



Football Makes History

Public Report

2nd Short-Term Staff Training

Bucharest, Romania

6 May 2019



Eintracht
FRANKFURT MUSEUM



fare
network





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About Football Makes History¹

Sport - and particularly football - appeals to millions of Europeans, regardless of their sexual orientation, colour, gender, age, nationality or religion, often becoming a defining factor of identities and communities. The rich local cultural heritage of football and its shared history covering the turbulent 20th century history offers direct access to addressing past and present diversity. In addition, it helps to promote shared values, equality, non-discrimination and social inclusion with an integrated perspective, encompassing and innovating formal and non-formal learning, as well as youth work.

The Football Makes History project is comprised of a unique European team, including a Football Federation, a professional Football Club, the renowned Anne Frank House and FARE Network, together with European networks of history educators and youth workers. This team works to contribute to the reduction of the number of people at risk of social exclusion across Europe by pursuing these specific objectives.

To do so, we aim at using football history to:

- Promote diversity, non-discrimination and equality, including gender equality;
- Innovate formal and non-formal learning leading to social, civic and intercultural competences and critical thinking;
- Support the professional development of educators and youth workers and build the capacity to develop and implement innovative teaching methods;
- Engage cultural heritage for all by accessing the histories, memories and legacies residing in football history in transnational perspectives on all levels;
- Raise public awareness on the role of learning for social inclusion and increase the sharing of innovative practices across the continent.

The project will have various results, including a collection of activities that help using football history to promote social inclusion in youth organisations (which we call the “Toolkit”) and a collection of educational materials that help bring football history in the classroom (which we call “Handbook”, or “Exemplar Learning Activities”).

During the training described in this report, we focused on the development of the Toolkit and the Handbook.

¹ implemented with the financial support of the Erasmus+ Programme of the European Union as part of the initiative “Football History for Inclusion - Innovative collaborations of school education and youth through the prism of local football history for social inclusion and diversity.



Executive summary



Participants head to the CS Concordia Chiajna stadium to watch a play-off game.

The second Short-Term Staff Training of the Football Makes History project took place in Bucharest (Romania) from the 3 May - 5 May 2019 and was organised by EUROCLIO, together with the Romanian Football Federation, which is a partner organisation in the Football Makes History project. The training was attended by 27 developers and 10 members of the consortium, from the following 14 countries: Austria, Belgium, Croatia, Finland, Germany, Greece, Iceland, Italy, the Netherlands, Norway, Romania, Slovakia, Spain, and the United Kingdom. During this training, participants further developed the materials for a Toolkit for non-formal education, and a handbook of Exemplary Learning Activities for formal education, with the assistance of the consortium.

A number of topical activities were carried out during the 3-day training, including an introduction to the state of activities addressing inclusion within Romanian sports, presented by the Romanian Football Federation. Sessions on the use of copyrighted material and on methodologies complemented the main focus of the training, which were the sessions on the particular intellectual outputs of the project, and the sessions on the materials developed for the outputs.



The Training

Friday 3 May

Welcoming words and kick-off

The meeting started with a brief introduction by Jaco Stoop (EUROCLIO), where project updates were shared and new participants were introduced to the rest of the group. Alexandra Solomon, from Fare Network and Martin Liepach, new to the developer group introduced themselves. The team also welcomed Jonathan Even-Zohar, from Evenzo Consulting, as a new project partner. Jaco concluded by announcing his own departure from EUROCLIO in May 2019.



Chris Rowe presents the Life Stories of 150 football players.

Chris Rowe (Fig.1), member of the Historiana Historical Content Team, then took the floor and presented his work on the *Life Stories of 150 Players*. This work provides comprehensive background/context materials for the rest of participants to be used as inspiration or source material for the activities developed. As part of this effort, Chris is creating information sheets on the personal and professional lives of 150 football players, as well as on the cities where the EURO2020 matches will take place. At the same time, Chris is also collecting information on iconic football matches in the XX century.

Presentations on the Romanian Context by the Romanian Football Federation and the State Secretary for Interethnic Minorities

Then, the training officially opened with a presentation on how the inclusion of national minorities is address in the Romanian context. This presentation was delivered by Florin Sari, Corporate Social Responsibility (CSR) manager of the Romanian Football Federation (FRF), and the Romanian State Secretary for Interethnic Minorities Lacziko Eniko Katalin.

Florin's presentation introduced the work the Federation does in the area of CSR, with a focus on fighting discrimination, promoting inclusion and community reconstruction. He explained that the CSR department within the FRF is relatively new, and a broad strategy



Florin Sari and Lacziko Eniko Katalin present to the developers and consortium of the Football Makes History project.

was recently drafted. This process includes a push for professionalization of the Federation in this sense and the search for strategic partners, such as the State Secretary.

The **Diversity Cup** is a crowning example of the new strategy.

Organised by the FRF together with the Policy Centre for Roma Minorities, it aims to increase tolerance and understanding between national minorities, via a

yearly football tournament where minority teams participate. The Cup lasts two days and engages around 100 participant yearly, and includes cultural events such as photo exhibitions.

Then, Ms. Lacziko Eniko, State Secretary for Interethnic Minorities, presented contextual information on the state of national minorities in Romania, and explained the involvement, from a policy point of view, of the State Secretary in the Diversity Cup. The department for Interethnic Minorities operates with the goals of promoting harmony between communities and preserving the rights of minorities.

