

LET IT BE 2.
SHARED WISDOM
PEER SUPERVISION
CASES





FOREWORD

You are reading the publication of the 'Let It Be 2 – Shared Wisdom' project. The training course aimed at increasing the quality of youth work through the development of capabilities of trainers, facilitators and other professionals active on the youth field. The course introduced and provided practice of peer group supervision. This method serves to support the daily work of the professionals, providing them with a tool that they can use to process difficult cases, situations, relationships at work that can cause emotional stress. Burn-out syndrome is serious issue amongst social professionals; supervision and peer-supervision are the most adequate tools to prevent it.

A horizontal aim of the project was to raise the awareness of professionals active on the non-formal education field that their daily work has to be supported periodically with self-reflection and self-knowledge activities to help processing experiences gathered as youth workers.

Peer supervision is a leaderless format of supervision conducted by professionals. The aim of supervision is professional-oriented personality development, exploring together the personal working optimum and reinforce personal and efficiency. Supervision is the most efficient tool of self-reflective competence development in the XXI. century. The supervisor is the impartial professional „outsider”, who focuses on strengths and improvement during the discussions. The supervisor is paying attention, listening, asking and reflecting without judging; motivating for self-knowledge process and professional development, offers new points of view; does not give direct advices, but gives inspiration for thinking on new ways and solutions.

This publication includes information regarding the implementing partnership, introduction to the technique of peer supervision and case studies, outputs of the peer supervision groups conducted during the project. We hope that this publication raises the awareness on the need of supervision for practitioners on the youth field.

Elemér Szentpétery
Chairman
Association Co-Efficient

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PARTNERS



KÖZÖSSÉGÉPÍTŐ EGYESÜLET

Association Co-Efficient was founded by social professionals, and enthusiastic young volunteers in 2010 to promote non-formal learning, innovative community services and a new way of thinking in youth and social work. The core values of youth work conducted by our organization are equity, a multicultural approach and inclusion.

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We define multi-culturalism in a way which covers social position, capabilities, economic place of the young individual besides his/her nationality and ethnicity. This approach manifests in our projects and services as a principle; a principle which aims to include as many young people with different backgrounds into the projects as possible. Participants and beneficiaries can learn from and about each other, experience the possibility of working and living together in an efficient way with people of other background.

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We believe in the power of community which gives personal goals, encourages for cooperation and provides support for its members. We firmly believe, that society develops through autonomous, supportive communities following a bottom-up approach. We believe, the healthy community should be inclusive, shouldn't consist only privileged, or disadvantaged members. Our vision is a society where communities provide equal opportunities for all young people, so they can efficiently develop their skills to become responsible and competent adults.

Our specific field of expertise is working with and for young people living with disabilities; every one of our services and projects are designed with young people living with disabilities in mind. The staff of the Association is also experienced and qualified in working with young people with multiple disabilities and NEETS and Roma.

The Association operates a youth information office as part of the EURODESK network located in the 4th district of Budapest, and an afterschool located in Gyöngyös. Both departments are operating with regular opening hours, offering services for the local community.

We work in close relationship with local family care services and public institutions (especially schools), and local NGOs.

"Uniamoci Onlus" is a no profit organization that works in the field of social inclusion and social assistance of young/adult people with disability, of adult education and youth work. The objectives of Associazione Uniamoci Onlus can be summarized as follows: empowerment of our users with disability, international cooperation in the field of social inclusion of people with disability, promotion of European mobility, active citizenship and volunteering, social awareness activities to spread inclusive attitudes. uniamocionlus.org



RROMA is a youth-led organization that works on empowerment and mobilization of young Roma through creative methods and campaigning in order for them to become active citizens and positive role models in their communities. RROMA works on the personal development of young Roma through non-formal education, also on the advocacy of young Roma to remain enrolled in the process of education. RROMA is active in the North-eastern region of the Republic of Macedonia. rromassn.org

The aims of the Organization is to empower young people between the ages of 18 and 30, promoting collective consciousness, the raise of European awareness, encourage active participation and defend people with fewer opportunities through personal development, furnishing with skills and opportunities of youth mobility in Europe. We organize workshops on youth work, leadership, personal development and well being. youthfullyours.gr



MAVERICK

Sdrujenie Maverick is a youth non-governmental organisation from Sofia, Bulgaria,

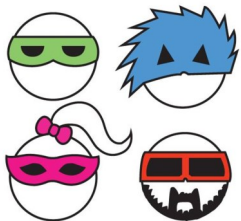
which gathers young people striving for excellence, promoting European citizenship, tolerance and solidarity among young people. We all have dedicated interests in promoting active citizenship and young people's inclusion in the cultural, educational, social live of our country and Europe.

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We are a non-profit organization that leads young people to the active citizenship, personal development and inclusive society. Our vision is to have an inclusive and tolerant society whose members take care of their surroundings and they have the need to educate themselves and to grow personally through lifelong learning processes. Our activities are focused on the transfer of knowledge and competencies to young people through the non-formal methods of education. brnoforyou.cz



The Exchangeables is a non-governmental organization with focus on (vulnerable) youngsters. We accompany the youngsters on their path to adulthood and stand up for them when needed but most important we appreciate and encourage them to develop their own skills to increase their confidence and independence. Our not-for-profit foundation stimulates this through individual and group focused activities such as exchange programs, training, work shops and seminars. the-exchangeables.org

HEureka Generator Association has been founded in September 2016 by people with many years of experience in the field of non-governmental organizations. Our members are professional local and international project coordinators, non-formal education trainers and other young people who have been participating in many local and international projects. What we all have in common is the will to be active and act for our local community. heurekagenerator.pl



Nevo Parudimos Association is a nonprofit apolitical organization which was founded by a group of teachers, Roma activists and Roma students from Caras-Severin county, in the south-west of Romania in 2008. The aim of the Nevo Parudimos association is to decrease the economic, social, educational and cultural differences in the society. Nevoparudimos.ro



PEER SUPERVISION

This section was produced by using the resources openly available at www.peer-supervision.com. The content is in no way the intellectual property or output of Association Co-Efficient. Copyright owner of the text in this chapter is Dr. Kim-Oliver Tietze, Hamburg, Germany. While peer supervision can be conducted successfully using different approach, the following format were used during this particular project.

What is 'peer supervision'?

Peer Group Supervision is an effective form of leaderless peer group counselling. Participants confer with one another by reciprocating key topics of their professional everyday lives, in order to provide solutions for difficult situations with colleagues or customers. The participants learn better ways to manage professional problems and reduce stress. This results in the group members' increased professionalism within their work environments.

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Who can benefit from peer supervision?

In many social career fields, clinical supervision conducted by a professional clinical supervisor is offered to the employees. Many employees have collected years of practical experience in participating in clinical supervision, or they were qualified in a counselling education programme. They could utilize these capabilities when running Peer Group Supervision.

In addition to clinical supervision, Peer Group Supervision could serve as a valuable source for dealing with difficult professional

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issues and as a supportive field for maintaining and developing professional skills and resources. During Peer Group Supervision meetings, the participants can discuss cases and difficult situations with clients in order to extend their abilities to deal with problematic issues. Members could meet, for example, bi-weekly for two hours.

