This is How We Teach

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PROJECT FINAL REPORT ON THE FIRST CYCLE OF
THE EDUCATIONAL PROGRAM OF
THE BARANKOVICS ISTVAN FOUNDATION
(2012-2017)

The report was prepared by Rita Mária Kiss,
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The Barankovics Istvan Foundation
2008.

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I. We Gave Our Best

The aim of The Barankovics István Foundation's 5-year education project was to support the preparation of young people for social roles and to strengthen the values of responsible and active citizenship. We are convinced that no community should neglect shaping young people's social view and their attitudes their role as citizens. To this end, our foundation carried out innovative activities in two fields: among the secondary school age group and among teachers preparing students for adult roles. Our development work has been built around two thematic pillars from the beginning: besides shaping the social view of young people, we have always borne in mind the ongoing radical changes in the socio-cultural milieu of this age group. Today's students are not just the children of the 21st century to the core but also the members of the net generation, digital natives, who have been socializing under completely different circumstances than previous generations. Therefore, we undertook to map out the changes in the world of young people, the resulting new challenges and the possible responses. At the same time, BIA's educational projects for students and teachers inspired one another by continuous interaction.

The programs for young people were built around and designed to prepare the students for the Online Democracy Activity study competition developed by the Foundation's expert staff. Our Teachers' Roundtable, which was created for dedicated teachers to the theme, helped promoting the topics of preparation for community, social and citizen roles and the special methodology of digital pedagogy, by holding conferences and a series of biannual educational methodology contests.

The Barankovics Istvan Foundation's "Social and Citizenship Education" conference held in November 2012

The Online Democracy Activity, commonly known as O:DA, is the synthesis of our social and digital pedagogical developments. The playful contest did not only integrate the tools of digital communication in its name, but also in its task solutions, and its aim was to show why it is worthwhile to use these tools and how they can be used to display and protect the values of democracy or even to increase the motivation of learners in the lessons.

The first cycle of our educational program was completed in 2017. The purpose of this publication is to present the major elements of the work carried out in the field of social view and methodology at The Barankovics István Foundation spanning the past 6 years, as well as give a taste of the professional achievements of the projects.

Last but not least, our aim was to introduce the excellent and creative high school students and teachers who were partners of The Barankovics István Foundation. We hereby wish to express our gratitude towards them.

I.1. The Education Program of The Barankovics István Foundation

The Project Elements of the First Cycle (2012–2017)

Teacher project	"Preparing Young People for Social Roles" conference	16/11/2012
The establishment of the Teachers' Roundtable		05/10/2013
Teacher project	"Digital Natives in the Classroom" conference	2013. 05.10.
Student project	When I'm 64 – essay competition	04-05/2013 130 entries
Development of the Online Democracy Activity competition		
Student project	Developing the contest scenario	11/2012-08/2013
Student project	Developing the competition website	01-08/2013
Student project	Building School Database (1200 items)	02/2013
Student project	Communication Plan and Campaign	05-09/2013
O:DA 1		
Teacher project	O:DA meeting for mentors	28/09/2013
Student project	Give Your Best! online phase	09-12/2013
Student project	Continuous communication on the competition's Facebook page	09-12/2013
Student project	ODABuda – I. democracy camp face to face phase	6-9/03/2014
Student project	Playful award ceremony	18/05/2014
O:DA 2.0		
Student project	"Below Is the Earth, Above Is the Sky and the Ladder Is Inside You!" online phase	01-05/2014
Student project	Continuous communication on the competition's Facebook page	01-05/2014
Teacher project	Application for teachers to create lesson plans and project plans	2014 spring
Teacher project	Set of Values - "This is How I Teach Ethics" conference	17/05/2014

Student project	ODABuda II. democracy camp and awards ceremony face to face phase	6-9/07/2014
Student project	ODA and ODA 2.0 winners' trip to Brussels	19-23/2014
Student project	Give Your Best Again! How to build a bridge between the X-Y and Z generations? Video essay competition	09-12/2014
O:DA 3.0		
Teacher project	Application for teachers to create lesson plans and project plans	2015 spring
Teacher project	Set of Values - "This is How I Teach It 3.0" conference	25/04/2015
Student project	"The Earth Is Fully Rounded, But the World Is Not" online phase	09-12/2015
Student project	Continuous communication on the competition's Facebook page	09-12/2015
Teacher project	Application for teachers to create lesson plans and project plans	2015 autumn
Teacher project	Set of Values - "This is How I Teach It 4.0"	28/11/2015
Student project	Face to face final and awards ceremony at the Szent Margit High School	06/12/2015
Student project	O:DA 3.0 winners' trip to Brussels	2016. 02. 20-22.
O:DA 4.0		
Teacher project	Application for teachers to create lesson plans and project plans	2016 spring
Teacher project	Set of Values - "This is How I Teach It." Spring conference	14/05/2016
Student project	ODA Without Borders Meeting of ethnic Hungarian ODA contestants (living abroad) in Budapest	16-17/09/2016
Student project	O:DA 4you "May the Time Be With You!" online phase	09-12/2016
Student project	Continuous communication on the competition's Facebook page	09-12/2016
Student project	Face to face final and awards ceremony at the Szent Margit High School	06/12/2016
Student project	O:DA 4you winners' trip to Brussels	18-20/02/2017

O:DA at pedagogical conferences		
Teacher project	Snapshots of the Youth in the Carpathian Basin European Youth Research and Organisation Developing and Communication Center (EIKKA)	University of Szeged, Szeged 27/11/2012
Teacher project	"Do We Follow or Lead the Change?" Digital educator conference	Eötvös Loránd University, Budapest 17/10/2015
Teacher project	New Ways of Learning. HERA – Hungarian Educational Researsh Association	University of Kaposvar, Kaposvar 26-27/05/2016

The "Silent Generation" team's logo from
Keszthely Catering Vocational Grammar School in 2014

II. The Constant Variable – the Fundaments of Social View

Our teaching program was aimed to show how Christian Democratic social view principles and values work in everyday life. Its focus was on the values of personality, solidarity and subsidiarity. The anthropology of Christian democracy regards human beings as free and autonomous creatures, but at the same time as a social being, who can only become truly human in the community, "being through others." The underlying social theory, not by accident, has the key categories of communality, rights limited by duties, and responsible citizenship.

Research into the political culture of Hungarian youth indicates an almost abnormal lack of these. The findings of the latest 2016 survey, part of a quantitative research titled "Hungarian Youth", which had been going on since the turn of the millennium, still shows that passivity and avoidance of community roles by high-school age Hungarians was still typical, not only in comparison with young Europeans, but also with Hungarian youth in the wider Carpathian Basin.

Commitment to Democracy in the Political Culture of Young People

To correct the above, we have undertaken our nationwide educational program on social studies, which was intended to be a counter-narrative, a sort of reaction to eliminate the deficit created by undesirable socialization effects, to counterbalance distrust, passivity, inward-looking and exclusively self-interest driven individualism and disillusionment prevailing in this age group.

The tasks of the Online Democracy Activity contest encouraged young people to try out different community and civil roles, discover the forces and values inherent in communality, practise active solidarity, and take responsibility for others.

BARANKOVICS
ALAPÍTVÁNY

Az állampolgárság megújult fogalma az Európai Unióban

David Kerr: Az állampolgárság nem pusztán egy jogi státusz. Dinamikus fogalom, egy állapot, amiből feladatok és magatartásformák következnek. Nem jogi fogalom, sokkal inkább **cselekvés és mentalitáskultúra.**

- Emberi jogok és felelősségek
- Történelem és kulturális örökség
- Jogi ismeretek
- Hogyan befolyásolja mindez a politikát és a társadalmat?

Tudás

Készségek

- A társadalom és a politika befolyásolásának képessége
- Együttműködési készség, konfliktuskezelés, vitakészség
- Autonómia, kritikai gondolkodás, aktív figyelem, problémamegoldó készség

Attitűdök

Értékek

- Politikai bizalom, érdeklődés, hatékonyság
- Kulturális megértés
- Nyitottság a változásra, a más vélemény tolerálására
- Az állampolgári részvétel iránti felelősség

- Emberi jogok, demokrácia, nemek közötti egyenlőség, béke, fenntartható környezet, erőszakmentesség, igazságosság, méltányosság, az aktív állampolgári részvétel elismerése

Values of active citizenship

Since solving O: DA's tasks implied the co-operation of the smaller communities around the competing teams, the participants could experience the role of local community in serving the public good, could understand the importance of values derived from the autonomy of natural communities, and could experience how subsidiarity works in practice.

