more and more web 2.0 tools in order to create a deep sense of online community where each member is *primus inter pares*.

Through an online survey we have just made the following decisions:

- We will organize a workshop for Italian teachers: *Teachers’ and schools’ contribution to living together in diversity: development of intercultural competence, tolerance, non-discriminatory attitudes and behaviour*.
- We increase the visibility of the Italian Corner on the net. This is our blog: <http://pestalozziitaliancorner.blogspot.it/> and our e-mail: italiancorner@yahoo.it
- We will add a link on our social networks’ profile to the blog

Collaboration on the Pestalozzi Platform: Simona Vannini has been moderating the thread “Think Roma, Think unprejudiced”.

Translation: the document *Recognising intercultural competence - What shows that I am interculturally competent?* has been translated into Italian by Rita Morresi and Marinella Romeo

International event, dissemination of CoE’s policies in the field of intercultural and plurilingual education: At the end of November 2013 an International Conference took place in Spoleto (Italy). It was organized by the Department of Education – Ministry of Education – and was based on studies and research projects of the Council of Europe in relation to the European Project “Languages in Education, Languages for Education”. The conference

explored the first results/outcomes of the related Italian A/R project based on intercultural and plurilingual policies of the Council of Europe.

KOSOVO⁴: First meeting of a local Pestalozzi network

Reported by Veton Sylhasi

The meeting held in Pristina, on 7 November 2013 aimed to reconnect Kosovo members of Pestalozzi and to create basis for a more structured national network that will lead to dissemination activities in Kosovo. The invitation for the meeting went through the Pestalozzi Kosovo group. Most of them have participated in the Teaching for Inter-cultural Understanding module series. Some of them have also participated in European modules and other Pestalozzi activities. There were 10 members present at the meeting. Other members have replied to the invitation, expressing their support but letting us know that they regret they cannot attend.



At the beginning of the meeting there was a sharing between friends about what everybody has been doing lately. After that, as it was scheduled, there was a short Skype conference between the group and Ildikó Lázár who is a steward in the Cascading room. She was also one of the trainers in the Kosovo modules, so it was nice to consult her again via Skype.

A more formal part of the meeting started by introducing the Pestalozzi platform to members who were not so active. The Pestalozzi platform was also introduced and a discussion started about the things we could do together. As a result, participants agreed to:

- open the Kosovo corner in the Cascading room. This corner will serve members to discuss issues of interest in Albanian and eventually in other local languages.
- collect available materials in Albanian (and other local languages) that will primarily serve non-English speaking members.
- have another meeting at the end of December to discuss possible dissemination activities.

⁴ All references to Kosovo, whether the territory, institutions or population, in this text shall be understood in full compliance with United Nation's Security Council Resolution 1244 and without prejudice to the status of Kosovo.

MALTA: Activities, articles, conferences and a new Maltese Cascading group

Reported by Maria Brown

I have used Pestalozzi activities, training units and other resources from Summer School 2013 courses in my teaching in *Ċaq!aq!* – a National campaign on healthy eating and healthy lifestyle in local primary schools, and *Hip Hop is YOURS* – a local action research project with Young Offenders' Unit Rehabilitation Services.

I have informed my colleagues about my involvement in the Pestalozzi Programme through the Giovanni Curmi Higher Secondary school weekly *What's On?* and the University of Malta's weekly *News on Campus*; through personal communication with others in Malta previously / concurrently engaged with the Pestalozzi Programme.

I am planning to use Pestalozzi results and materials in forthcoming workshop for masters and doctoral students - *Strategies for Enhanced Democracy in Education* due this December 2013 at the University of Hamburg (Erasmus Staff Mobility Programme).

There is work in progress to set up Cascading Malta with Charlot Cassar and Josephine Vassallo. I am the coordinator and evaluator of the *Hip Hop is YOURS* local action research project with Young Offenders' Unit Rehabilitation Services and the coordinator of the Popular Education Network Conference – Malta, April 2014. I am also involved in the Pestalozzi Action Research Group, the Teacher's Manifesto_21, and the Professional Image and Ethos of Teachers – Conference, Strasbourg, April 2014.

NETHERLANDS: Getting organized for local networking

Reported by Aart Franken and Vivian (Paraskevi) Chiona

In The Netherlands, with **Vivian (Paraskevi) Chiona**, **Peter Jorna**, **Mari Varsányi**, **Michaël von Bönninghausen**, and **Aart Franken** we had our first cascading meeting at the start of November. Defying wind, rain, and hail, we managed to have a very successful meeting. We decided that it will be interesting to start cooperating and that we will try to build a more stable basis for our Dutch Pestalozzi corner. We will have to decide how to proceed; we could try to have a meeting for all interested, or even organize an event! Tips are welcome, so are more people who want to join the Dutch Pestalozzi Corner. In the next cascading newsletter there will be more news...

SLOVENIA: Regional dissemination event - Education for Democracy and Regional Cooperation,
Turning Challenges into Opportunities

Reported by Veronika Pirnat (NLO)

From 27 to 29 June 2013 the National Education Institute of Slovenia organized a regional Pestalozzi workshop *Education for democracy and regional cooperation: Turning challenges into opportunities* at Hotel City Ljubljana. Participants were coming from most Balkan counties that once belonged to the former Yugoslavia. The workshop explored which particular aspects of education for democracy are most critical issues in this region so that future training, cooperation and networking should focus on what is most important. Defining similarities and differences as well as specific issues of each region also helped to explore the strengths and opportunities offered by such regional cooperation as well as the concrete forms the cooperation and networking could take.