She explained that the Romanian government has laid down a comprehensive legal framework for the protection of minorities, but there are still some legal and political constraints that undermine the work of the department. However, one tenth of all Romanians belong to a minority, the Institute of the Study of the Holocaust presented a study that confirmed that discrimination is still rife in Romania, with 73+% of Romanians showing intolerance against Roma and more than half of Romanians showing intolerance against Jews and Hungarians. These findings further validate the mission of the Department, and the importance of the joint projects with the FRF.

A lively discussion about Romanian politics, policy and the Diversity Cup with the participants ensued.

Peter Bijl wanted to know more about the wider societal impact of the Cup, and asked if momentum was building. It is, and not only within the communities participating, but it is gaining recognition nationally.



Juan Carlos Ocaña asked about the wider political context in Romania, and was curious if there were political parties who opposed the Diversity Cup. Florin and Lacziko explained that at least three far-right parties are participating in the 2019 EP election. Though no party actively opposes the cup, they do generally disagree with any sort of work in the field of integration.

Jonathan Even-Zohar asks if the FA is considering using the EURO2020 matches to be held in Romania as an opportunity to showcase the Cup. Florin says that regrettably the focus during the EURO championship will be laid on blind football, another important area in the Romanian FA CSR strategy.



Do educators from across Europe believe in the potential of football?

The **Needs Assessment** is another of the final results of the Football Makes History project. It consists of:

1. an international survey that was shared in February-April 2019 with history and citizenship educators and youth workers from across Europe and beyond. This focused on understanding what are the needs of educators in terms of educational material and activities, and on whether or not educators believe in the potential of football history to promote social inclusion;
2. on-the-spot piloting by Anne Frank House, the Eintracht Frankfurt Museum, and the Romanian Football Federation. This focused on what works and what does not in activities (in formal and non-formal education) that use football history as a teaching tool;
3. desk research on which projects or activities are now out there, and what works and what does not in these practices.

In the month of June 2019, a complete report on the needs Assessment will be published.

Then, Alice Modena, from EUROCLIO, presented the results of the Needs Assessment to the developer group.

Firstly, she presented the results of the international survey carried out by EUROCLIO and Fare. The survey consisted of four sections:

1. the background of respondents;
2. respondents' experiences concerning discrimination and exclusion in their daily practice;
3. the potential of football as a tool to address these problems;
4. inspirational stories that could be used to promote social inclusion.

A total of 97 respondents participated in the international survey, and confirmed that discrimination is indeed experienced by formal and non-formal educators in the workplace. Formal educators stated their enthusiasm in the use of football history as a tool to foster inclusion. They further expressed a marked need for new sources about football history to be used in the classroom, and for ready-to-use lesson plans.

Non-formal educators agreed on the enormous potential of football history. They expressed interest in multimedia sources that could include flyers, videos and updated materials to be used in their activities.

Positive responses were gathered about the potential of football as a tool to promote integration and tolerance, and the need for new materials to be used by educators was stressed.

Then, she gave a quick overview of the on-the-spot piloting of partner projects. The Anne Frank House carries out a project with the Football Club Feyenoord, in Rotterdam. This project attempts to **tackle and change** anti-Semitic fan behaviour through projects where fans that have been expelled from the stadium because of anti-Semitic chants are put in contact with fellow fans of Jewish origin, who explain them why the chants are hurtful. It is interesting to note, in this sense, that anti-Semitic chants are not perceived as anti-Jews, but only as directed to Ajax, the rival football club from Amsterdam. This project is particularly successful, and this is because **it appeals to a common identity (that of supporters of the same team)** to explain why anti-Semitic fan behaviour should be addressed. It is thanks to this connection that participants to the project understand that



their chants hurt their fellow supporters, and reportedly interrupt the anti-Semitic chanting.

Eintracht Frankfurt Museum, on the other hand, carries out a project where workshops are given to students about the migrant backgrounds of players of the Eintracht Frankfurt, contemporary and from the past, in order to educate them about migration and reduce prejudice. This project, which aims at **preventing** discriminatory behaviour, is particularly appreciated by students. The Romanian Football Federation's project analysed in the Needs Assessment is the Diversity Cup, discussed earlier in this report.



Martin Liepach, one of the participants, discussing the constraints that national curricula might pose to the use of football history in the classroom

Then, Alice asked participants the following questions:

1. *do you foresee any potential obstacle in using football-related educational material in your day-to-day practice?*
2. *Do you know of any project that used football to promote social inclusion? What works in such projects? What does not?*

A lively discussion was sparked by these questions, with developers addressing a number of topics and potential pitfalls. Marisa Schlenker acknowledged the difficulty of fitting innovative learning materials into usually rigid national curricula, with Martin Liepach, Ute Ackermann Boeros and Gijsbert Oonk sharing concerns about this point. Marcel Put brought up the difficulty of measuring the results of activities that develop soft skills, and how it is hard to persuade policymakers of the virtues of materials which do not produce

measurable outcomes.

How to develop quality learning materials?

Then, developers divided into two groups, of formal and non-formal educators to share experiences and insights into what makes materials effective and educative for youngsters.