III. Future Prospects – Pedagogical Principles

In our program, we wanted to bring democracy closer to young people, thereby reducing the sense of political incompetence typical of the age group.

The competition invited young people to participate in an online activity area to be built together, and encouraged the schoolmates around them and the actors of the local society to cooperate for the common good. Our goal was not to educate mini-social scientists - we did not intend to lock ourselves up in dry textbooks - but instead we focused on developing the competencies that underlie our everyday activities.

We inspired the participants to step out of the traditional learning arenas and gain information and experience in their surrounding social environment and to get present based 'user knowledge' that is useful here and now. In our view, the main tool for this is our own experiential learning. Therefore we tried to create situations in the program where young people could try different citizenship roles.

This is what our campaign-call for our social science studies contest, Online Democracy Activity, expressed:

> *"Do you want to experience in person how society works and what you can do in it? Would you like to find out what you are capable of and what you can gain with that? In this game you have to do the same thing as in real life to be successful and get recognized. Give your best as a member of a community and play with us! "*
>
> *(Quoted from the Online Democracy Activity campaign call.)*

Online Democracy Activity campaign call as Facebook cover

III.1. Socio-Inclusive Education: Going Beyond the Traditional Learning Structures

The key element of the program's pedagogical concept is the use of socio-inclusive education and the exploitation of socialization opportunities in the social environment, as our goal was to make young people an integral part of their own social environment. We wanted to inspire them to acquire such knowledge that is not separate from the environment in which it can be used. Therefore, in order to solve the competition's tasks, they had to step out of the safe space of their schools and enter the real world. In this work, we counted on the involvement of parents, extended family, community residents, active members of the local society, NGOs, local government and help of local and national media. Besides this, the most important partners of the foundation were secondary schools, and their teachers dedicated to the tasks of social studies development, who oriented the competing students as mentors. As an external supporter, Online Democracy Activity contributed to the more effective participation of schools in the implementation of the National Core Curriculum, and to the achievement of social

studies development goals indicated in local pedagogical programs.It was important that, unlike traditional study competitions, not only grammar school students could enter Online Democracy Activity with a chance of winning, but also vocational secondary school students. Both the statistics of the winning teams and the feedback from the teachers showed that we successfully achieved this goal.

The introductory video of the Olympus team in our social-studies competition is a good example for the successful implementation of these pedagogical principles:

III.2. Living and Acting in a Community

It was an essential element of our concept to help establish communities. We encouraged young people to form active communities that are ready, willing and able to act for common goals. We encouraged them to first create a cohesive team, then involve schoolmates, family members, and members of the local community in the game.


Community, learning, playing and creativity in the Online Democracy Activity competition. The "5LETT" team from Nyíregyháza in 2013

III.3. Bringing Young People Closer to the World of Politics

Disconnection from and mistrust of politics has been a marked feature of Hungarian political culture. This is no different for young people. Our task was to reduce as much as possible the distance between young members of the political community and figures in the political system, thereby creating a motivational basis for community action. In both student and teacher projects, we wanted the participants to reconsider their relationship with politics through their own experience of meeting politicians and visiting actual government institutions, and through first-hand learning.

The participants of the ODABuda camp were welcomed by Péter Paczolay,
President of the Constitutional Court
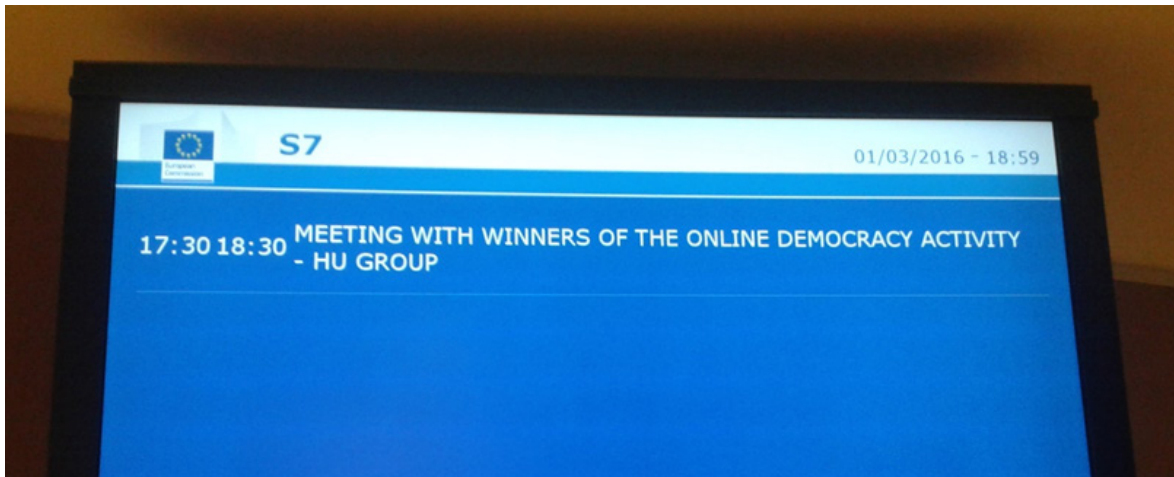
Tibor Navracsics, Commissioner, meets with winners of O:DA
at the European Commission in Brussels
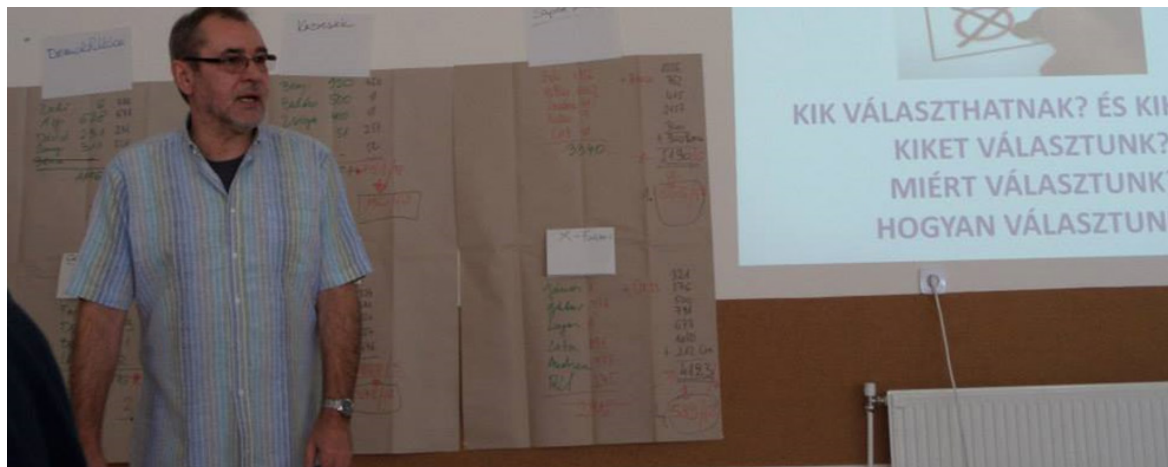
Addressing first-time voters, encouraging them to make conscious decisions.
László Imre Kovács (University of Szeged) political election scientist's lecture at the
ODABuda 2.0 camp in July 2014.

III.4. Present Based User Knowledge – Ability to Act

The program was built on a results-oriented approach. Our development goal was to lay the foundations for knowledge for practice. The levels of knowledge, skill, attitude, autonomy were considered equally important, but the local value of knowledge was determined not by the depth of lexical knowledge, but by the ability to act, community activity and efficiency. One of the decisive messages of communicating with young people was that we were not training mini-social scientists. What we taught was not study material to be swotted, but life itself and preparation for their own adult roles. Moving towards the era of robotisation, we believe that the competences that differentiate people from machines will become increasingly important in the future. Therefore, our pedagogical program attached great importance to the development of problem-recognition and problem-solving skills, constructive problem-solving, critical thinking, as well as raising the level of reasoning, and communication techniques.