Target groups: *Teachers, Social Workers, Counsellors, Psychologists, Therapists, Legally Responsible Guardians*



How is a peer supervision session conducted?

The structure of Peer Group Supervision consists of six phases in which the participants are expected to fulfil different tasks:

Casting

The following roles have to be assigned:

- Moderator
- Case presenter
- Consultants

Course of events

The group agrees on who will be the Moderator for the Peer Group Supervision session. The Moderator guides the further process. Potential Case Presenters give a brief outline of their case. One Case Presenter is selected. All other group members will become Consultants for the current Peer Group Supervision session.

Case Presentation

The Case Presenter is asked to outline his/her case briefly within five to seven minutes. His/her report should include the important information that is necessary gain an understanding of the case. The Case Presenter does not need to prepare this report beforehand. The task of the Moderator is to listen actively and to guide the Case Presenter by asking clear and focused questions. The Consultants just listen attentively during this phase. At the end, they are allowed to ask two or three comprehensive questions. These questions should not include solutions.

Key question

The Moderator asks the Case Presenter to formulate one key question. The key question will set the focus for the following

phases of the Peer Group Supervision. If the Case Presenter expresses difficulties in formulating a specific key question, the Consultants may support him/her by offering several key questions of which he/she can choose one that matches his/her clarifying needs best.

Method Choice

The Moderator guides the process of selecting a consulting module which will be used in the following consulting phase to collect various proposals, ideas and solutions. Each member of the group can suggest a consulting module. At the end of this phase, the Case Presenter has to agree to the final suggestion.

Consultation

During the consultation phase, the Consultants give their ideas in order to answer the Case Presenter's key question. Their contributions are formulated according to the style and rules of the specific consultation module that was chosen.

A "Secretary" is nominated, who takes notes of the contributions given by the Consultants. Hence, the Case Presenter can concentrate on the contents and he/she is not distracted.

The Consultants formulate their ideas, suggestions and contributions in regard to the requirements of the chosen consultation module. Their task is to produce a great variety of different ideas in order to extend the Case Presenter's capabilities to solve his/her problem. Their contributions should be concise, creative, and should express support.

The task of the Case Presenter is to listen and consider whether the ideas and suggestions make sense to him/her.

The Moderator keeps an eye on the time and also pays attention to the receptiveness of the Case Presenter.

Conclusion

The Case Presenter is asked to give a statement that includes which of the presented ideas sound helpful to him/her regarding the key question. He/she reports which of the Consultants' suggestions and solutions were personally valuable and finally expresses his/her gratitude to the group.

The Moderator may be interested in feedback concerning the manner of his/her moderation. Each participant leave their roles and the Peer Group Supervision session comes to an end. After having had a break the group can continue running another Peer supervision



CASE PRESENTATIONS

The following case presentations are the outcomes of the peer supervision sessions conducted during the project. Participants were divided into four closed groups based on experience and field of expertise. During these sessions each participant had the opportunity to try all different roles in a peer group supervision structure like the case presenter, the moderator, the secretary and the consultant role.

In the remaining part of the publication selected cases will be presented out of all the cases processed through the peer supervision groups of the project. The cases were selected based on their compactness, subject matter and relevance to the youth field. The summaries of the cases were created by the peer supervision groups of the project and they are fully anonymized protecting the identity of the individuals in the discussed cases.

The structure and the content of the case summaries were subject to the case secretaries' preferences, thus they do not follow a standard pattern.

CASE 1.

The case below is about taking things personal at work. This case took place two years ago, during Gina's dissertation. At the last semester of her bachelor degree, she was chosen to do her dissertation in an institute for people living with autism spectrum disorder and intellectual disability. There she was to work in a class with four children and their teacher. The teacher assigned Gina to take care of one specific child, Tim. She also forbade her to interact and communicate with the other children in the class, as she wanted her to concentrate only on Tim. This situation frustrated Gina because the teacher was constantly scolding her, as the children were approaching her all the time. Generally, the teacher was very unfriendly and unhelpful to her. However, Gina was trying to be polite and positive with her. She also tried to establish a good professional relationship with her. She respected and obeyed her rules.

Tim was a young boy who was about to go through puberty and who had severe issues with his temper. In other words, every day he was experiencing really difficult crises usually due to sensory overload or fatigue. During his crises he was becoming very violent, he was screaming, hitting the others and he was destroying and throwing things. He had a really difficult time through these crises and he was suffering a lot. He was probably the most difficult child to deal with.

Gina had no former experience in how to manage a crisis and how to approach and calm him down. So she felt very helpless and unable to deal with that situation. She tried to distract and calm him down when he was becoming furious by giving him time to rest, singing songs to him, walking and doing his favourite activities. Unfortunately, these methods were not always effective.

Although the teacher knew that Gina didn't know how to handle Tim's crises, she was passive and she did nothing to help her. She was meddling in only when the situation was totally out of control and he was about to destroy the classroom. Gina asked her several times to help her or give her some advice, but she was quite indifferent. Although she was experienced and knew how to calm him down, she just put all the responsibility on Gina. Furthermore, she advised her to switch off her feelings and just let him play with his toys or sing a song to him.

As the methods were ineffective and the situation was getting more and more out of control, Gina decided to share her experience with her supervisor who was the psychologist of the institute. He advised her to observe boy's behaviour and proposed to give him some medicines to calm him down, if it was needed. He also advised her not to take things too personal.

The situation with the boy was getting worse and it affected Gina. She couldn't study and generally focus on anything else. She was tired and devastated. She felt lonely and helpless. She was unsatisfied with the collaboration with the teacher and the supervisor. One day the situation got out of control as Tim became very aggressive and Gina could not tolerate it anymore and she burst into tears. Immediately, she felt ashamed of her reaction, as she thought that she reacted very unprofessionally because she was not able to handle her feelings. A few days later, she accidentally broke her leg and had to stay at home for a month. Surprisingly, when she came back to the institution everything had changed. The teacher was very kind and nice to her and she helped her with the boy. Tim was also calmer and everything was much better.

When formulating the key question Gina wanted to focus on managing her emotions in such situations. She was convinced that she did not act professional. She did not want to focus on the working relationship between herself and the teacher or the supervisor.

Key question: **How could I take this situation less personal?**

Input: Clarification what does it mean to take things personal?

- When I am taking things too personal it means that I have an interest in that. I had been in that situation or somebody who is close to me had been in that situation. Also, it means that I want to have control over the situation and be able to handle with it; when I don't know how to control it and handle it.
- It means to be so emotional to not be able to handle my feelings. *(Reaction from a peer - you will always have these feelings but you will learn how to handle them and this is also a tool.)*
- It means that your shield is broken somehow. For example, in this situation, there were so many things that happened at same time that they broke my shield. As a result, I took things too personal.

Method: **Moderated discussion**

Input from peer consultants:

"Time to time we are so critical about ourselves and time to time it happens that we put our heart into our profession and then it can happen that we get emotionally involved which is totally ok. It is not bad to have an emotional feeling about it and also don't know what to do and don't know everything. Even if you study psychology you are allowed to not to know everything".

