

VALIDATION WORKSHOP REPORT

- HUNGARY -



Hosting partner: Budapest University of Technology and Economics together with AVAL Associate Partners, the Hungarian Pedagogical Society (HPS).

Title of the event: Európai módszertani innovációk a kisgyermekkorú erkölcsi nevelésben (in Eng: Methodological innovations from Europe in the value education of children)

Venue and date: BME E building, 11th floor. Address: 1111 Budapest, Egry József utca 1. July 5. 2019. 14:00 – 18:00

Participants: The participants were all members of the Hungarian Pedagogical Society, which is the biggest association of this kind. There was a representation of all 3 main areas nurseries 20%, kindergartens 40% and elementary schools 40% (the numbers are based on the icebreaker exercise with Mentimeter). 30 participants were present + the presenters (one presenter from the HNPA and two from BME with one technical support)
As it was not an accredited continuous training opportunity that would provide credits for the teachers, badges and/or certificates were not issued. All participants received a printed and binded Handbook in Hungarian (printed from management costs of BME).

Program of the event

14:00 - 14:10 Welcome address by Jutka Villányi Jutka, Hungarian Pedagogical Society vice-president, leader of ECEC Section of HPS

- 14:10 - 14:30 Interactive ice-breaker with Dénes Zarka, pedagogical expert, director of the BME Centre for Learning Innovation and Adult Learning
- 14:30 - 15:00 Keynote address by Jutka Villányi (see slides attached)
- 15:00 - 15:20 The AVAL project and its results by Eva Szalma, project manager, BME
- 15:20 - 15:35 Introducing piloting results and feedback from piloting in Hungary by Eva Szalma, project manager, BME (piloting teacher and author were invited and excused)
- 15:35 - 15:50 Coffee break
- 15:50 – 17:15 Validation in teams
- Warm up with Kahoot, introduction and explanation of tasks of validation. Three groups were formed based on the age groups assigned to the learning materials. Each group choose materials to review with a group moderator.
- Nursery (0-3) with Dénes Zarka
 - Kindergarten (3-6) with Jutka Villányi
 - Schools (7-11) with Éva Szalma
- Groups could choose to validate in smaller teams of two or more, than share their findings, or work with the whole group simultaneously. There were a set of questions to guide their feedback:
- Does the material fit the assigned age group?
 - How easy it is to understand and use?
 - Is it easily adaptable to the given educational institution?
 - How can they adopt it?
 - Would you recommend its use in a Hungarian setting?
- 17:15 - 17:45 Group moderators presented their group's feedback
- 17:45 – 18:00 Final address, questions, comments. (Filling out the evaluation sheets)

The validation in teams took more time than expected, but fortunately we had some extra time for networking in the end (see original program), that we rearranged and used for team work.

Feedback and results

AVAL intellectual outputs presented and/or used during the workshop

- The main output presented was the Handbook translated to Hungarian. All participants received a printed version. The structure of the learning materials, the methodology and the symbols were explained.
- The AVAL website
The website was presented, together with the resources, explanation on how to download and print them were given.
- Report on AVAL piloting
Report in O3 provided by Militos was presented about pilot results.

National scenario and implementation, issues, suggestions

As there is a different amount of material to be validated in each age group, the nursery group could successfully validate almost all, 5 out of 6 materials, the kindergarten group could validate 8 materials and the school group discussed in details 3 materials.

The following list of the discussions serves the purpose of adding it to the interactive forum when it is available well as adding it to the Hungarian recommendations.

Age group 0-3

This age group is very different from the kindergarteners; one cannot make a kindergarten activity simpler so it accommodates nursery age children. Materials should be developed and tested specifically for and by them.

Creativity

- It is longer than the attention span of this age group
- It is mimicking, missing spontaneity
- there is no such activity in the nurseries, educators are only initiating and children can join in
- it should be a spontaneous initiative connected to a situation: yard, book

Exploring nature (Pond)

- It is feasible with a small group, if the group is bigger, you can do finger painting or palm painting instead of feet
- The text should accommodate the reaction of the children
- It is very complex, should be split into sections
- Voice range is not that of this age group
- It is very long

Exploring animals

- It is too long
- Not spontaneous

Comfort (Walking together)

- Children in that age cannot be made into groups

- Not all of them knows the colors
- If I am offering something for them to use than they are free to use it, I cannot limit them in it as it would feel like failure for them
- It is too complex
- It is too long
- It is not age specific

Curiosity

- This is the best in the offered activities, recommended to use
- It develops verbal skills – we guide them by words not by map
- Mirror is good to use to develop awareness of self, awareness of one's body
- Sticking their hands into the box they feel and easily understand what is expected of them

Age group 3-6

Almost all materials need some adjusting, but only one material was deemed not recommended. Some standard terminology would be appreciated, but the overall assessment was positive.