Solving the training task in our first ODABuda camp in spring 2014

III.5. Exiting the "One-Click" Lifestyle

The digital generation - thanks to smart phones - already has all the information they need in their pocket, but we can't say that this in itself translates into a knowledge for practice. We thought the competition was an excellent opportunity to draw some important consequences of recent changes, to show how to live and learn with digital media. For example: "What is the difference between information and knowledge?", "How has the local value of traditional lexical knowledge changed?", "Why are information literacy skills important?". At the beginning of the program, the key question of Hungarian pedagogy was how best to adapt to the challenges of teaching the "net generation". We shared the principles of culturally responsive pedagogy, that is, we based our pedagogical concept on the knowledge of the life and customs of young people.

We were one of the first innovative representatives of a digital pedagogical approach that has since broken its way through, by using the motivational benefits of the potential lying in the educational use of digital devices (M learning). We took it as a starting point that the Internet and the virtual world are not simply a tool, but a "living space" for the digital generation, so we called upon their own socio-cultural milieu to help motivate them.

"Kneresek" team photo

Digital pedagogy, however, was only a tool and not an end in itself: the content message of the program prompted students to go beyond the "one-click" lifestyle typical of this generation and to expand online peer relationships in new directions. We wanted to demonstrate to both students and teachers in our Teachers' Roundtable how they could use the applications they also know in communal knowledge building; how they can cooperate in a new way with the help of these applications; and how to use the digital natives' living space to go beyond entertainment and use it for social innovation and for increasing people's and their communities' capacity for innovation. In our professional communication with teachers - first and foremost at the conferences of our Teachers' Roundtable - we wanted to make them aware of and at the same time reduce the differences between the thinking of digital native students and of digital immigrant teachers.

Extract from Adrienn Újhelyi's (Department of Psychology, Eötvös Loránd University) presentation of "Digital Natives in the Classroom" at our conference.

IV. First Steps – Contacting Teachers and Students (September 2012–2013)

The aim of the preparatory phase of the program was to develop the pedagogical concept, to create the material and financial conditions of the study contest, to consult the participants, to develop the rules and the scenario of the competition, and to contact the secondary schools.

IV.1. Social and Citizenship Education Conference – 16 November 2012

The first stage of our program series was the "Social and Citizenship Education" conference held in Budapest on 16 November 2012 and organized for secondary school teachers. During the professional day, we tried to give an overview of the current state of social integration and political socialization of young people and the international and domestic good practices with the help of youth sociological and educational research empirical data.

"Social and Citizenship Education" conference organized by The Barankovics István Foundation
Budapest, 26 November 2012

IV.2. Essay Contest: When I'm 64 - March 2013

In March 2013, we held an essay competition for young people aged between 14-20 entitled "**When I'm 64** ". In the announcement, we asked young people to imagine and describe their 64th birthday. How will they see the world and the society they will live in then? What role did they play in shaping their own lives and their environment? Could they influence their future with their decisions and individual choices?

"The number of books and movies that portray what our existence will be like in the future is practically endless, but how do YOU imagine what our future world will be like?" What will the world be like in which you have already made your most important choices/decisions? Do you participate, can you participate in shaping the future, and can you influence your future with your individual choices? Can you imagine the morning of your 64th birthday? Who will be around you, what will the world be like around you and who will YOU be that morning? The Barankovics István Foundation is interested in your future vision and how you imagine the morning of your 64th birthday! Remember, today is the first day of your life leading to your 64th birthday!"

(Quoted from the competition announcement)

Our competition announcement raised interest beyond our expectations. More than 130 entries were received, many of which were precious, unique, full of thoughts and of high literary quality. We could read about many imagined futures: exciting, horrible, hypertechnological, suppressed by totalitarian machinery, saved or ultimately destroyed natural environments, lonely and anxious, married with children, lost or retained love, war, blossoming or destroyed Hungary, devious, simplistic. There are typical and atypical visions: heroes, rebels, lonely wolves, happy grandmothers, presidents, beggars, dead, happy and unhappy among those 64-year-olds who were imagined by their 14-20-year-old selves for The Barankovics Istvan Foundation's competition. And all of them deserve respect for making the effort.

IV.3. "Digital Natives in the Classroom" Conference –
10 May 2013

Our Teachers' Roundtable held its Teachers' Professional Day for the second time on 10 May 2013. This time the issues of digital citizenship, "netizenship" were at the center of the conference. The aim of the event, entitled "Digital Natives in the Classroom", was to gain better understanding of the world of Y and Z generation.

Our endeavor came from the belief that effective pedagogical work is not possible without knowing the lives and habits of young people. First and foremost, the participants sought the answer to the question of how to build a bridge between digital native students and digital immigrant teachers, and why it is worthwhile and how to make a pedagogical advantage of the fact that their students live on the web. Youth sociological and social psychological approaches alone - although indispensable for successful education - without adequate pedagogical methods are neither enough for students and teachers to navigate successfully together in the maze that is the digital world, nor for educators to become modern digital teachers. The "good practices" at the conference were presented to the participants through two examples of different educational situations. Krisztina Rácz, a secondary school social science teacher from the Trefort Ágoston Bilingual Vocational Secondary School, emphasizing the dangers of netizenship and the importance of netiquette education, spoke about the methods in which this issue can be taught and how students can be prevented from becoming victims of cyberbullying or becoming cyber criminals out of ignorance. Andrea Szőnyi, the international advisor to the USC Soá Foundation, presented an example with a serious methodological background for the use of modern digital technology in education.

An interactive educational portal was created from the materials of The Visual Historical Archive, which contains video interviews with Holocaust survivors and eyewitnesses, where students can edit and produce documentaries from the interviews they have at their disposal. The international success of the IWitness program is an excellent example of how, building on the motivation the students, not only the acquisition of knowledge, but also the formation of attitudes can be more effective.

"Digital Natives in the Classroom" conference – Budapest, 10 May 2013

V. Online Democracy Activity (09/2013–02/2017)

Between 2011 and 2017, The Barankovics István Foundation developed and then ran an educational social study competition entitled Online Democracy Activity (O: DA) for Hungarian students. The aim of the interactive democracy game was to prepare young people for adult roles and to develop the civic competences necessary for making democracy work.

The O: DA, first and foremost, conveyed the message that today in Hungary too social coexistence has common values, the protection and promotion of which is in the interest of all of us. Democracy and, as a prerequisite for its sustainability, preparing young people for social and public roles and nurturing the values of active citizenship are all considered as such values by modern Christian democratic thinking. Furthermore, the competition also wanted to show how Christian democratic principles work in everyday life.

O: DA's professional staff adding the finishing touches before the launch of the program in September 2013

A Combat Dogs csapatfotója

Teams with a minimum of four and a maximum of six people could enter the competition aimed at secondary school students. The game consisted of two parts, the first part was entirely online. It ran on a portal developed and operated by the Foundation (www.teddoda.hu). The competing teams were registered here, they got their tasks and posted their solutions here, which were evaluated by a panel made up of a sociologist, a political scientist, an educator, a communication expert, a litterateur and a film expert. In addition to the content, creativity, imaginativeness, and the standards of the visual presentation of the solutions also played a prominent role in the evaluation criteria. In the second part of the competition, the best-performing teams met in a face-to-face round.


A Knertészek csapata

For this purpose, we organized ODABuda Democracy Camps twice in Budapest. In addition to the top 5 teams in the online round, one more team qualified by public vote. Each game cycle lasted for a total of 7 months, during which the secondary school teams solved an average of 10 multi-part tasks. The concept of the competition was to gradually expand the social horizons of the participants, involving levels of identity relevant to their social life. In the online stage, teams mainly competed by documenting tasks solved in the local society. In the Democracy Camp, national politics and public life were in focus, and later on during the trip for the most successful teams young people could get acquainted with the EU policy. Az első fordulóban a csapatok bemutatkozó motivációs videókat készítettek arról, hogyan alkották meg közösségüket, miért jelentkeztek az O:DA-ra. In the first round, the teams made introductory motivational videos about how they created their community and why they applied to O: DA. Later, the task for them was to represent a social problem and document it with multimedia tools. A detailed description of the competition and its rules are available **here.**