"These skills will come with practice and your feelings are totally natural. You don't know what to do because everything is new to you. Also, most of the time school doesn't prepare students for these situations and even though you know the theory you have to experience it in order to know how to apply it".

CP's response:

"But people are expecting it that I will know everything and that I will be able to help them straight away. For example, when meet new people they take for granted that I am an expert and generally, they are putting so much pressure and responsibility on me".

"Nobody will take responsibility for your case. This is just your way how to solve the problem. If you have not experienced it now you will experience and learn it later and if you have already experienced it is better for you. I cannot distribute my experience to you and you cannot distribute yours to me. You are studying psychology and you don't have to be professional now. It will come with time; you don't have to put so much pressure on you. It is a circle, when you criticize and blame yourself, you feel bad and you will put more pressure on yourself".

"Everything important has been already notified. I would just try to analyse these situations, try to find the best way how to handle with them next time and then I would try to close them. Human is just one animal in the world who punish him/herself or somebody else more than one times for the same mistake".

What was the highlight for you? What do you think that it is the most useful thing which we shared with you?

"When I am thinking about what happened during my dissertation and the way that I reacted, I feel very bad and shame, because I think that I acted unprofessionally, as I could not manage to deal with my emotions and I just let them to affected me. Sometimes, I am being very critical to myself and I think that I am not good enough to be a psychologist and then I feel very sad. However, after sharing my experience with you, I felt relieved and understood. You helped me to understand that it is ok not to know everything and that I should not be so judgmental to myself, as I will improve professionally and personally through practice. Now I think that everything will come naturally one day".

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CASE 2

Description:

Three years ago there was a youth mobility project in Austria for 13-19 years old teenagers from 8 countries. The topic was anti-racism. During the third night of the project 2 boys drew a symbol of swastika and "Hitler" on the wall. It was a big scandal and it influenced the whole project and the national group leader was shocked. Boys were from families with disadvantaged background. There was an idea before the project not to take 'risky' participants but this two boys were recommended as calm and good one.

Key question: Is it a good decision not to take risky participants on international projects?

Information gathered from answers to clarification questions:

There were two preparatory meetings before the project and the second one was with parents.

The Austrian trainer caught the boys and the next morning there was a discussion with the whole group about what had happened. Boys couldn't explain why they did it, but during the rest days of the project they were quiet and frightened.

Sending a youth group which start a scandal in Austria by drawing swastikas can damage the reputation of the sending organization.

Choice of method: structured discussion

Input from peer consultants:

1. Participants at risk shouldn't be excluded, but more should be done to organize a good selection like extra interviews to get more information. Better quality of preparation activities could be helpful and these can also protect the project and the reputation of organization who sends participants. Interviews and consultations are not the guarantee of success but can reduce the risk of repeating a similar situation.

2. The risk can never be absolutely reduced. There is no perfect preparation and sometimes the only way is to learn from the situation and improve policies at the organization. There are some ways how to deal with this difficult situation:

-It can be a feedback information as a response to painted walls: Swastika as a starting point for a discussion with the group about the meaning of the symbol. It can be beneficial for unaware young people.

-The paintings can be shown and also photos from the war added without any explanation at the beginning to shock and cause reflection among the group.

3. Disadvantaged youth should be involved in international projects with more emphasis on support and preparation and mentoring, however young people with multiple disadvantages and low language skills an international project might be too difficult to participate and not helpful at a given time. After we careful assessment whether they are ready for such a challenge, members of this social group should be sent to a project organized by a partner proved to be prepared to give the necessary support during the mobility activity as well.

4. If we as organization are not ready to send 'risky' participants it is better not to do it.

Conclusion:

-Exclusion because of background is not a solution because it influences society in general and not in a good way

-More professional approach is needed from the early beginning – selection level needs to be better prepared

-Presented possible approach to painted walls can be an inspiration to discuss important topics in the future with young people

-More professionals should be involved into youth work

-Group leaders should be more qualified

-Youth work is to make change and we mustn't exclude people in need.

CASE 3

CASE PRESENTATION

The context of the case:

Case happened 2 years ago. Class of 9th grade, 14-15 years old children.

The form teacher is on sick leave, there is no officially appointed person to replace the form teacher in this period. Educational consultant is busy with other cases, the methodist of prevention is involved in different cases too, because it is mid-term. Other teachers are busy too.

The role of Case presenter (CP from now on) is to conduct weekly extracurricular drama classes with the class. The relation of the CP to the class is described as good. Also as a former teacher of the school, the CP has good communication with the other colleagues too.

The case has a focus on a student of this class – Jolene. Jolene likes drama, arts and crafts, above average student. Quiet, calm and friendly. She has a circle of friends in the class who she spends the most time with. They are usually chit-chatting about cell phones, social media contents. This group is teased and called „the WI-FI group”.

The general atmosphere of the class is lacking extremes – not super-loving, but not hostile either. Some classmates have stronger connections with each other. Not much connection to adults. Also, not much connections outside the friend’s circles either.

The communication process was developed previously, but ended since the CP was not a teacher of the class anymore. No other teacher did such work with them.

Jolene attends an afternoon drama class with the CP on a regular basis. Usually takes it very responsibly and full-heartedly.

The description of the incident:

At a certain afternoon Jolene starts to behave in an odd way and also is aggressive in the drama class. There is another situation connected to this – another younger class member Robin, also attending the drama class and also the direct neighbour of Jolene, their rooms share walls. They argue about Robin listening to music too loud. Robin is also accused with sending rude messages to Jolene online. Robin is offended – he refused doing anything like that. No school official takes time to clear this case. CP is concerned about the situation – CP informs school officials. School head is informed by CP – the school takes a

record and speaks to both, they do not find a solution. Rumouring increases among the classmates. CP keeps informing the school about they need to pay attention to the case, but no extra steps are taken. CP is invited for a consultation by Robin's mother, Robin suffers from the situation. Jolene stays home on sick leave on and off. A few days later she commits suicide on pill overdose. Her dad finds her and gets transported to hospital, she is stabilised in hours. Police gets involved with the case. Jolene's parents verbally attack Robin, which also causes more stress for Robin. Later the police investigation is closed down, there is no evidence, nothing is found on the PC-s. Jolene is taken back to school, some kids are pointing and looking at her, but she gets back generally into a good environment. Jolene gets to talk about what happened to clarify all rumours and life goes on in the school.

Clarifying questions:

What happened exactly between the two kids? *Response: Violent, inappropriate messages*

How old are they? *Response: 13-14 years old*

Is it a coincidence that they live close to each other? *Response: Might be. They were also good friends.*

So she never told anyone why she committed suicide? *Response: She got overwhelmed. She was not heard about this by anyone around.*

Did you have a chance to talk about this with K? *Response: She got closed down, when she tried. I felt, I'd like to, but there is room for someone else to talk to her.*

There was never any content revealed? *Response: The content of the messages were sexual, but I wasn't exposed to my knowledge.*

What is your personal problem how the school handled it? *Response: I was very dissatisfied with the school's handling the problem, but I was also frustrated, that I did not do enough.*

KEY QUESTION:

How should I have handled the situation for a better result?