Formal Educators

When discussing motivation, formal education developers emphasised the importance of providing links between activities and their societal relevance in today's world. Interesting discussions were led on the pros and cons of text



Formal educators during the peer consultancy. Geir, Marcel, and Gijsbert are discussing Martin's ideas, while he can listen but not intervene.



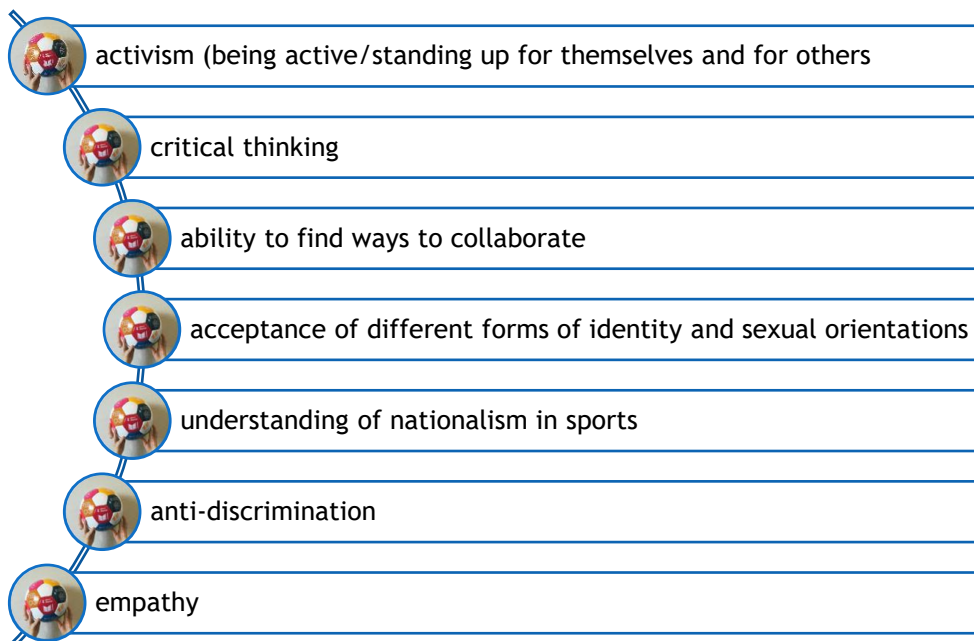
based material vs audio-visual material and their link to students' motivation. Enquiry questions, according to the developers, must be open, broad and critical in order to stimulate students to participate actively. The importance of including affective/normative values as learning outcomes was stressed, as these are often excluded from formal assessments. The session was concluded with a peer consultancy of ideas for the materials to be developed for the Exemplar Learning Activities.

Non-Formal Educators

For non-formal educators, the afternoon was divided in two parts. At the beginning, led by Inemarie Dekker, developers went to a park nearby, where they had the possibility to test a few practical games that might help using football history to promote life skills and other learning goals. Then, led by Marisa Schlenker, they sat together and discussed additional possible techniques. The session resulted in a list of life skills that football history applied to non-formal education helps pupils develop:

Text v audio-visual sources

Stefán emphasised the value given to audio-visual sources, which spark student interest and interaction and do not need to be translated. Juan Carlos, on the other hand, argued for the importance of developing pupils' reading comprehension skills. This discussion lays bare an interesting debate: should education adapt to new technologies and trends or should it protect endangered but valuable skills such as reading comprehension of long texts?





Saturday 4 May

Visualising O2 and O3: Toolkit and Exemplar Learning Activities

Fare Network led the session on the visualisation of the Toolkit for non-formal education. The Toolkit will contain 30 activities that can be done by non-formal educators with their pupils. These could be activities, educational strategies, or good practices.

A discussion led by Niels van Muijden from Fare Network ensued, in which developers presented their ideas about how the final output should look like. Developers expressed the need for an audio-visual dimension in the output, and avoiding the publication of a text-based volume only, with consideration given to potential users who might not be tech savvy. The shooting of clips, animations, walkthroughs, and feedback mechanisms were discussed by participants.

Niels acknowledges the importance of producing one formal, text based volume compiling all activities, but lays emphasis on the creation of audio-visual, catchy outputs.

Chris proposes making short clips that would ensure wide appeal, despite different levels of tech literacy of users.

Discussion carried out on where to host the outputs. Own website would provide legitimacy to the project and an own identity. At the same time, there are concerns about its upkeep once the project has officially ended.

Historiana was posed by several developers and consortium members as an appropriate outlet for formal education activities.

Where are we standing now? Group presentations

Developers Teams. At the beginning of the project, developers were presented with 9 different themes that connect football history and social inclusion. They were asked to select the team that they were most interested in working. As a consequence, 8 different Developers Teams were created, to stimulate cooperation between developers and to provide them with a thematic guide to the development of their materials.

On Saturday morning, developers were asked to share with each other what their activities will focus on, as well as any obstacle that they had encountered so far.

Migration team: Gian Marco will focus his work on national team compositions over the years and how these relate to migration and representation. Igor will focus on club foundation, and the histories of clubs established by different societal groups, such as foreign industrial workers, students, refugees, defectors, among others. Chris on migration from Africa to Belgium, how that is represented in football, and the underlying reasons why people migrate. Comments and feedback on their session focused mostly on different definitions of migration and the inclusion of moral questions in the material to engage the target audience.