V.1. ODA Facebook

In addition to communication on teddoda.hu, we managed an ODA Facebook page for educational purposes as well as for recent messages. Above all, the function of the Facebook page was to provide students with inspiration and additional information to solve their competition tasks, and to facilitate their sharing content in their own communities through the social media managed by the team.
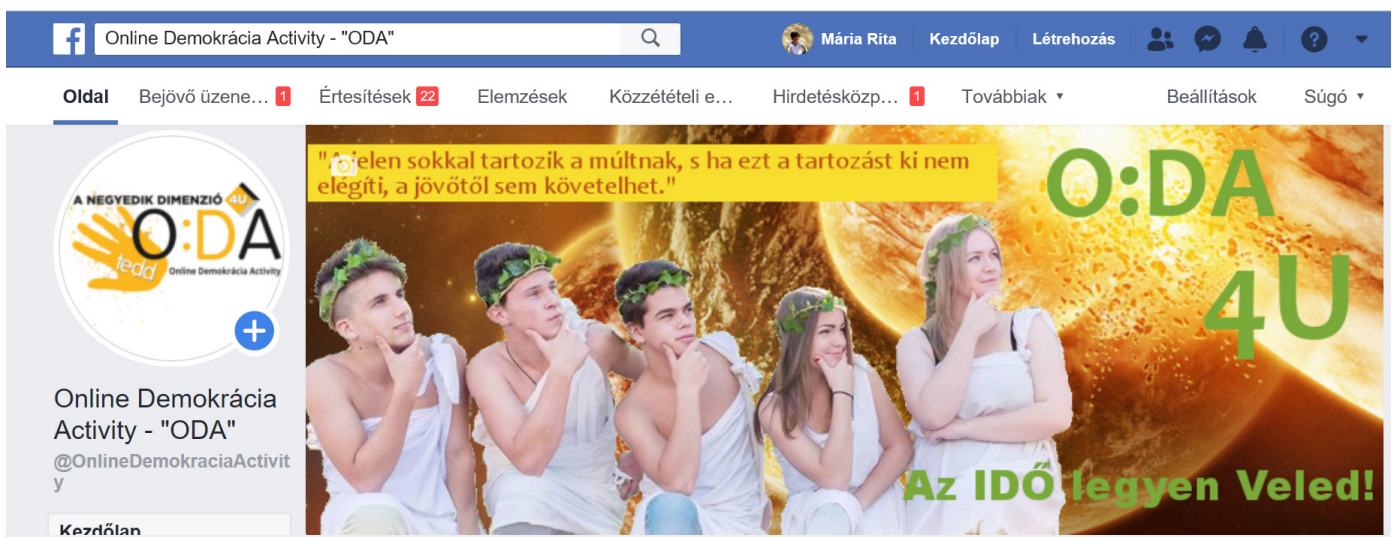
O:DA 4YOU Facebook page in 2016

V.2. ODA Mentoring Meeting – 28 September 2013

According to the rules, each competing team had to choose a mentor from their own environment. The third conference of our Teachers' Roundtable served to prepare and inform mentors for the competition. The organizers, of course, provided scientific ammunition as well. (**https://barankovics.hu/tanari-kerekasztal/az-online-demokracia-activity-ben-resztvevo-csapatok-mentorai-szamara-szervezett-kerekasztal-2013**).

Dr. Jancsák Csaba ifjúságszociológus (Szegedi Tudományegyetem) előadása

In his presentation entitled: "We Will Never Grow Up! Will We Ever Grow Up?", Jancsák Csaba - youth sociologist, university professor, director of the European Youth Research, Organisation Developing and Communication Center - gave an overview of the most important youth sociological trends of the millennium and gave a taste of the latest, most relevant research results.A rendezvény utolsó modulja a praktikus tudnivalók megbeszélésének adott fórumot. Itt került sor a mentorok által képviselt csapatok rövid bemutatására, valamint "O:DAszólok" néven egy mentori tanácsadó testület megszervezésére is, amely visszacsatolási szervként működött a versenyt szervező O:DA stáb és a pedagógusok között. The Mentors' Roundtable program was enhanced by case studies. Two students from the Corvinus University, Réka Szényei and Róbert Németh gave an insight into the life of the net generation, revealing different aspects of a conglomerate made up of numerous subcultures. The case studies were followed by the psychiatrist Dr. András Gábor Szényei's analysis, who "interpreted" the language of young people to an audience mainly belonging to the "X" generation, and pointed out the role of the symbols and icons of net generation in personality development. O:DA's professional director Mária Rita Kiss presented the social philosophical and pedagogical foundations of the game, taking into account the goals and considerations that motivated the developers of the game

and defined the final image of the socio-cultural competition. Krisztina Rácz, a representative of the O: DA staff of the secondary school teachers, gave a lecture on the always critical issue of competitions that is the principles of task evaluation and their practical implementation during the competitions. The last module of the event provided a forum for discussing practical information. A brief introduction of the teams, represented by their mentors, took place here, as well as the setting up of a mentoring advisory body called "O:DAszólok", which acted as a body to provide communication between the competition organizer O: DA staff and the teachers and allow teachers to give feedback.

Psychiatrist and BIA Vice President, Dr. András Gábor Szényei's presentation

V.3. Types of Tasks in O:DA Competition

During the online section, which ran every year from September to the end of November, the students had to work on four topics, including solving several sub-tasks by using mostly modern infocommunication tools. In addition to background knowledge, we always tried to generate creativity, resourcefulness and humor inherent in young people. Successful task solutions required the incorporation of visual, auditory and artistic elements, and considering the rules of language formation. Depending on the nature of the task, the jury weighted these criteria differently. We also sought to diversify the tasks by genre. Instead of the usual forms of school examination, we asked for video essays, reports, project plans, school celebrations, community program scripts, short comics, presentations, word clouds and mind maps. When choosing the tasks for the different stages, we strived to inspire young people to build communities. From time to time, a single team had mobilized more than one hundred people in their own environment to solve tasks. "Always Online" was a recurring task of setting up and managing social networking sites (Facebook, Instagram, Blog, You Tube, etc.), where teams promoted themselves and their activities in their immediate and wider environments. Similarly, the jury rewarded additional points for having contacted the local media.

Some memorable examples include:

- **Project Citizen- Citizens' Initiative**

- **Debate**

- **Organizing the 1956 school commemoration**

- **The Team Gives Its Best - organizing voluntary community work**

  Video report on the community work of the "Knertészek" team

- **Media and Reality – the faces of the media: media hack and promoting good causes**

- **Make Yourself Heard! – environmental protection**
  (collecting climate votes, video message to world leaders)

- **ODA drama school –solving problems of school/social ethics**
  with drama based pedagogy

- **Living Planet Movement (relating to climate conference)**

This report does not allow us to present each topic in detail, but we believe that with the help of some examples it is important to illustrate the nature of the tasks, and the diversity, creativity and high quality of the solutions.

V.3.1. We Are O:DA! – How to Build Communities: Team Motivational Videos

Task specifications

The Earth is fully rounded, but the world is not! In order to make it more complete, we need communities of autonomous individuals who are ready to cooperate. There are many good examples of this in Hungary too, but unfortunately we are not among the best in Europe. But how do such communities come about? How do we create a team that wants to, and is able to, achieve common goals?

Prepare an introductory video for your team to let everyone know:

- *who you are?*
- *where you come from?*
- *how you set up your team?*
- *why you participate in O:DA?*
- *why you believe it is important to take part in O:DA?*
- *what you expect from the competition and from yourselves?*

An example of a task solution: The introduction of the "Club Malala" team

V.3.2. Our Everyday Heroes- Role Models of a Generation

Task specification:

In a democratic society, many different people live together. Those who perform their community duties outstandingly well are essential. They are the ones who can become role models, who can draw others into community programs, and inspire others to carry out similar actions.