METHOD CHOICE:

Pieces of advice. Agreed by all group members.

CONSULTATION PHASE:

A: If I were you I would have been pushier with either Jolene or the school officials. Maybe you wanted to give space for the girl.

CP's response: More pressure is more closing. Asking, arguments, yelling it all went through.

A: What if you had a meeting with Jolene and Robin and their parents. Even if you were not in charge. You are also a professional, if the parties were open to this, you could have done that.

CP's response: With Jolene's parents it didn't work.

A: involve all parents, kids in a discussion

L: Drama in education as a method to bring up the topic of bullying

G: give her a chance to express herself through drama

Questions arose:

Whether it have brought a good result to talk to the parents?

In these cases where is the line of professional limitations?

Conclusion:

The consultation gave chance to the CP to relist the things that he has done and put emphasis on his actions taken that time. According to him, he did not feel much different about the steps that he took, because he saw it again that he has done his best to handle the situation well. The difference the session made was that the CP has not talked to a supervisor or any professional ever since this case happened to him and it felt good to talk it out and release some still present emotional tension about it.

CASE 4

Peer Supervision: Case Study

Let it Be 2. Training, Romhány

Date: 9 September 2018

Duration: 1 h 10 min

Case Presenter/CP: Kate, scouts camp leader

Moderator/MOD: Helene, freshly graduated psychologist

Secretary: Hannah, teacher and counsellor

Consultants: Lily psychologist/ trainer, Otto youth worker

Theme: Scouts Camp Bullying

The participants agreed on the roles beforehand.

CASE PRESENTATION

The MOD asks the CP to start to introduce the case, which took place two years ago. CP was a leader in a scouts camp, where a girl (Agata) was caught bullying another one (Simona). Bullying always happened when there was no leader/adult present. Once CP witnessed the bullying when she only left for two minutes and came back. It turned out it was a constant thing. The two girls were classmates and the bullying was suspected to be even worse at school.

Simona, who is exposed to the bullying on a regular basis, is a very nice and sensitive person trying to please everybody around. CP talked to Simona about this. She admits she has no experience how to handle the situation like this. But she also decided to speak with Agata and her friend who was also bullying Simona. She involved some of her colleagues, as well. They tried to make the bullies understand what they do is against the principles of the scouts. Also, they explained how harmful and painful it is for Simona to be bullied. The bullies seemed to feel sorry. The problem was also regarded as kind of solved after the discussion, which they had with the whole group going through the scouts principles one more time and draw their attention not to hurt their

peers.

CP is still not sure if they solved the problem in the right way. She thinks it might have been good to cooperate with the school, as well. But she feels it might not be her competence as a scouts group leader. It is hard to believe for CP that Agata could do the bullying, because she looked a very nice person in the scouts camp. CP talked to Simona not to please people all the time. For example, she bought hot chocolate for all the bullies, who still hurt and mocked her. The mom knew of the thing. Simona's parents were divorcing at the time, which also affected Simona. She stayed with the mother after the divorce. The mom wanted to take her to another school, but the girl refused to go. CP emphasizes again she still doubts if she did the right thing. CP has a different group now, so she has no direct contact with the girls involved anymore.

Clarifying question 1: Why is this still disturbing the CP after such a long time? She says she wants to be prepared for another situation like this. But she feels she could do something more for Simona, too.

Clarifying question 2: How old were they? 11 years old now.

Clarifying question 3: Was Simona behaving weird in the camp? They could not see it. They thought it was OK after the open discussion.

Clarifying question 4: What was the CP's impression - did Agata the bully pretend to feel sorry? She seemed to be pitiful for real.

Clarifying question 5: How was the group discussion? They brought in Agata and her friends. And they explained that it is not good to make fun of people. CP is not sure if was useful at all.

Clarifying question 6: Did Simona mention how she felt about the bully? She said she did not understand why it was her they bully cause she is always kind to everyone, and she also protected the parents claiming she knows they love her, too.

Clarifying question 7: How did Simona react when Agata stopped hurting her? She still wanted to be the part of that group. But CP thinks it is because of her friendly personality. She wants to have a good relationship with all people around.

The MOD asks CP to form the KEY QUESTION. Two suggestions:

1. What is the difference between just making fun of someone or bullying the person?
2. How to know that a specific bullying situation has been solved/ended?

METHOD CHOICE

The MOD advises to take two minutes and write suggestions down that the group can later discuss. Consultants need a bit more

time to work on the ideas.

CONSULTATION

Hannah's input:

- regular checking on the girls, asking for professional help, contacting the school and sending the girls to a competent person at school, e.g. psychologist, counsellor, supervisor, etc.
- follow-up and tell the group leaders whose group the girls are in to keep an eye on them

Lily's input:

- She says she focused more on the prevention when trying to answer the KEY QUESTION
- bullying should be defined precisely even in the scouts camp
- Emotional monitoring could be useful for group integration in the form of discussion or individual sessions, which would be the responsibility of group leaders. If they feel they do not have enough experience for doing this, there are plenty of materials, e.g. Books, sources from the Internet that can help them to learn how to create a safe environment to do it
- Group contract besides accepting the general rules of the scouts (CP thinks even if they have a contract, they might not obey the rules because of the lack of responsibility among young children. Consultant answers when having a contract, they at least have an agreement they can turn back to in case anything happens.)

Otto's input:

- What is a bully? It is a repetitive action of someone aiming to hurt somebody who feels hurt and offended
- If they knew about the bullying earlier, more attention could have been paid to their relationship and make it possible to work on the bullying situation
- Using the conscience or the power of the group through activities, games, role play
- Observing group dynamics and work with it, relationships and roles in the groups, find a group leader who has the power to say what is right or wrong

- Sociometry as a tool to monitor the group's constellation and each person's position in the group
- One on one conversation with a professional, youth worker or a friend if you have any doubts

CONCLUSION

The MOD asks CP to give a feedback about the suggestion the group shared. Some of the ideas were very useful she says, e.g. involving more games and learn more about the nature of bullying to be more confident how to handle it in the future. Group contract could be also very helpful to have even if the scouts have their own rules they must follow. Otto offers his help for the future since they come from the same country.

The MOD is given feedback about her moderating. She gives equal space for all the consultants and she is very attentive. The group assures her that she will become a great psychologist in the future. Lily adds she seemed to be a bit shy as a MOD. Participants express their gratitude to take part in this peer supervision session.

CASE 5

The case presenter, Kathrin, is a teacher and a counsellor. The moderator is Daniela, a youth worker with a BA degree in psychology. The secretary is Antonia, a psychology graduate. The consultants are Jonathan, a teacher, trainer and youth worker and Marilyn, an economics student and scouts leader. During the session, the case presenter, Kathrin presented and discussed her case study with the group in order to find solutions to her problems. The case below is about specific problems in the workplace, especially with the colleagues.