Marisa and Inemarie presenting the Women in Football team's approach to the project

Women in Football: This group will focus on norms and roles of women in history and their connection to women's football. Themes such as shifting gender roles, role models, the sexualisation of women's game and professionalisation will all be treated. Proposed cases included Emma Clarke, from the first British Women's Team, and the Dick Kerr Ladies, the women's team of Olympique Lyonnais, among others.

Inemarie proposed further research into the Dutch FA to see what their work concerning these themes is.

Identity team: Geir will develop activities on the history of a Norwegian player who famously refused to perform the Nazi salute and went on to be a successful figure of Norwegian football, and on football as a focus of resistance to the Nazification of society. Ernie will focus on the exploration of identity through play, dealing with themes as community building and the understanding of the transient nature of identity and how not all aspects of it are plain to see. Denver will touch upon the cases of North Ireland and Rayo Vallecano and the relationship between football and identity and community there. Sean's materials will deal with the Scotland v England rivalry and how football was used to assert identity. The main obstacles found by this group were the structuring of interesting materials into workable learning activities and the narrowing down of abundant source material.



Society team: The main topics that will be touched upon by Ute are the origins of hooliganism, how hooliganism is seen in different sections of society, the underlying reasons for it, and its relevance for students. David would like to focus on the changing relationships between football clubs and local communities, and how clubs tend to get wealthier and wealthier while the communities surrounding them suffer the opposite fate thanks to deindustrialisation



The Society team presenting the material that they will develop

and austerity. Ivan presented on the personal story of his great uncle, who played for the Czech team and was sent to a working camp by the secret police. He would like to develop activities that are based on this kind of players' life stories. Peter will develop activities to research the roots of students' favourite teams, in order to develop empathy, critical capabilities and determine the importance of *groupthink* when picking a team. The level of complexity of certain activities and intersectionality both addressed during the discussion that ensued.

Discrimination team: Thomas presented on the impact and potential (sporting) associations have on society at large and as a tool for integration. Enrico will develop an activity on the life history of Arpad Weisz, a Hungarian player and coach who reached international recognition, but ended up fleeing from Fascist Italy and being killed at Auschwitz. This activity is meant to foster reflection among students on how football can be a double edged sword, and bring people together or divide people with the same ease. It will also underscore how football is a reflection of society. Lastly, Valerio will focus on presidents of football teams who met tragic ends due to racist laws, and the story of the Italian Luxembourgian miners who founded the first football team in Luxembourg, and how football was a symbol of emancipation for them.

European Championships team: Stefán is developing an activity on the changing borders of European nation states and how the European Championship teams of today would be completely different if the borders of 1914 would still be the same today. Students would have to reimagine team composition and thereby reflect on the fluidity of borders and migration. Stefán also proposed an activity about the Icelandic women's national team, and their use of media campaigns to raise awareness, developing media literacy among students and addressing gender equality. Zdravko, who was not present during the training, is working on a project about the Yugoslav war.

Nationalism team: Marcel proposes an activity on national teams to foster reflection about nationalism, and pros and cons of patriotism, and another one about football as a tool to advance the national cause in totalitarian regimes, and its use for propaganda purposes. Dario presented on football as a way of amplifying national sentiments, by using the examples of the public reaction to Tito's death during a Red Star Belgrade v Dinamo Zagreb game - a public display of sorrow shared by supporters of both teams - and the



famous Dinamo-Red Star riot, which many cite as a cause for the Yugoslav wars. He would like to develop an activity that touches upon this topic. Juan Carlos' materials will deal with the topic of tragic nationalism, and will study (false) nationalist narratives within the traditions of Real Madrid/Barcelona and Glasgow/Celtic and how these are used for profit and influence. Fernando's activities will explore the use of nationalism in Spanish football, by studying the relationship between fascism and football. In doing so, students will be able to better understand the evolution of nationalism in sports, appreciate the pros and cons of patriotism and gain a better understanding of the history of Spain. Fernando will also develop a non-formal activity dealing with the case of England and Argentina during the Falklands war and the 1978 World Cup.

Activism team: The materials developed by this group follow three main themes: how the players of today view activism, what the impact of activism on the sports business, and the evolution of football activism over the years. The materials will be designed in order to stimulate reflection among students and to promote understanding of the underlying reasons people engage in activism. The materials will aim to develop empathy and encourage standing up for the rights of others among pupils.



Dolores and Christoforos present the approach of the Activism team to developers



The developers teams:

Football and Migration

- Gian Marco Duina
- Igor Jovanović
- Thomas Fairnes
- Christopher Heim

Women in Football

- Anika Leslie-Walker
- Leanne Norman
- Claire Mulvenna
- Marisa Schlenker
- Inemarie Dekker

Football and Identity

- Geir Ove Halvorsen
- Ernie Brennan
- Denver Russel Charles
- Sean Huddleston

Football and Society

- Ute Ackermann Boeros
- Peter Bijl
- David Webber
- Ivan Belička

Football and Discrimination

- Valerio Bernardi
- Enrico Cavalieri
- Thomas Babila Sama
- Ansley Hofmann

European Championships

- Zdravko Stojkoski
- Rico Noak
- Stefán Svavarsson

Football and Nationalism

- Dario Brentin
- Jaun Carlos Ocaña
- Marcel Put
- Fernando Gallego Pedraza

Football and Activism

- Dolores Galindo Fontán
- Christoforos Pavlakis
- Mickael Correia



Session: The quest for the best source

Jaco Stoop (EUROCLIO) led a session on the use of sources and copyright clearance. The goals of this session were to support authors to find sources that are useable, to collect information that is needed for publication, to inform developers on how to clear copyright where needed, and to transfer knowledge and experience gained from previous projects. Matters of overrepresentation of famous sources, potential bias in copyright-free material and the appropriateness of sources were discussed. An interesting discussion ensued, with developers proposing reaching out to news agencies to get access to their photographic sources, and further technical issues.