- *Find -here and now- an exemplary community worker, and make a video report with them, or a video interview! Portray their personality as accurately as possible!*

- *Explain why you consider them a role model and an outstanding person!*
  - *How does their example inspire you to make the world a better place?*
  - *Why is their work important? To which social problems is it related?*

- *Make an action plan of how you could help them in their work!*

An example of a task solution: the everyday hero of the "Demokrakoczy" team from Munkács
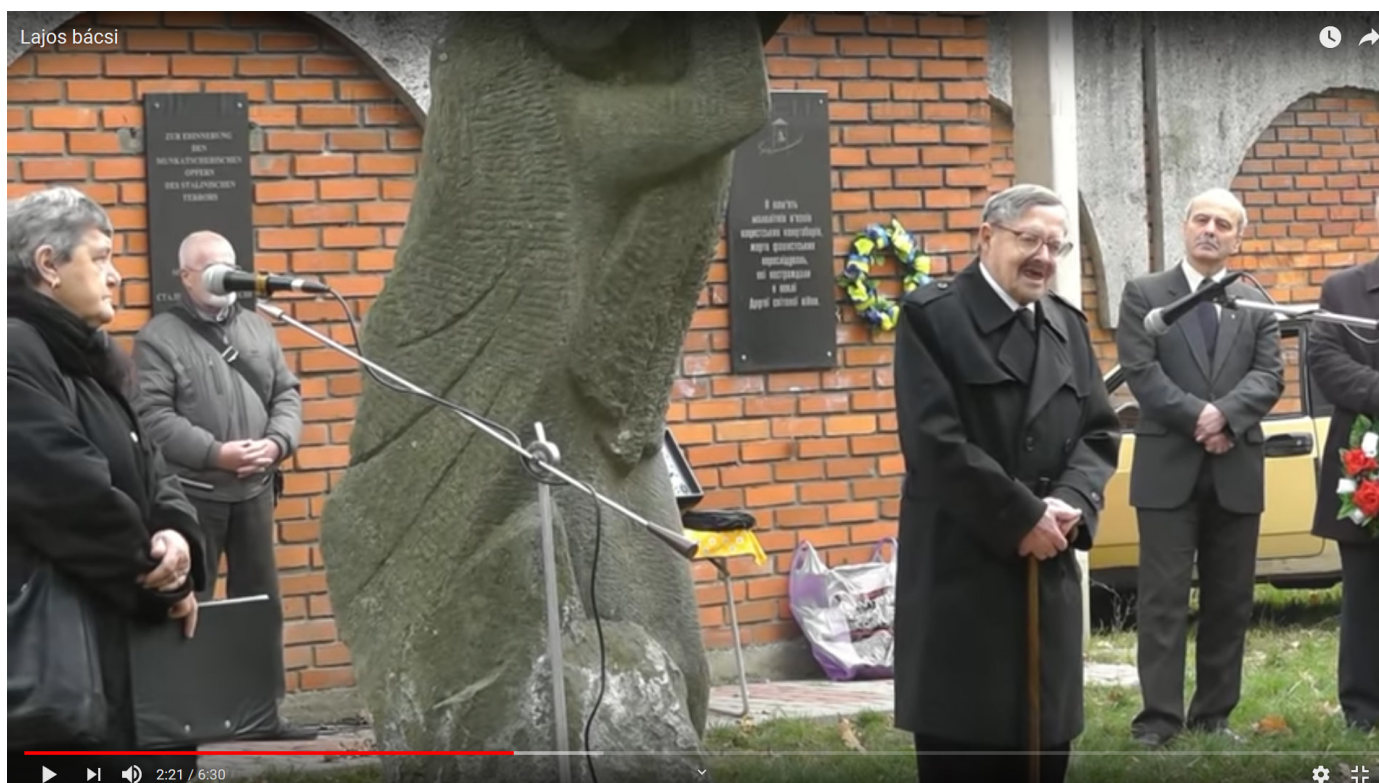
V.3.3. Trophy T-shirt Movement– Building Public Relations in Local Society

Task specification:

Find acquiantances and supporters in your local society!

Not everyone is at ease with the frequent use of the internet like you, the Y and Z generations. Make sure your friends and supporters get to know you as someone who wants to make positive changes in the world. As soon as you receive your own O: DA logo T-shirts, you can start the Trophy T-shirt. Seek out the the most characteristic figures in your neighbourhood, the well-respected people, the celebrities and the leaders! Have your T-shirts signed by them with a felt tipped pen! Have your photo taken with them and post it on your account on a picture sharing site! In the caption, tell us who they are and why you chose them! We think such a meeting is an excellent opportunity to get into the local media.

Ask for their support to promote the idea of democracy in the media! Additional points can be earned in the third round for appearing in the media and for the trophies of the T-shirt Movement. These points may affect the final result as well!

An examples of a task solution:

The team of the "Silent Generation"   "Bence and the angels of democracy" team

V.3.4. Civic O:DA – Needs Assessment and Strategic Plans to Improve the Conditions of Local Youth

Task specification:

It is up to us too!
In the first round, the team turned into PR staff protecting minority groups. Now you have to show your new face. In this task, there will be a little "detectivity" and a little strategic planning: the team turns into a committed and task-oriented project office for a short period of time.

We have good news! Each team received 10 million forints from a European Union fund, which should be used for regional development purposes within a year. How would you spend that money in your environment?

Look carefully about the world around you! What are the most important problems in your neighbourhood that can be remedied or at least mitigated with this money?

Ask as many people as possible, consider and prioritize the problems they have mentioned!

What do your schoolmates say?
What do the people in the street say?
What are the representatives of local NGOs proposing?
Visit as many of them as you can and find out their opinion!

How do they see the situation in the municipality?
And as a result, what do YOU think?

1.   Present your quest in a video report (minimum 3 - maximum 4 minutes)! Make sure that the jury evaluating the video can see that the video was indeed a real team effort!

2.   Make a strategic plan (minimum 3600, maximum 7200 characters including space) to use the amount! Pay special attention to how the local society will contribute to the implementation of the plans.

Include WHO and WITH WHOM will do WHAT, WHY, WHERE and WHEN in the plan!

Criteria to consider:

- *Brief introduction of the proposed alternatives, justification of the decision*
- *What is the social problem you are looking to solve? What is your goal?*
- *How do you use the financial support? Name the most important project elements, their implementers and schedule them!*
- *How do the civil society and volunteers participate in achieving the goals?*
- *What are YOUR tasks?*

An example of a task solution: The team of "Bence and the angels of democracy" in their quest

Álmodtunk 10 millió forintot

Álmodtunk 10 millió forintot

0:06 / 3:16
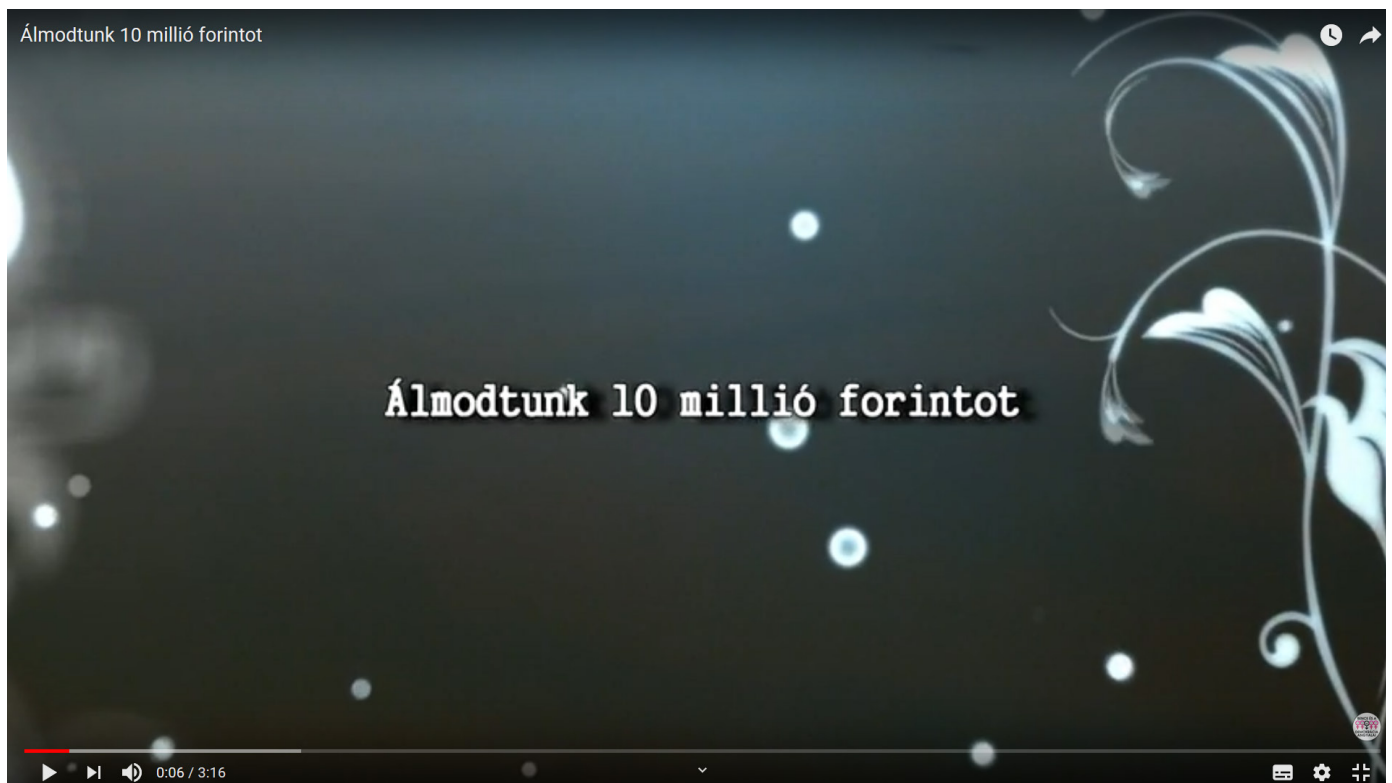
V.3.5. What Moves the World? – Video Essay

Task specification:

Have you ever wondered what ultimately moves the world and the people? Is it money? Or is it perhaps self-interest? Or, rather, impersonal things such as technological development, the information revolution, globalization? Perhaps the human qualities, such as common sense, instincts, dissatisfaction, love, or sense of responsibility? We probably think of it in many different ways, as we do with many other things. Yes, but what do we think?