Summary of the case study

This summer Kathrin decided to volunteer in an orphanage in a foreign country in Central Europe. She knew of the place since her relative usually takes donations to that institution. The orphanage was a small one in the hidden part of the country, which was run by an NGO. Only a dozen of children were living in the children shelter, whose parents were alive but were not able to take care of them. There was only one permanent employee, but it turned out the whole system was mostly based on volunteers who did not get paid. So there was a constant change of people coming and leaving after a short period of time. There were only two people in charge, the founder of the institution, 'Peter' who was responsible for the volunteers and the media, and the live-out caregiver, 'Bella' who had been working there for three years and was responsible of the kids. In that time there was no other staff member or volunteer in the orphanage.

When Kathrin went there, she was not aware how the system functions and her duties were not clear either. She assumed there would be more teachers and caregivers taking care of kids, but she realized that she was the only one who lived in the shelter. Additionally, when she arrived she found out that this orphanage had been shut down for a month and a half, due to the lack of staff. In addition to that, the head of that orphanage, "Bella", was facing a severe nervous breakdown and depression, which was caused by the circumstances and the shortage of proper help. Therefore, she was unable to take care of the children. Before the children came back, she had been cleaning the house for the kids and had been trying to console Bella as well. After two and a half weeks the kids moved back to the shelter from another orphanage where they were placed for a couple of weeks.. They were in a terrible mental and psychical condition. Kathrin tried to comfort them and make them feel safe again and took care of their hygiene and needs.

The first problem was that her colleague Bella was in a very bad physical and mental condition and she could not take care of kids. Therefore, Kathrin was the only caregiver in charge for the kids. She had to clean up the house, wash and iron their clothes,

cook and take care of both the kids and Bella when she could come to work. She was working 14 to 15 hours per day, without getting paid and having a break or a weekend off. All the responsibility was on her and she was alone. She could not speak the native language of the country (had the same mother tongue with the kids though, who live there as a minority) and without a legal volunteering contract. She was really tired.

After two weeks passed, the founder Peter brought a young lady Carmen to help, who was his mentee. It was stated that she would be responsible for the boys. At first, she seemed a very nice person, caring and kind, who had travelled and volunteered a lot. However, after a while Bella and Kathrin found out that she was an alcoholic, as she was stealing alcohol from the pantry which was there for the visitors only. Furthermore, they found out that she had to quit from her previous work in another orphanage, as she had a severe conflict with all of her colleagues. She started provoking and attacking Bella verbally and mocked her even in front of the kids. Kathrin tried to intervene and confront Carmen. In the beginning, she had wanted to confront her because she respected Bella a lot, but then the situation got completely out of control. Carmen said strange things and spoke as if she started to experience hallucinations. She was claiming that she could walk through the walls and that the house was haunted. The kids also realized that something was wrong with Carmen and they were petrified, especially the young ones who have already been traumatized in the other orphanage. She also neglected boys' needs and she did not take care of them and their hygiene. When Kathrin tried to confront her, she claimed that life is hard and that boys had to learn to take care of themselves and that she would not help them. Kathrin was very sad and disappointed that Carmen had lost control. She was trying to make things better by speaking with her and confronting her, but it was unfruitful, because Carmen's behaviour got worse and worse.

When Peter came back to check on them, he asked Kathrin to stay for long. Although, she explained to him that she has to leave because she originally planned to stay for six weeks, he posted a picture with her in the social media saying that they had an agreement that she would stay and help them. She felt that he was trying to manipulate her and make her stay by exposing her on the media. They were facing very serious problems and Kathrin could not stand that situation anymore. Then Peter came to the shelter again to find a solution to the problem. While Kathrin was telling her opinion in a calm and kind way about their different pedagogical approaches, Carmen got upset and started insulting and attacking her and became very aggressive. Peter stood up and said that they should solve the problem among themselves. Then he left the room. Kathrin was very frustrated and furious, because Carmen attacked her for no reason and Peter who was the founder and was responsible for all of them, did basically nothing. She was expecting him to say something, but he seemed to be indifferent.

The next day, Carmen left the shelter and went back to her country without saying anything to the caregivers. Kathrin could not tolerate the situation anymore. It started to affect her in bad way, but she decided to stay there for three more weeks for the sake of the kids hoping to have a new volunteer soon to replace her. Both the kids and Bella tried to convince her to stay, but she had to leave. After she left, they kept on calling her and begging her to go back, but she had already made her decision not to.

Key question:

What could I have done in the meeting and for the system on a higher level?

Method:

- Individual reflection and gathering ideas & discussion : write down some ideas (feelings, solutions) for the case and then discussed them altogether including the case presenter

Consultation & Discussion

- Consultants empathized with her and reflected on her feelings (she felt helpless and frustrated, she was alone)
- She should also set her boundaries about the framework. They should have made a clear agreement that would clarify everybody's duties and responsibilities. There should be no extra work unless it was necessary.
- It would be helpful if she had a friend or family member on the line that she could rely on, talk with and get some comfort and support.

Kathrin actually was sharing her experiences and difficulties with her family and friends and they supported her and advised her to go back, but she could not do that immediately because of the kids.

- It would be a good idea to speak to the founder individually and peacefully about the problems with the colleagues and the system later and push him to solve them (because if she had tried to confront them at the meeting, both Peter and Carmen would have attacked her). She should set small goals and push things.

Kathrin decided not to speak to them because it she felt it would make no sense since Carmen and Peter were in a mentor-mentee relationship and her trying to confront them might have affected her and the kids in a negative way.

- Reach for global awareness. Give the situation publicity by writing about it anonymously on social media, by sending journalists to report the situation when they do not expect them or by informing a higher authority such as the police or local authorities.

Kathrin said that she would have done more if she had stayed, but she was afraid that it might influence the kids negatively. Therefore, she focused on the kids trying to empower them and making their lives better. She encouraged them to fulfil their dreams and enhanced their self-confidence.

- There should be a committee checking and supervising the founder hired mental experts who would assess mental health and competence of people working or volunteering in these kind of institutions.

Kathrin said that without a permanent staff who is paid, nothing can really happen.

Conclusion

Concluding her case, Kathrin said that she could not handle the situation, as the problem was bigger than her and she could not change personalities. However, she would not tolerate the misbehaviour and mistreatment, especially towards children. She admitted that she felt very helpless and lonely and she doubted if she did enough for the kids.

However, after the peer supervision she said that she felt understood, relieved and she received the confirmation that she did her best, as she could not do anything else in that specific situation. She admitted that talking to a friend would be a good idea as well as setting her boundaries and forcing the employer to clarify her tasks beforehand. She was pleased that she could listen to other professionals' suggestions. She said if she had gone back, she would have applied some of the advices. She felt that it was still not late and probably she would do something to improve the system, trying to point out the disadvantages of it and draw public awareness at the same time.

CASE 7

Case Presentation 2:

Participants from a project connected to youth Europe and Roma people, as results we prepared theatre performance between young Roma and non Roma people. Also we were to use the theatre methods for the humanitarian activity to help one Roma family whose house burnt down.