| Title of learning material | Does it fit the age group? | Understanding | Adaptability | Adoptability | Recommendation |
|----------------------------|---|--|--|--|--|
| Generosity | Partly. The terminology is not perfect. Part 3 is good, as it comes from life experiences | The kindergarten teacher understand the description. | To school level. | With methodological modifications. | With freedom given to the teacher, has to know the kids. |
| Self-control | Recognition of emotions missing from aims. For 6-7 age group it needs adaptations. | It is not understandable , adapt the name of emotions and the classification to Hungarian standards. | Should include a playful interpretation , adapting a story version rather than pictures. | Modification. Instead of drawings, faces should be used. | The subject is good, but it needs modification. |
| Conflict resolution | It fits, it could even be done with younger kids. | Adapt language to Hungarian standard terminology. | Easy to adapt. | Need to take own group strongly into consideration. | Only after modifications. Requires methodological knowledge. |

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|--------------------------|--|---|------------------|---|------------------------------------|
| Dialogue | Many issues. | Far from understandable | Problematic. | Problematic. | Not recommended. |
| Respect | Good for final year in kindergarten | Respect is too abstract, it would need re-work. | To school level. | With modifications. | Recommended with tailoring. |
| Sustainability | Yes. | Yes. | It is adaptable. | Yes. | Best material, highly recommended. |
| Clean water | Fits, the language needs to be adjusted. | Above 5 at least as it requires reading | It is adaptable. | Yes. | Recommended. |
| Self-sustainable gardens | Yes. | Builds on experience, it is clear | It is adaptable. | Yes. Shared experience, intuitive learning. | Highly recommended. |

Age group 7-11

Working with the teachers regarding some topics, eg. rights of the children, human rights would be as equally important for the success of these activities. It is important for the educators in this level to concord with ethical principles, to understand the importance of learning the rights of children, the importance of collaboration for the greater good etc. to be able to convey this message to the children.

Trees and the oxygen

- Fits any age group throughout the educational spectrum (older kids as well), the difference is in the amount of involvement of the teacher.
- Recommendations:
 - choose the trees while taking a stroll together
 - clarify techniques of planting the seeds
 - make sure that the trees fit with regulations
 - collaborate with gardeners: this way children can experience adult are able to collaborate for a good cause
 - the local government might already have suggestions, regulations and initiatives, make sure to know that
 - Add signs to the trees about the class that has raised it.
- Warnings:
 - Need to make sure that the initiative is sustainable: who will take care of the trees? Clarification needed when adapting it.
 - This a long, multiple years activity – it needs to be accommodated when planning, so the kids attachment is included
- The material is recommended.

Children's rights

- The material mixes the rights and regulations – it makes the principles relative and it is against the meaning of the subject of the material.
- Recommendations:
 - Make sure beforehand that the teaching staff is aware of what children’s rights are. Start a discussion first with them. There are a lot of negative assumptions that need to be worked on.
 - Involve the institution in awareness – include the Charta in the website of the schools
 - Rights cannot be taught by paragraphs – they need to be thought through experiences when they come up. Right to food, to water, to development, to feel good etc. Kids will bring about the situations. Exercises: Make drawing with title What bothers me. Deduce the right that is not respected.
 - It should be thought and made aware of throughout the kids’ formal education, coming back to it at every developmental level with greater and greater understanding.
 - Make kids understand the principles and that it is about them.
- The material in this format is not recommended at all. It would cause more harm than good.

Fairness

- The concept of unfairness might not be understandable to the age group in a way that the material describes.
- Recommendations:
 - Use drawing to make unfair advantage and disadvantage a chance not a quality
 - Kids might not understand why a modified dice is unfair. Make sure that they understand the concept.
- **Warning:** using the base of the kids existing characteristics as the base of unfair advantage and disadvantage can be damaging! Therefore the material cannot be used in this format!

Recommendations to be included in the general guidelines document:

- Think through the realisation of the activity: make sure it fits the emotional, verbal, physical etc. abilities of the children in your care.
- Feel free to take and leave anything – the descriptions are very general to accommodate various situations, so use it as a guideline rather than a user’s guide
- In any case if the activity contradicts your professional knowledge, make sure that you stick with what you know. Your knowledge is officially certified, these materials are not.
- Make sure that you read online what other teachers have commented on a certain material: you will find it very useful.
- Make sure that you drop a few words after you completed it: it will help the whole community. Thank you!

Summary

30 experts from Hungary gathered on July 5 at the BME Centre for Learning Innovation and Adult Learning for a 4 hours validation workshop organised together with the Hungarian Pedagogical Society, which is the biggest national association of its kind. Experts represented all 3 age groups: nursery (20%), kindergarten (40%) and schools (40%). After the keynote and project presentations, validation work took place in groups by age groups.

Concern was raised by experts of **needed specific revision for 0-3, nursery age children activities**. This age group is very different from the kindergarteners; one cannot make a kindergarten activity simpler so it accommodates nursery age children. Materials should be developed and tested specifically for and by them.

Working with elementary school teachers to enlighten the significance of the ethical principles is of utmost importance in order for value education to succeed.

The main finding of the workshop is that **the Handbook cannot be used as a standalone resource**. Some materials need to have warnings (eg. Fairness). Other materials need clarifications so it is only wise to take advantage from the experiences of teachers already implementing it. In addition to the Guidelines for implementation, **an online forum has to be maintained in order for the pedagogues to continuously share their experience and warnings**. The Hungarian National Guidelines should already include the access to this forum. The Hungarian Pedagogical Society expressed its interest to work together with BME on the sustainability of the results.