The question is whether there is a significant difference between the opinion of the young and the elderly, the X-Y and the Z generation? What really matters: " Is there a common ground on the basis of which we the people, despite our differences, can unite for our common goals? **Create a video essay on the subject!**

Conduct a brainstorm on the question and list the possible answers!
Find information from a wide range of sources! Make 5-7 mini-interviews with representatives of different social groups on the topic to get to know aspects you didn't think of before! Ask why they think that way, what experience, knowledge, motivation is in the background! From this raw material, make a witty, hard-hitting, creative video essay (minimum of three, maximum of four minutes) adding your own opinion to it!

An example of a task solution: the video essay of the team "Silent generation"

V.3.6. Modern Misery – the Nature of Poverty. What Can We Do?

Task specification:

Poor people's capacity for advocacy is weak.

It is the task of the not so poor to stand up for them. Or shall we say instead that everyone has their own problems here, everybody feels poor in this country? As you become familiar with the faces and everyday life of poverty, you will surely see the state still has a lot to do to ensure human dignity for everyone.

But what can we do? How can we express our support and compassion? Discuss whether it is the task of civil society is to provide financial support to the poor? Do we have opportunities beyond the financial means, to express our solidarity with the poor?

Building on the most important thoughts, make a minimum of 2.5 to 3 minutes of social advertising for your peers, informing them of the problem, the need for action and opportunities!

An example of a task solution: Solidarity video of team of the "Olympus" team

Olümposz csapat III. forduló - TEDD O:DA 3.0

0:34 / 3:00

V.3.7. Hyper Schools – Or What Future Schools Should Be Like?

Task specification:

Change is a natural part of life. Society is constantly changing, and education must follow. Now - in the midst of an information revolution that is completely different from political revolutions - when knowledge is stored in smartphones that are in our pockets - many people wonder whether there will be a need for school in the future. However, the information available through digital devices and the knowledge that can be used for real action are a light years apart and it would not do any harm to obtain the latter as well! School seems to be indispensable, but it is indisputable that education is facing enormous changes: it must become more open than it currently is to the transformation happening in the world. But in which direction should we go? On this issue, we would like to consult the most competent people, YOU, who have not only been in the education system for 10-12 years, but who are also native in the digital world.

What should schools be like in the information society? Education should meet the needs of a fast-changing economy on the one hand, on the other hand it should be a school for everyday life, and lay the foundation for not only a professional career, but also for a happy and balanced life. Moreover, it should be fun and likeable where the students love to go to so much that they feel sorry when the holidays start. To put it plainly, we would need your creative and innovative ideas for tomorrow's school! We do not want these hyper schools to develop without you, so in this round we are asking you to plan your ideal school for the future. Carry out research on the net! Ask your teachers and parents, classmates and schoolmates too! And, of course, for a successful solution - like in every O: DA round - it is essential again that you let your imagination and creativity soar!

Please work on the following tasks:

- *Organize a mini conference with your schoolmates, where as many people as possible can share their thoughts and ideas about the hyper school.*

- *Make a slideshow (minimum of 15, maximum of 20 frames) in which you explore the halls and classrooms of this dream school!*

- *Write an essay on the education philosophy of hyper schools (minimum of 3000, maximum of 4000 characters including spaces)! Justify your claims in the text! Will there be subjects in the hyper school?*

- *What will ideal students be like? What makes a good student? What sources will they use to gain knowledge? What will (non-artificial) intelligence mean? How will students be motivated? What will raise their interest, what will en courage them to make an effort?*

- *What will be the role of the teacher? Will they be more than an information manager? What qualities should they have? What is a dream teacher like? Present the ideal teacher of a dream school in a word cloud!*
  Add an explanation or pictures, if necessary, to the word cloud!

An example of task solution: *An ideal teacher and student according to the "New Age" team*

An example of task solution: *Video conference of the team of "New Age" on future schools.*

VI. ODABuda camps – face to face finals

We organized two four-day Democracy Camps (in March and July 2014) for the teams that had qualified from the online stage. The top 5 teams from the first and second online rounds and the winners of the public vote- nearly 100 students - participated. The stake in the finals was to win the top prize, that is who can travel to Brussels to get to know first-hand the EU institutions. The role of mentors has changed somewhat compared to the online stage, as they were not able to help their students with some of the competition tasks. The focus of the online rounds was on issues in local society. The face-to-face competition focused on the issues of the wider political community and the issues of national politics. During the breaks between the competition tasks, the camp's residents and finalists listened to lectures on democracy, solved related training exercises, asked young politicians about the world of politics, or visited institutions of national politics. Social science board games and escape rooms made the program more colourful.

Democracy here and now. Rita Mária Kiss O:DA professional leader
is giving a presentation in the O:DABuda camp in the summer of 2014

Watch the highlights of O:DABuda 2.0. camp here:

O: DA 3.0 and O: DA 4you face to face finals were held in Budapest, St. Margaret High School in December 2015 and 2016. Our work was helped by many external consultants again.

VI.1. Examples of Task Solution in the Finals

VI.1.1. Our Society Seen Through the Eyes of Minorities – Ask the Expert!

Task specification:

Democracy is based on the principle of majority, but we should not forget that society consists of countless minorities. "Everybody is the same in different ways" - as they say. An important indicator of the development and quality of democracies is how they treat their minorities. Democratic constitutions and institutions protect the interests of minorities in many different ways.

- *List 5 examples that are important to you!*
  But how are these measures implemented in reality?
  There may always be significant differences between a law, a moral principle and its actual enforcement. So it is worthwhile to find out the actual social practice.

- *How beneficial are the laws protecting the members of minority groups? What do they do to protect their own interests? What kind of special problems or aspirations do they have? How do people relate to them?*
  Who should do what for them?

Ask the expert!
You can find members of minority groups and professionals dealing with them seated at separate tables in our salon. A team can stay for 5 minutes at each expert's table, then need to move on to the next table. Attention! Experts will not not speak if they are not asked! A lot depends on the questions posed!

(You are allowed to use tools (computer, smart phone) while preparing for these tasks, but your mentor can not help!)

After collecting the necessary information, you have 15 minutes to prepare a 5-minute minority radio program entitled "Our Society Through the Eyes of the Minority".

The professional staff of the competition:

  Kata Németh is the leader of the Shero South Great Plain Roma Youth Association.
  Noémi Virágos-Kis is a communication officer at the
  Csongrád County Association for the Disabled.
  Katalin Bönde, social worker,
  Magdolna Joó ESZI homeless hostel, social worker,
  Ottó Tamás Varga, Nagyfai refugee camp leader,
  Bence Tordai Haver Foundation,
  Noémi Erdődy Motivation Association.

VI.2. O:DA 4YOU Tasks in the Final

VII. Let's Go to Brussels!

The closing chords of the multi-month contest were the unconventional awards ceremony, where - aptly - the participants' efforts were rewarded with valuable digital devices.

For young people, however, the real stake of the contest was its top prize trip to Brussels for the best three teams. We managed to send nearly 100 young people and 12 teachers to Brussels during our pedagogical program.