Marcel wanted to know if when you find and want to use a source with unknown copyright holders you have to prove the steps you have taken to find the holder.

Jaco confirmed this. It is important to find original author and not distributors because you cannot know if you have permission to use it otherwise.

Niels wanted to know if when a developer gets permission to use a source, it means that all the rest of the developers are also allowed to use that.

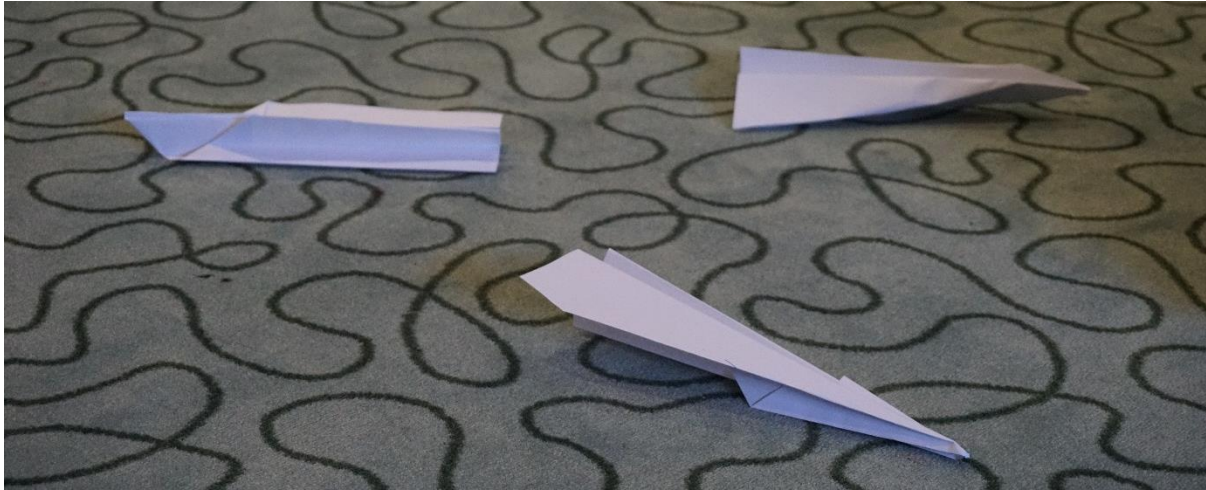
Jaco suggests that developers use the template provided by EUROCLIO so that it is the project which clears the copyrights and everyone involved in it can make use of the sources.

Saturday's session was concluded with a matchmaking exercise and a concentrated group work session, in which participants met with their teams and implemented the feedback received during the morning. Participants facing similar problems in their development were matched and could address their obstacles with each other's help. The concentrated work group session was a chance to peer review material and to look for advice, benefiting from each other's expertise and fresh insights.



Sunday 5 May

Pills of methodology: how to engage children and teenagers?



During the Pills of Methodology session, led by Jonathan Even Zohar, from Evenzo Consulting, developers were invited to think of teaching methodologies that would engage the target audience. Participants wrote them down on a piece of paper, folded them into paper planes and threw the planes across the room. Then, one at a time, they picked up a plane and the selected person presented their methodology.

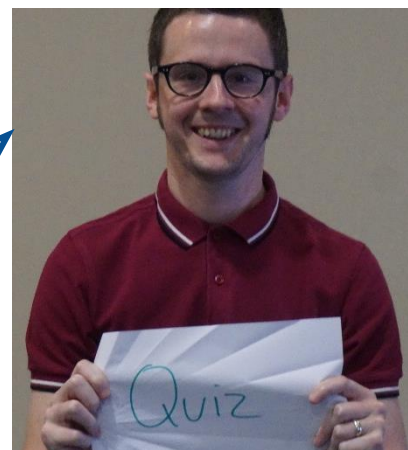


Fernando's quiz/contest

After teaching a unit, teachers divide pupils in groups, making sure students with different levels of performance share groups. All groups prepare questions for the other. A pub quiz style contest ensues. Fernando's quiz tests knowledge in a light, fun way.

David's quiz

Based upon classic TV show *A Question of Sport*. A series of pictures of specific events when football and politics have met in the past are shown. Students must pick a number, an image is revealed, and they have to say what's happening in that image. The team with most points win.





Ute's hexagons in essay planning

Essay questions about causes/factors are presented to students. Students are given hexagons, and told to label them with one cause/factor. Then they can place hexagons/factors next to each other, depending on how 'close' they are to each other. Colour coding can be used to determine relative weight of causes/factors. Ute's methodology is useful to show interdependence between factors, and discourages reductionist thinking.

Frauke's Peer to peer method

Students form groups, attend the museum and learn about one specific subject. After the visit, students from one group then have to teach what they have learnt to the other students. Encourages active participation, presentation skills, and learning by teaching.