Two weeks before we realized the theatre performance, we went to the mayor of our city to verbally inform them that we need theatre help and support, and also we had a request in writing. They listened to and read our request, and they told us to send them by email, along with our needs. We sent them the letter again and explained again all our needs. In the request was the logo of the host organization, the logo of the project, and also of the signature of the director and the program coordinator (the contact person). At the request we wrote the name of the theatre topic "Love between Roma boy and non Roma girl". Also we wrote the reason for what we want to realize in the theatre :

1. To emphasise not to differentiate between young people and do not discriminate, all young
2. We make humanitarian action to help local Roma citizens because there house burnt down

We didn't receive any feedback from the mayor. After 3 days we went again to see what to expect. The mayor's secretary told us they will give us permission to use the theatre hall but just for the final performance. We ask verbally the director of the high school and to give us agreement to use the classroom, after the class. After that, we prepared flares and invitations with our logo and all information about the performance. We sent also an invitation to the major but again we didn't receive feedback. Three days before the performance we sent them an e-mail to ask them for the key for the theatre hall, but again nothing came back from them. At the morning when the theatre should have been presented, we went to the mayor's office, and he told us that we can't use the theatre hall because they are renovating it. We asked why didn't they inform us about this before, because we sent them emails, and invitation. Or why they didn't tell us earlier that it's not possible, so that we can find another place. The mayor's secretary came and tell us that the mayor must to go to another meeting, and he also said that he cannot stay with us, and told

us that they don't have so much time to read our emails. We were so sad and nervous, but we sent emails to apologize to everyone who we invited before, and we explained that the mayor didn't give us the hall and soon we will try to organise the theatre again. After that the director of the high school and one teacher helped us to organise the theatre in other city a week later.

Key Questions

1. When was the first time to contact the mayor for the theatre?
2. As I understand you received answer for the municipality three days before the event?
3. The director of the high school helped you to organize the event but not on the day of the performance?

Method Choice:

Brainstorming

Consultation:

1. Consultant 1.

For me as a citizen we have to push more authorities to do their job, because we paid this people to work and they have responsibility, and in this case you have push authorities to give you written answer.

You have just oral communication.

2. Consultant 2 is totally agreeing with the first consultant and she thing that in this situation, this reaction was the only pos-

sible reaction.

3. Consultant 3. To organize open protest for human rights.

Conclusion

For this situation we learned that we need, more to fight for our rights. If someone does not give you answer in a written form, then push and force answer from them. Also not to trust the authorities that much. Only trust written agreements. Also it is important to have a plan B, because last minute you won't always find people who can help you out.

In the end, we managed to achieve a friendly atmosphere among young people and collect money to help to the damaged family, so it's good not to give up if you have such problem.

CASE 8

Case Presentation 3:

During a summer camp where I was working as a volunteer, I had trouble working with my fellow organizers whom were also in a position of authority since they were the main organizers of the summer camp. They had 30 years' experience in organizing summer camps for children and teenagers with health problems and they were also the ones to fundraise the necessary funds for the camps, buy all needed supplies, book the venue, invite the kids via different NGOs and also they had reached out to me and to others to volunteer in supervising the youth, contributing to the planned activities, and generally supporting their activity on camp.

After arriving in camp, they explained that my main activity was to supervise the kids, all on equal level no matter if they were 6 years old or 18 and generally speaking, to agree to all decisions that they (the main organizers) made. To this I agreed on the first day and the camp went well during the first two days, however, I noticed that the children were quite unhappy and didn't have much fun with the extremely strict supervision that the organizers required of me and the other volunteers. To explain a little, the health problems that the children had did indeed mean they needed special attention, and, especially, these children should not injure themselves in any way as that could be potentially life threatening (haemophilia). This is also the reason why we had a doctor available on camp 24/7.

My problem was that I noticed the smaller kids were indeed having fun with the planned activities (such as volleyball, light sport, colouring, drawing, making science experiments etc.) but the teenagers not so much and they started being destructive, sabotaging the volunteer activity, playing football in a dangerous way and fighting among themselves with fists which led to rather serious injuries (one boy even had to be taken urgently to the hospital). Considering they were teenage boys and had a lot of energy, I suggested to the organizers that this very strict supervision was the one that was causing the boys to react this way, they were just responding to the fact that after

camp activities we didn't let them have fun among themselves (for instance to play cards in their room, be on their laptops and watch a movie, talk to their girlfriends on the phone, discuss among themselves etc.- all of this was forbidden as after camp activities they had to go to sleep, we just turned their lights off and if we heard any noise in their room we would go and tell them that they had to sleep or they would be in trouble).

The teenage boys complained to me and explained that due to their age they needed a bit of freedom and that after camp activities were done for the day, it was normal to let them spend some free time among themselves without constant supervision. Of course, I took their complaint to the main organizers but they denied flatly explaining that the boys cannot be without supervision and also had to sleep after camp activities or they would be very tired the next day and not contribute properly to the events. Although I understood this, the boys kept complaining and saying that the camp was also for having fun, that they were not having fun and that they disliked being treated as a 6 year old when they were in high school, to which I must admit I agreed.

Therefore I proposed to the organizers to stay after camp hours with any of the volunteers that agreed to play cards with the boys or watch movies and so on. They flatly denied again explaining that I was a girl and therefore it would be improper and questionable to spend any time with the teenage boys, although, I myself, as a volunteer was in a position of authority in front of them and they had some form of respect. They also explained that the other two volunteers were also girls, all under 30, and so it would be very improper and frowned upon. They said that according to their vast experience, a very strict supervision was best to ensure that we had no problems, that some years before they let the boys have more freedom and it led to them sleeping around with some girls that were in a different camp, that because they left the rooms unlocked and allowed the boys to organize their time however they wished after camp activities, they could just go out of the building and into the building which housed the camp which also had girls.

I felt a bit offended by this type of attitude because I felt that it was a lack of trust in my capabilities of managing the boys, we could lock the doors so they could not go out of the main building to reach any girls whatsoever, and there would be a very mild supervision in order for this type of situations not to happen (but of course they needed to trust the volunteers). I understood that I lacked the vast experience that they had but at the same time felt that they didn't understand anymore the youngsters (the main organizers were in their 70s while I was in my 20s), didn't understand that colouring and playing with water balloons is fun up to a certain age but maybe not so fun for a boy who is 17. For me, I felt pressure, the main organizers insisted that I just switch off their lights and ensured they slept after camp activities, while the boys kept trying to persuade me to let them have some innocent fun among themselves. I tried to reflect and reach the conclusion that it was indeed my lack of experi-

ence that was to blame for me not understanding these rules that the organizers created, but the more I self-reflecting the more I felt that these rules were built for prison and not for camp and the more I understood why the boys kept trying to sabotage us and disobey all rules.

We discussed time and time again but it reached no resolution of the „conflict“- I decided I could not understand their position and could not agree with it, vision which I shared with the boys and apologized for not being able to change their situation, and, as for the organizers, they decided that the volunteers should be at least over 40 or have the same mind-set and like for extremely strict rules, and, if possible, have no girl volunteers at all as they felt it could distract the boys or lead to unwanted situations of boys liking the volunteers.

It still bothers me that I could not connect well with the organizers, that I perhaps lacked the eloquence to make them understand why my position was the way it was, that our open mini conflict was probably a bit visible for the teenage boys and maybe encouraged them even more to think they were right and can question authority and think for themselves if the authority is wrong.