Group photo of the winners of O:DA and O:DA 2.0 during their sightseeing tour

In addition to leisure and cultural programs, the grand prize trip also served the purpose of learning from first-hand experience. During the field trip programs, young people could get acquainted with the internal functioning of EU political institutions, and could meet personally with EU parliamentarians and members of the Hungarian administration.

Visiting and learning at Parlamentarium

Pál Csáky ethnic Hungarian MEP from Slovakia giving a presentation to the group

Visiting György Hölvényi MEP in the European Parliament

Our aim was not least to strengthen European identity. The regular and perhaps most popular stage of our democracy walks for young people was the Parliamentarium, presenting the past and present of Europe. The rich repository of interactive multimedia devices (more than 100 interactive terminals and screens!), which makes the visitor center one of the most modern museums in the world, provided unique experience for the Z generation. The exhibition, which is available in 24 languages (including of course Hungarian), will help you to get to know and experience the common foundations of the culture of European citizens, presenting how - in the past 20th century - cultural influences from different parts of Europe inspired and strengthened each other, shaping the image of the continent and leading to today's democracies. An additional virtue of the concept is its human-centric approach. Thanks to the exhibition, the past and the present of the EU community was not primarily presented from an international diplomacy perspective, but from that of the European citizens. The creative solutions of this interactive exhibition of unparalleled standards, which is making full use of the possibilities of digital technology, helped to understand what common European culture means, what is "unity in diversity".

Discussion with Tibor Navracsics Commissioner for Youth Policy in the European Commission meeting room

Videos of the Field Trip

O:DA and O:DA 2.0 - 2015

O:DA 3.0 - 2016

VIII. The Participants of Online Democracy Activity

VIII.1. The Protagonists

The target group of the competition was the secondary school age group. Nearly 500 students had a battle of skills and creativity during the four cycles of the competition. 39% of the contestants were vocational secondary school students.

The competing teams were supported by 45 teacher-mentors. Several Hungarian schools and settlements from the Hungarian diaspora (Subotica, Zenta, Oradea, Munkács, Hidaskürt) joined our social studies game. Thanks to this, nearly 60 ethnic Hungarian students and 9 secondary school mentor-teachers living abroad participated in the competition.

Az O:DA 3.0 – We have a dream csapat

However, the scope of those reached in the program was much broader, as school communities, members of teaching staff, participants in local society, actors in local public life, politicians and the media had to be involved in the task solutions. We can only guess the number of people that the enthusiastic young participants contacted during the competition, or how many helped them with their tasks. If this number is at least 50 people per team, then another 2-3 thousand people must be added to the total number of helpers.

VIII.2. The Mentors

Those without whom we certainly could not have achieved the results we have just presented were the teachers chosen by the teams as mentors. In addition to their daily educational tasks, the mentors inspired, supported, and advised the contestants for months, on a week-to-week basis, without any financial reward, driven only by their commitment and dedication to the subject. They bore the brunt of the work. Our educational program for young people basically only created the conditions for joint learning and experience, and it is thanks to them (above all) that these frameworks were filled with quality content.

The video below shows how mentors felt about the Online Democracy Activity competition:

VIII.3. O:DA Staff

O: DA's professional staff consisted of the employees of The Barankovics István Foundation and external experts. Rita Mária Kiss (University of Szeged) was the professional leader of the competition and Zsófia Menus (The Barankovics István Foundation) was the project manager. The website of the competition was created by Tamás. The panel of jury (**link**) was made up of a youth sociologist, secondary school teachers, film-maker, a writer, a journalist, a minority policy expert and a communications consultant.

O:DA staff

VIII.4. Our Supporters

We would like to thank György Hölvényi MEP for making it possible for the O: DA winners to travel to Brussels and to get to know the functioning of the EU political institutions from the inside.

The Foundation for Christian Spirituality was our strategic partner in the O: DA and O: DA Without Borders program. The meeting of the teams from the Hungarian diaspora in September 2016 was financed by the National Cooperation Fund of the Ministry of Human Capacities. The special prize of our O: DA 3.0 competition was offered by the ÖKO URBANA Association. The Hanns Seidel Foundation was a regular supporter of our youth citizenship education programs.

We would like to express our gratitude to the following professional organizations for cooperating with us and supporting our competition by providing publicity for Online Democracy Activity!

Civitas Association, Foundation for Democratic Youth, Motivation Educational Association, Association of Christian Intellectuals, Catholic Pedagogical Institute, National Association of Form Teachers, MTA Szeged Academic Committee Citizens' Competence Working Committee, European Youth Research and Organizational Developing and Communication Center.

VIII.5. Media Support

A selection of films and articles about us

1.   A New Hungarian Online Game. Heti Válasz.26.09. 2013.

2.   A New Hungarian Online Game for Young People. Gondola.hu. 27.08.2013.

3.   A Report about O:DA by M1 Television (02.12.2015.)

4.   A Brand New Hungarian Social Game for Young People. Hírposta.hu.

5.   Democracy in a Youthful Way. BAMA 02.12.2013.

6.   Tedd O:DA Hungarian Scout Association

7.   Online Democracy Activity. Minap.hu. 28.11.2013.

8.   Demókecskék from Kecskemét in a Democracy Game. Kecskeméti hírhatár

9.   The Only Disability is the Bad Attitude. Sunshine Rádió 29.11.2013.

10.   Demokrákóczi. Young People from Munkács and Democracy.
        Kárpátalja ma. 6.11.2012.

11.   Demokrákóczi. The Retaining Power of the Community. Erdély ma.

12.   Our Youth in a Democracy Competition in Hungary. Karpatinfo.net.

13.   Békés Demokraták from Székács Secondary School. Oroshaza. info. eu. 28.11.2013.

14.   Békés Demokraták. BEOL. 25.11.2013.

15.   Tedd:ODA Evangélikus.hu

16.   5lett Klubrádió 02.12.2013.

17.   Students from Revai Secondary School in Győr Showed What Real Democracy Is Like.
        Kisalföld Online 21.11.2013.

18.   It Is Good to Do Good. Acta Diurna. Mosoly TV

19.   Commitment from Obligation. Tutihír. 26.11.2013.

20.   Volunteering, Everyday Heroes, Media. Jászberényonline. hu. 30.11.2013.

21.   Students and Pensioners Were Having Fun Together. RTL klub. 29.11.2013.

22.   O:DAtették : "Knertészek" Team. Békésifi.hu. 29.11.2013.

23.   Teddoda: Our Planet – The Lambs Are Not Silent. 11.2015.
        Hungarian interactive Tv (Slovakia)

24.   Students Imagine What Poor Families Eat. HVG 29.11.2015.

25.   Democracy in the Foreground Veszprémi Napló 29.11.2015.

26.   Klebersberg School Competing Again. Budai Polgár. 17.11.2015.

27.   A Zitzer Klub Was Roaming on the Landscapes of Democracy. Képes Ifi (Szerbia)

You can listen to a radio program with
"Bence and the angels of democracy" team on radio Gong here

IX. This Is How I Teach It: Joint Knowledge Building with Educators

The other branch of The Barankovics István Foundation's pedagogical project was the dialogue and joint work initiated for teachers in primary and secondary schools. During the 5 years of the program, the Teachers' Roundtable continuously expanded its network of contacts with educators who were committed to expanding their students' social science knowledge.

The framework for cooperation was created with the foundation's "This Is How I Teach It" competititons for teachers. Between 2013 and 2016, we launched four competitions for the preparation of lesson plans, projects, and other pedagogical programs, and for the dissemination of good practices.

The aim of the competition was to represent a diverse methodological culture in schools and to disseminate high quality, adaptable methodological solutions in educational practice. The themes of the four competition cycles were adapted to the developmental requirements of the National Core Curriculum's Humans and Society content area.

Teachers could apply with lesson and project plans related to the pedagogical goals of the content area in any subjectarea:

- *shaping civic mentality culture, establishing participation-centered civic behaviour patterns*
- *questions of Hungarian and European citizenship, national awareness*
- *moral issues relevant to young people's lives*
- *moral challenges of our times*
- *education for respect of personality and human rights and for moral values*
- *social interactions, operation of local communities*
- *our democratic values (e.g. equity, justice, solidarity, equal treatment etc.)*
- *raising awareness of our responsibility to preserve our natural environment and the values of solidarity*
- *developing skills and knowledge related to equal opportunities and equal treatment*
- *getting to know and accepting other cultures*

A total of 123 educators have undertaken – responding to our initiative in a creative way - to elaborate on the school's educational tasks for adult life and social participation.