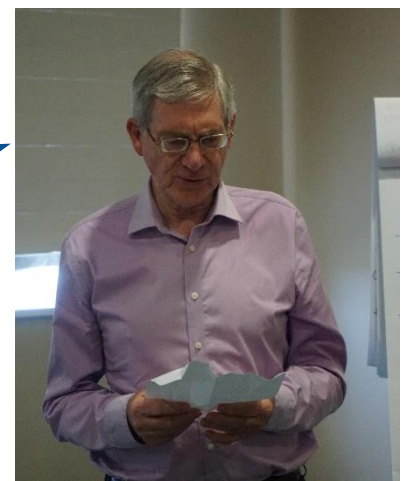


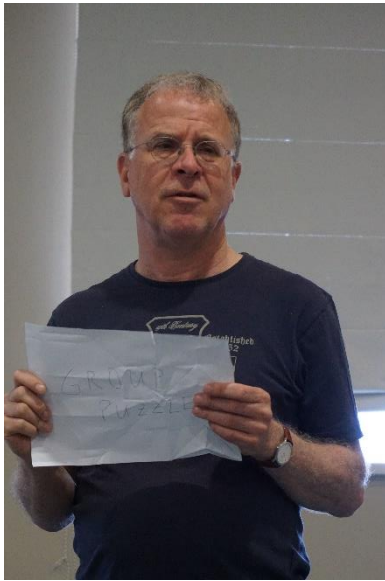
Geir Ole's picture pairing method

Teachers show pictures related to each other to pupils and they have to pair them thematically. There's no right answer, so students have to reason why two images are paired. Geir Ole's methodology encourages reasoning, discursive skills, and shows relativity of answers.

Chris' Choice is Motivation method

Chris proposes putting choices in front of learners, with regard to topics to be studied, and how to approach them. This method enhances the democratic quality of education and engages students, as they feel ownership over the learning process, while more vertical styles deny this to them.





Martin's group puzzle method

Groups of students are presented with shards of information about a given topic and they have to independently piece the information together to form a full picture. Presentations, gallery tours, written tasks can be the output of the method. This methodology encourages students to *zoom in and out*, and understand how causal factors are usually interrelated.

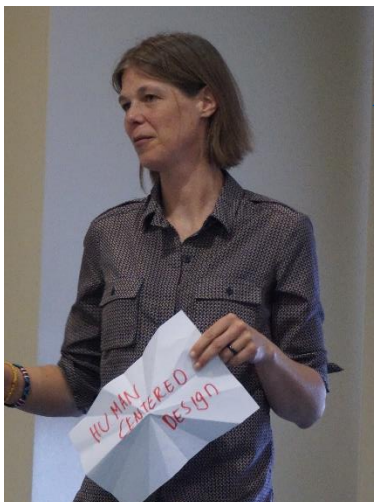
Sebastian's adapting to the audience method

The exhibitions at the Eintracht Frankfurt Museum deal with complex phenomena such as migration and integration. For groups in the museum, it is important to adapt the core message to the audience and the different age groups that visit. Sebastian emphasises the importance of having a storytelling component, through which all audiences can be engaged.



Inemarie's human centred design method

A method based on practice. Practitioners need to communicate with target audience about their needs, communicate with experts, and take inspiration from other similar activities. A quick testing phase ensues, close to the practice and focusing on behaviour and emotion rather than rational feedback.



Alexandra's reflection method

Non-formal educational method used at the end of activities. Used *Dixit* cards with images, and collects feedback, checking what participants have learnt on a voluntary basis, making the most of the notes most participants take during activities. Flexible and ready to be used even in formal education.



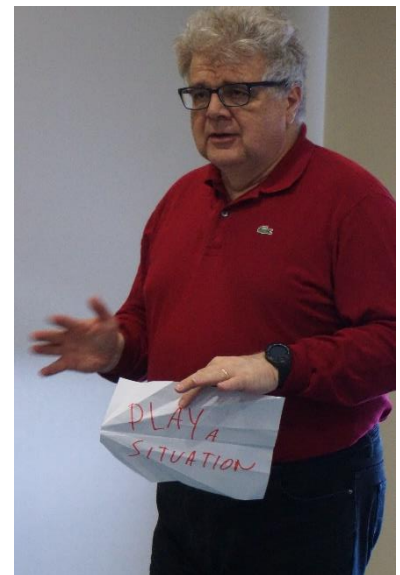


Ernie's kinaesthetic method

Through activities that require physical activity, kids would develop competences such as listing, and categorising via movement. In a round robin setting, four different activities are prepared for participants, and during them socialising, reflection and evaluation are stimulated.