I am not entirely sure what I have learned from the experience, but I decided that reading on the topic is a good approach and a way to decide if I was right or wrong in my beliefs.

The clarifications were as follows:

- The organizers have been organizing camps for children every year for over 30 years, at least once per year.
- This camp that I went to was only for boys as only boys have haemophilia.
- I did not know the program of the camp prior, I had almost no information whatsoever, I was just taken by a friend that had volunteered before and told me I could volunteer, do a good deed and also have fun. It wasn't fun.
- I didn't know the rules before camp, I had never volunteered for this type of camps. I was told the rules upon arrival: main rule, just listen to us. I tried following this rule, but then I noticed how unhappy the boys were.
- They did take older boys as volunteers but almost all of them had haemophilia and on camp sometimes we had to carry things for the outdoor activities, these boys could of course not carry heavy things because it is dangerous.
- The organizers tried to have only boys as volunteers but they didn't find enough boys, so they had to also recruit girls as volunteers, and it happened that the girls they found were all under 30. Some of these girls applied because they were studying education, I was brought there by a friend..

-I don't think any of the volunteers knew the rules prior.

-All of the concrete activities I proposed for the teenager boys were after camp activities (so after 8).

-Only I and two other girls could supervise them because the other volunteers were older and had personal problems to solve after camp activities.

-The other two girl volunteers agreed with my position.

-Generally speaking, the boys perceived me as a mild authority but there was one situation that undermined my standing with the organizers: one evening we were playing bawling (a camp activity) and, as a joke, one of the teenage boys picked me up by surprise and simply threw me to another as a volleyball, I immediately told them to put me down, but apparently they found this funny, so they proceeded to do so for about 1 minute until the organizers told them to put me down immediately, and then, they were summoned to the office to discuss the situation and see to repercussions. Perhaps I did not manage well that situation, maybe it was not enough to keep telling them to put me down, even though I was not laughing and I was very serious. The organizers told me I did not know how to impose respect, that I acted as a friend and not an authority, and they said they need volunteers over 40 maybe.

-I was perhaps inclined to be more of a friend than an authority because I felt there was too much authority anyway on camp, with a very strong presence

-I felt I had no opinion whatsoever, maybe towards the end my patience was running thin as well, they shouted at me and for unpaid volunteer work it is a definite no-no.

Solutions that were proposed by the peers:

--You need to know the detailed program beforehand and also the rules to be sure it is not in conflict with your personal beliefs and to make sure you can comply with it.

--There must be communication between the volunteers and the management

--You must be sure to be the friend but also ensure respect, it is a very thin line.

--With a big variety in ages, it must be ensured that everyone has fun, which means that activities should be better planned to be fitting to all, this is expected of the organizers.

CASE 9

CASE PRESENTATION

It happened at my workplace- high school environment. The people involved: me, third-year students (graduates), headmistress, local authorities, and parents.

On the first day at school I found out about mixing two language groups (of different levels into one. It resulted from some rule imposed on school by local authorities running the school. (25 people- group division, 24 – no group division). Obviously such a move evoked a lot commotion. Me and my students were disappointed, irritated. So I thought I should do something about it, First I talked sincerely with my students, we were convinced something should be done. I went to my headmistress to express my dissatisfaction explaining that this change will affect the process of learning unfavourably. However, this argument was not convincing enough. Thus some of the parents' students went to the headmistress to express their dissatisfaction. During the meeting they were assured about the validity of the decision and their children wouldn't suffer because of it, and that the experienced teacher would cope with the problem perfectly, which I did not agree with. Obviously parents did not feel convinced and intervened on a higher level. In the meantime I was called for to my principal's office to explain myself. I was criticised for unprofessional behaviour, creating bad image of our school among parents and our community. What's more I was reminded that during the time of lack of vacancies for English teachers in our county I should appreciate the fact that I've got the job. I felt very uncomfortable at this moment. Besides I got confused, I thought it's the students who should be priority and because of this they should be provided best conditions. I was wrong. As you may guess, I complied with the rule.

Obviously the result was not satisfactory for me, I had really a difficult time teaching people of different levels in one class. Some of the people were getting ready only for basic exam (simpler one), some of them aspired to take it on extended level. (Which covers completely different scope of material)

I still have negative emotions about it because I feel as if I had lost my credibility in front of my students.

CLARIFICATION ADDITIONS

The situation led to lower quality learning outputs for the students as the teacher had to differentiate with a larger group of learners; while half of the group was receiving attention, the other half was bored.

No official, written protest was initiated from the side of the teacher.

The teacher is still emotionally affected by the decision of the institution as vacancies already affect the quality of teaching. While she believes the school has high standards, high level of reputation and is well respected by the local society – partly because of the committed staff – the lack of financial commitment of the local government countering these effects and are contra-productive.

This attitude of „take it or leave it“ may suggest that the teacher should leave the country but this is something she really want to avoid. This is signified several times by her.

The teacher negative feelings regarding the case was caused by her loss of credibility as a teacher. As a human, she believes that people should stand up and protest, should they think something is against their principles or morality. And while she always tried to teach her students this attitude, she feels maybe she quit the process too quickly, as it did not achieve the expected results. She thinks she complied with the rules and gave up too quickly. The main reason behind this decision was a fear of losing her job.

Some Clarifying questions

Were there any other English teachers supporting you? Just individually. On a private level. They most probably were afraid to intervene.

Were the parents supportive of you? The parents' reactions were divided into two types. One group were supporting the CP and agreed with her. Some parents however, told the CP that they were dissatisfied with her behaviour, because how could she cause such a fuss. And she as a teacher should manage the teaching of two different levels at the same time.

What did finally happen? When the CP and some parents intervened the CP was told to stay quiet and not to make a fuss about this regulation anymore. The principle told her that their financing depends on the authorities and so they make the rules. CP added a comment about the whole regulation was an austerity measure, because it costs less if the two groups are being taught at the same time. The intervention of the CP didn't achieve anything. She was told also by the head teacher that she needed to cope with the situation.

Did you feel alone? Yes, initially. Now this regulation is still at work, and more and more teachers feel unhappy about it. CP is part of a group that would like to take action.

FORMULATED KEY QUESTION:

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I wonder if I could have done something more to reach my goal, so to teach students in smaller classes?

Should I have encouraged the students to take some steps to change unfavourable decisions?

METHOD CHOICE: Moderated discussion

CONSULTATION PHASE:

Consultants agree on working on both questions. Discussion starts.

You can always try to do more. The dilemma here is what roles you want to take, because taking action would involve you taking advocacy role for example or mentoring students, parents... Taking action also means that you give up 'only' teaching.

Two of the consultants express their opinion whether the students should be encouraged to make changes when they don't like something or not. They say, that is how a teacher should be ideally, giving kids also an attitude of active citizenship. But at the same time they also express their thought about the complexity of this question, since fighting against the system and authority is not easy, and there are always risks.