The jury of methodology teachers working in higher education and secondary school teachers proposed the best entries for publication. Three of them, which can be used as a teaching manual, with almost 50 educational programs, were published as professional methodology books. The topics discussed in the teachers' guidebook are diverse, but are linked by an innovative and creative methodological approach.

The teaching aid of Erzsébet Kis Virágos's winning Win City project

The authors used various forms of work in their lessons, which, in addition to knowledge transfer, are also suitable for developing students' thinking, problem-solving and collaborative competencies.

Learning-teaching processes emphasize techniques which help learners develop their personality and which improve learning communities, methods and practices of teacher and student feedback, assessment and self-assessment, methods and tools of digital pedagogy as well as our methodological publications contain ideas, solutions and teaching aids that can be adapted to other educational environments and which we trust is a help in performing daily pedagogical tasks.

2014   2015   2016

We can say without exaggeration that in the field of social science education, there are daily challenges that pedagogical practice cannot ignore without reflecting on them. Teacher training and the postgraduate teacher training system can hardly keep pace with these rapid changes, while on the other hand, the daily work of teachers requires handy/useful tools that are tailored to current issues.

As a space for knowledge building, we created a Facebook group of teachers interested in the topic, where we keep track of the good practices of traditional and non-conventional pedagogical trends, while maintaining the level of social science and pedagogical professional knowledge. In addition to our methodological books and our Facebook group, our "Set of Values" conferences reflected on this need, where the results of our joint developments with teachers at the Teachers' Roundtable were presented.
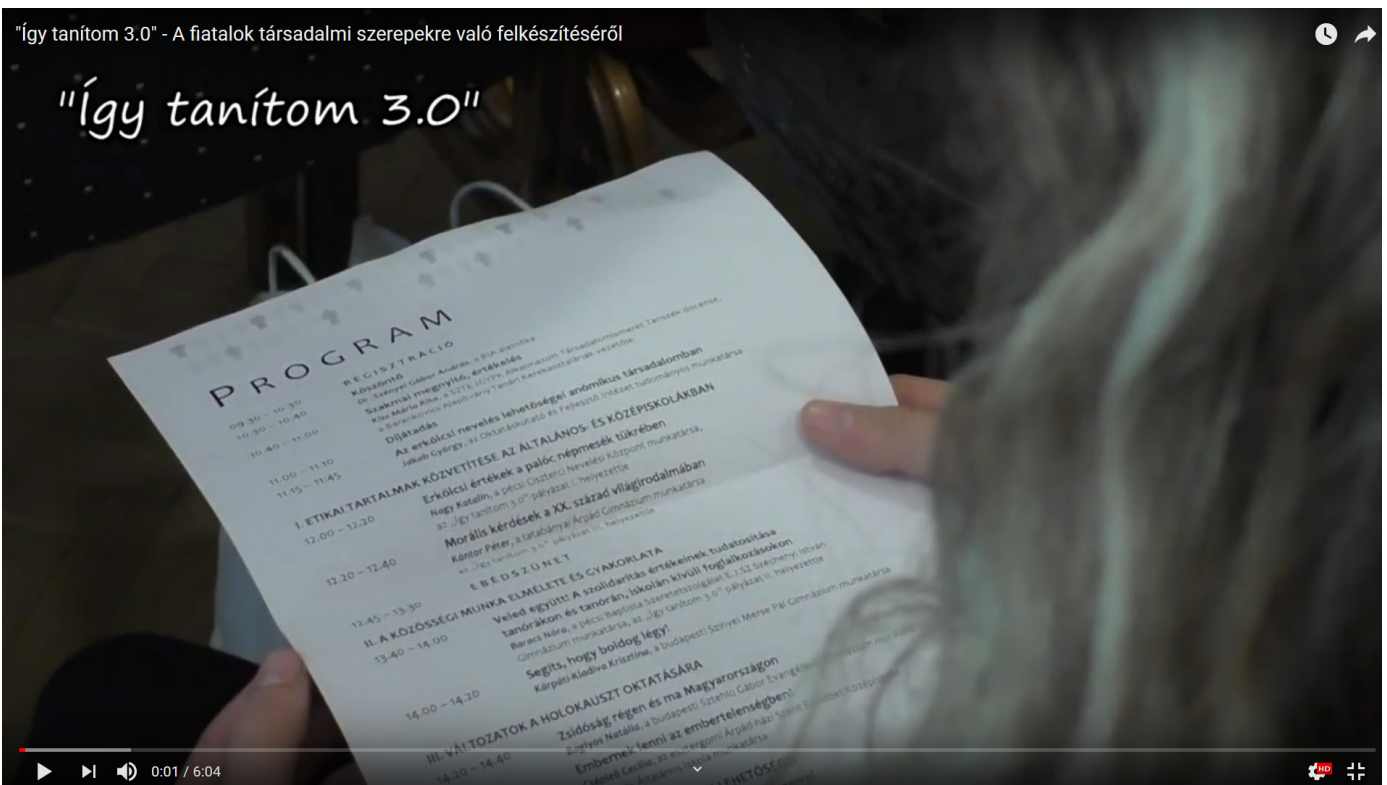
X. Set of Values Conferences

We opened our series of "Set of Values" conferences in 2014 by focusing on the issues of the teaching of ethics, as the proportion of ethics as well as human and religious content had increased significantly in the new National Core Curriculum - compared to previous years. In addition to interested teachers, we welcomed István Kamarás, who developed the content concept of the subject, and Tivadar Homor, an expert in the methodology of ethics.

We organized the next forum for joint knowledge building in April 2015, which we held together with the award ceremony of our competition "This Is How I Teach It". At that time, we focused on pedagogical issues in the development of user knowledge that you can capitalize on later in life.

The conference was opened by a lecture by György Jakab, research fellow at the Institute for Educational Research and Development, and an expert in the field of education for people and society. As we are convinced that the most effective way to achieve our development goals is through the collaboration of teachers, we asked the teachers, who are the most competent persons, to present their good practices that can be used in the everyday work of teaching.

"Így tanítom 3.0" - A fiatalok társadalmi szerepekre való felkészítéséről

Further examples of a participation-centered education and training approach were presented at our "Set of Values" 4.0 conference. At the BIA Teachers' Roundtable, our speakers presented new, adaptable good practices for developing user knowledge.

The Program of the Conference

Opening Speech, Presenting the Second Digital Handbook for Teachers from the "This Is How I Teach It" Series
Rita Mária Kiss, Szeged University, docent of the Department of Applied Social Sciences , the head of The Barankovics Istvan Foundation Teachers' Roundtable

We Are All Different. Virtual Travel to Get to Know Yourself and Others.
Andrea Szak Dénesné, Hunyadi János Primary School, Kaposmérő

Processing Moral Issues Relevant to the New Generation Through Interpreting the Book "Pál utcai fiúk"
Vanda Ramasz, Laschober Mária Primary School, Ajka

The Wealthy and the Poor. Is a Role Swap a Good Idea?
Perjésiné Kiss Rita Tiszalöki Kossuth Lajos Art School

Win city / Valami Amerika Projectdays
Erzsébet Virágos, Uzoni Péter Primary and Secondary School, Salgótarján

In Search of Virtual Water
Klára Zuberecz Sárköziné, Kondorosi Petőfi István Primary School

A Blue Trail Trek in Zemplen
László Szeged, Legyesbényei Általános Iskola

Reducing Performance Anxiety in Primary School Students by Group Counseling
Ilona Fülöp, Áprily Lajos Primary School, Parajd

IX. We Need Innovative Dialogues

The Barankovics István Foundation's youth project running between 2012-2017 was based on the belief that we need an innovative dialogue at different levels of education to develop a pedagogical culture that can effectively support emerging generations in shaping their personal life, and in elaborating on their individual and community roles.

Not only in finding their place in life as individuals, but also becoming responsible and active citizens in their community roles, to be able to effectively represent the values of human dignity, solidarity and subsidiarity as members of the political community.

In order for the school to contribute to the achievement of long-term social goals and to be able to respond to the challenges of the surrounding social environment in an adaptive manner, it is indispensable for the educators to have an innovative attitude, intelligent adaptation, and change management skills. Our work has served the realisation of this common goal for all.