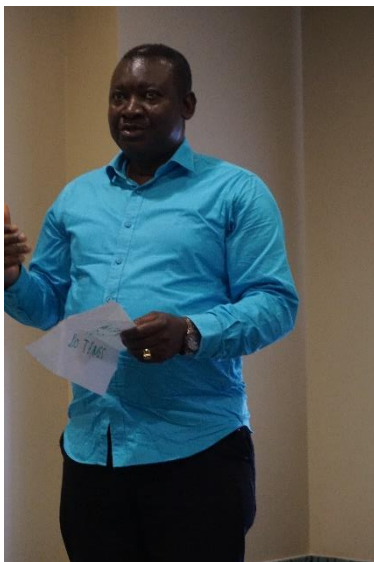
Valerio's play a situation method

A simulation based game is presented to students, the teacher is the leader who establishes rules and situation. During the game they learn what the situation is and discover the different learning outcomes through the process. A debriefing session is held at the end of the game to check what was learnt, and get feedback from participants



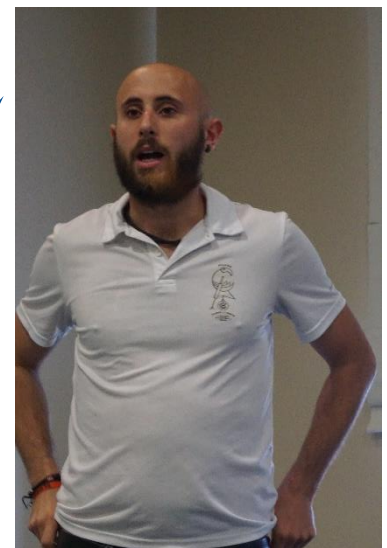
Thomas' way to do things method

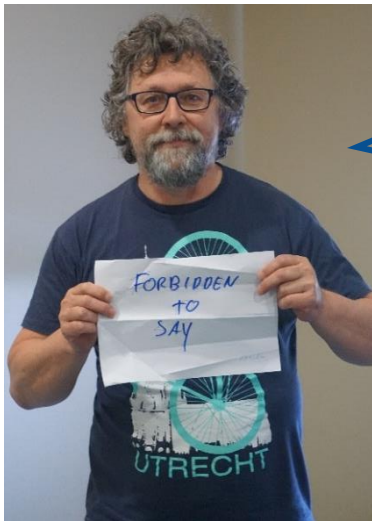
The goal of this methodology is inclusion and social cohesion. It is a ball based game: participants have to stand on a circle and pass the ball around. An evaluation is performed at the end with critical questions posed, such as: who got the ball most often? Do people play with those who are similar to them? Participants then reflect on group behaviour and inclusion.



Gian Marco's routine method

A Non-formal education method based on working with disadvantaged youth. Kids who do not go to school lack a routine and football training gives their lives structure. Planning sessions in advance and giving them a routine allows them to develop planning skills, and understand the cause and effect of training and commitment.



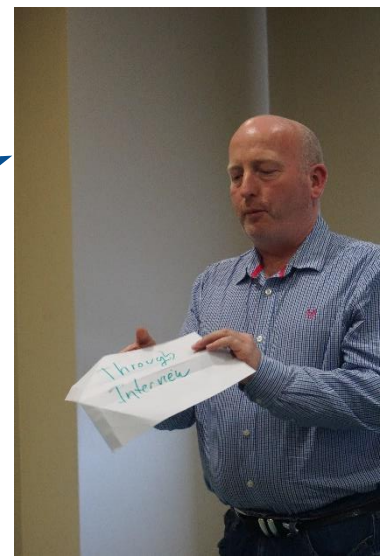


Marcel's forbidden to say method

A method to help pupils understand complex concepts. Students have to define a concept in 4 words. These get written on the board. One student goes to the front and, facing away from the board, can't see the words defining the concept and has to guess what the concept is. The rest of the students, in charade style, try to describe concept at hand without using them.

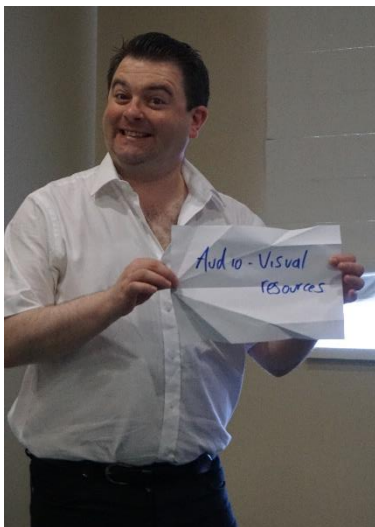
Denver's through interview method

Students are invited to conduct interviews with figures from local clubs. In doing so, they discover the value of conversation, and of the interaction with community and clubs. By making sure every pupil participates, the communal aspect of this methodology is enhanced.



Sean's audio-visual resources methods

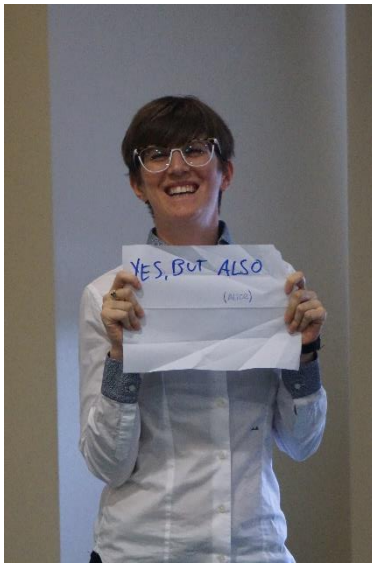
Within this methodology, audio-visual resources used by other educators who are experts on certain topics are gathered and used. Direct pupils to the best audio-visual resources there are. This method acknowledges how audio-visual reality has become, and is fit to include popular culture into formal education.



Christoforos' appreciative enquiry method

This method overcomes the dichotomy of correct/incorrect, by allowing individuals to offer and receive appreciation in a group. Facilitator is picked in a group and initiates a topic as an open question and shares thoughts/feelings and then offers floor to other students. This method fosters communication within diverse groups and encourages emotional communication.