One of them connecting to the thought above says that in their opinion the CP showed an example, and she tried to encourage them to act and stand up against illogical changes coming from above. About should the CP do more, consultant expresses their thought about when the risk is that you might lose your job, it is up to the consideration of the CP. It can be a risk that individuals can't afford. Now, that CP has colleagues standing by her, it is more practical to do more now.

Consultant shares their observation about the 'key question', they say that it is a suggestive question, because it shows that the person wanted to do more, and thought that they could do more.

A consultant shares that they would try to solve it logistically and work in different times with the groups, but still have one official class. The suggestion is using the CP's own time for teaching.

CP replies to this instantly, that she can't see this as a moral victory or even possibly good towards herself, since as teachers, generally, they would need to stand up more for themselves and appreciate their work more and do not undersell themselves. She says she cannot accept this way to say a statement about herself, that her work does not need to be paid or appreciated. She wouldn't want to be a volunteer this way. Why would be a teacher profession be different from other professions this way?

Other consultants strongly agree on this statement.

Discussion develops in the topic of respect in society towards this position and other helper positions and that systematic change would be necessary regarding the accepted prestige of these jobs. People are affected by this and change is only coming slowly.

CP shares that they are now standing together with other teachers and rising up in their school against recent changes in regulations. It is also a time of applying pressure, because local elections are approaching.

One consultant brings up that CP could, if wanted, take more part in advocacy, because strong voices are definitely needed for representing teachers.

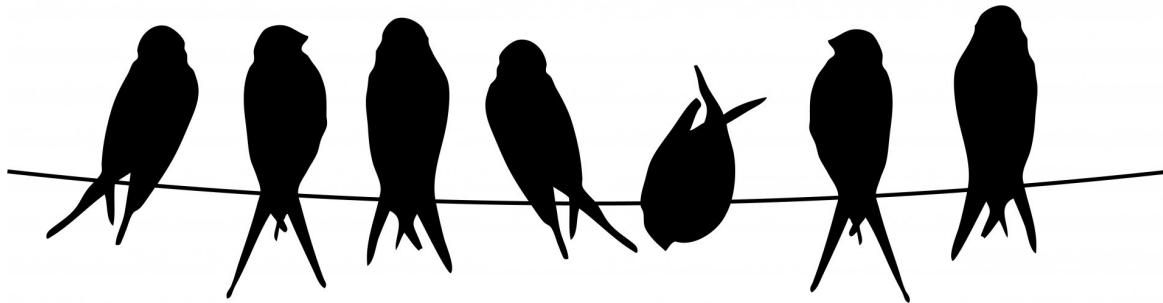
Another consultant emphasises that the CP doesn't have to be alone in this fight, collect allies and cooperate and support each other.

CONCLUSION

CP expresses that the discussion was very helpful for her. She also reflects on the comment about her key question was suggestive. She says that she actually knew she could do more. But talking it through, now she realises that she needed more courage for that and that time she was not ready. She then had a realisation that she started something, but she hit a wall with it and it proved to be too difficult. That time she did not have a strategy. She again said that it is important encouragement that she received, because she feels like she does want to do more, and this process is really not over yet. She realises she did not stop there, but she needed others to do this together with.

CP expresses that this process was very helpful because she does not have high self-esteem and she is critical about herself and this helped her to move forward.

Consultants and CP end the session with giving reflection on the role of the moderator.



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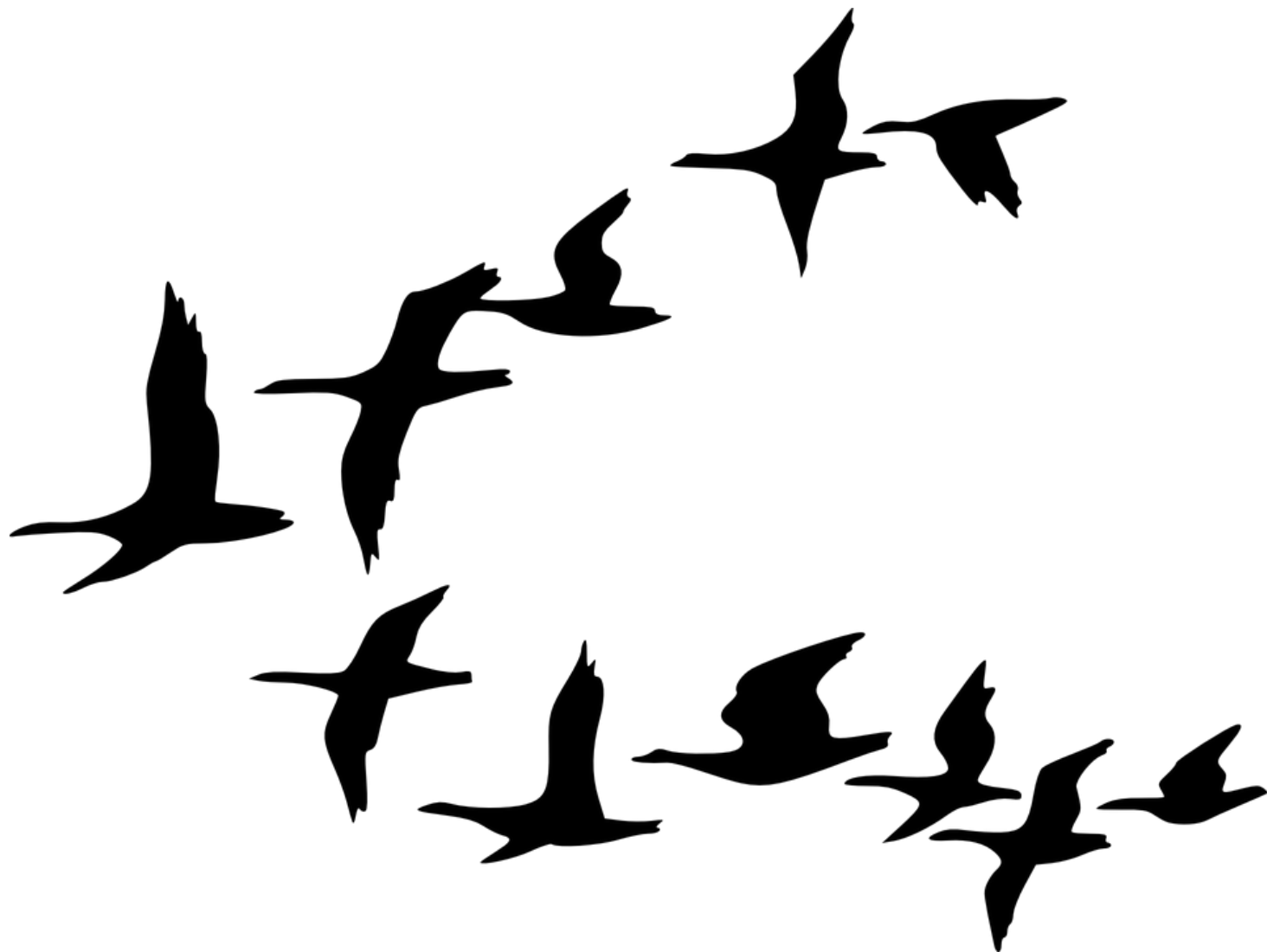
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