Ever since its founding, the Council of Europe has steadily supported activities and initiatives aimed at the dissemination of its basic principles, standards and values including human rights, democracy and the rule of law. In particular, over the last two decades considerable attention has been given also to the development of training schemes as well as teaching and learning materials. Yet, as the authors of the All- European Study on Education for Democratic Citizenship published by the Council of Europe have found, there is a “compliance gap” between political statements, policy intentions and implementation measures hampering seriously the area of education for democratic citizenship. Overcoming these and other challenges has become one of the priorities supported by the CoE, including the Pestalozzi Programme, the EDC project as well as other project initiatives and dissemination activities.

This training activity undertaken as part of the Pestalozzi Programme was seeking to support the move from theory and policy to practice in the area of education for democracy in western Balkan states.

The workshop was aiming at raising awareness of the current challenges and exploring the possible ways for future regional cooperation. Participants:

- Have become better acquainted with the shared challenges faced by education practitioners in the region
- Gained a clearer understanding of the practical challenges of education for democracy
- Became more aware of the existing expertise and examples of good practice in the region
- Identified ways of sharing expertise and cooperating in the coming years

The target group included NLOs / education policy makers; school heads; teacher trainers/trainers from each of the following countries: Slovenia, Bosnia and Herzegovina,

Croatia, Montenegro, Serbia and the “former Yugoslav Republic of Macedonia” (up to 3 participants from each country).⁵



SPAIN: Pestalozzi workshop and Day of Languages event

Reported by Ascensión Lopez Canovas (NLO)

A Pestalozzi workshop on MULTILINGUALISM, INTEGRATION AND WEB 2.0: Towards quality and equity in European education in the 21st century. The workshop was held at the Headquarters of technical advisors Instituto Cervantes in Alcalá de Henares on 27-29 May 2013 for directors / primary schools, secondary education, vocational and adult education, training consultants and / or teachers, school inspectors, teachers of native and foreign languages

Participants: 35 teachers (15 international and 20 Spanish participants)

Experts: Mercè Bernaus and Fernando Trujillo

Aims:

- to deepen the values and principles of the Council of Europe on education in languages, intercultural education, integration and social cohesion, and education in ICT and rights of children / adolescents
- to exchange information, ideas, experiences, methodologies, and training materials related to the topic of the workshop and the use of Web 2.0
- to foster peer learning and promote integration and social cohesion in the education systems of the countries that signed the European Cultural Convention
- to develop educational exchanges in language education and the treatment of integration and web 2.0
- to promote international cooperation, future joint projects between the participants in the workshop and share possible ways of disseminating the results

The evaluation of the workshop from the participants was very positive, highlighting both the organization by the National Agency and the contents and running of the workshop. Ideas for improvement will be considered when planning the 2014 workshop.

⁵ Slovenia report:

http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Workshops2013/Ljubljana-report06_2013.pdf

DAY OF LANGUAGES, DIVERSITY AND INCLUSION: Towards a Language Project Center

A celebration of the European Day of Languages and dissemination of the Pestalozzi Programme results and resources on October 3, 2013 at the offices of the International Center for Financial Studies, University of Alcalá de Henares with the collaboration of the center Alcalingua UAH. The event was attended by 45 education professionals: principals / educational centers from primary, secondary, vocational training, training consultants and / or technical advisors, teachers, school inspectors and teachers of languages, and representatives of the different Autonomous Communities. The Conference was organized to disseminate the values and principles of the Council of Europe in education through the Pestalozzi Programme and to inform and encourage the participation of the Autonomous Communities in activities aimed at the promotion of multilingualism and cultural diversity and share resources and best practices related to the project "European Resources for preparing the Draft Language Center - PLC" a project coordinated by the National Agency in collaboration with the different regions.

UKRAINE: EDC/HRE and AIE workshops for teachers

Reported by Tetiana Svyrydiuk

Many schools have been involved in the INSETT **Pestalozzi in Volyn Projects** based on the Pestalozzi modules on "Education for Linguistic and Socio-Cultural Diversity", "Education for Democratic Citizenship, Human Rights Education" and the "Autobiography of Intercultural Encounters". As all of them pursue highly educational and promotional goals, they are actively applied not only in the teaching process at the lessons but also in the work of the whole school system.

The primary attention here is given to the project "EDC\HRE" as evaluation of the schoolwork according to the project takes place every year. It comprises the teaching process, the fostering process and the involvement of the surrounding community into the work of school. The project gives possibility to analyze all the pluses and minuses in the work of the school and enables to correct the drawbacks immediately. The results are always discussed with all the participants of the process and are open to everybody. The main result is that the lessons and the relationship between the participants of the educational process have become more democratic. The children are not afraid to speak their minds and to make decisions. The teachers and parents have become more interested in their personal investments into the school development.

The AIE Project is being implemented at some schools. The new course for students "Intercultural Communication" is being worked on and introduced to the senior students now. The experimental work connected with the project started at school two years ago. It involves psychological research connected with the development of social and emotional intellect of the students which, we are sure, will help to improve students' intercultural communication skills abilities.

On October 24th 2013 I managed to offer a regional seminar of Pestalozzi network in Volyn, which was held in the remote town of Ratno. It demonstrated a growth of collaboration and professional development among Pestalozzi network English teachers and trainers across the region. It aimed to expose more teachers to new and interesting EDC/Intercultural issues allowing for an exchange of ideas and practices.

All the events and projects I have mentioned above are really priceless and worth being implemented into modern school practice especially in the regions where religious and cultural disagreements are still observed.

Other teachers' and trainers' dissemination activities in Ukraine have been reported by Maria Pylypchuk, Ella Bokhenska, Tamara Gryshchuk and Inna Nesteruk.