Alice's yes but also method

Children are often dismissive about others' initiatives, and this method aims to foster empathy to address that. Scenarios are given to participants, and these have to start every sentence with 'yes but also,' leading to kinder discussions and encouraging *constructive* criticism.

Peter's connection method

This method relies on adaptation to circumstance and previous knowledge of audience. Based on the interests of audience, connections are built, and work is done towards learning outcomes through the common interests of pupils.

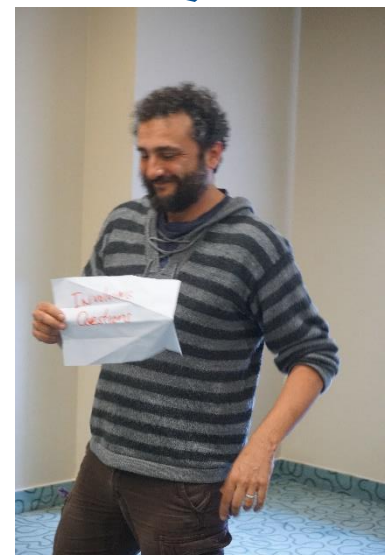


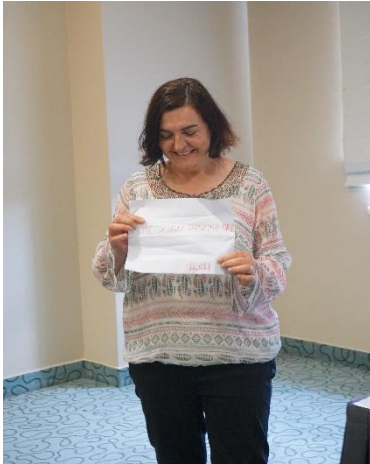
Enrico's involving questions method

Overcome disinterest through posing questions and creating discussion. When getting answers, teacher reinterprets answer, amplifies and exaggerates it, so that students have to re-explain emphatically their points of view.

Igor's roleplay method

Method mostly used in primary school. Relies on identifying preferences of audience: breaks, PE, playing, emulating role models. Historical thinking can be achieved through roleplay and given all different roles and approaches, students get insights on multi-perspectivity. Encouraging questions are posed to the students to answer, and all answers are accepted and taken into consideration.





Dolores' design thinking ball method

Goals are placed in each pentagon on the ball. Difficult questions are posed to children, and children have to place answers to questions on each pentagon on the ball. Facilitator guides children towards solutions. Debriefing session takes place at the end. This can be combined with other methodologies, like street football methodology, that encourages cooperation and fair play.

Anika's peer feedback method

Can be used as a formative assessment, or when developing a research proposal. If other pupils have knowledge or expertise on the topic of another pupil, they can build upon their shared knowledge. In peer feedback, pupils have to be a critical friend, supporting others and enriching each other's research.



Stefán's podcast and videoessays

This method consists on making students create podcasts and video-essays in groups to encourage cohesion within the class, especially within students who do not know each other very well.



Dario's mock debate method

Students, through research, develop a well-rounded knowledge of a given topic to debate it. A class is divided into groups and are given sides of debate. This methodology encourages multi-perspectivity, but requires active supervision as debates could get a bit heated!



Management session

EUROCLIO led a session on management, where schedules, deadlines, and tasks to be done in preparation for the Frankfurt STST were discussed, and the training was closed with a Q&A session that touched upon division of responsibilities, getting copyright-free material, translation, proof-reading, and the publication of the final volumes once they're finished.

Conclusions

The Short-Term Staff Training held in Bucharest saw a number of interesting developments take place. *Inspiration*, *cooperation* and *guidance* summarise the main advances taking place.

The sessions that took place in this STST provided *inspiration* to developers. During the first stages of creation of their educational material for the Toolkit for non-formal education, many developers had rough ideas of topics they wanted to work with for their materials, but few certainties on how to structure them or how to relate them to the overarching themes the project addresses. The presentations by fellow developers and the exchange of ideas facilitated this process. Likewise, the sessions on Romanian realities provided interesting pointers for developers and fresh angles on themes that only arise from the inclusion of new perspectives. The *Pills of Methodology* session inspired developers by the exchange of their best practices about structuring learning activities.

The Bucharest Short-Term Staff training created a strengthened *cooperation* within and across developer groups. Groups, through the concentrated work sessions, could consult face-to-face with teammates about their materials and share insights. Through the presentations, group members contextualised their individual work into the group themes. During the peer consultancy, developers addressed each other's obstacles and challenges in the process of creation of material. Not only this was done within groups, but participants also performed this activity across groups, discovering that the challenges, obstacles and themes they were dealing were often similar. This fostered cross-group cooperation, which will go on through the whole process of the creation of the Toolkit for non-formal educators and the Exemplary Learning Activities for formal educators.

Lastly, the consortium provided *guidance* during the process of material creation by presenting guidelines for development and walking participants through the formal structuring of their activities.

While development for the Toolkit and the Handbook is still in its early stages, the Bucharest Short-Term Staff Training showed that the group of developers is doing good progress in the creation of their materials, are motivated and engaged, actively communicate and cooperate among each other and with the consortium, and has taken great steps forward. This training will be followed by the next STST, taking place in Frankfurt in early November 2019.