



“VET and VET  
teacher types.  
A cross-national comparison “  
Blended Intensive  
Programme (BIP),  
Magdeburg, Germany

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## LEARNING DIARY

AN INSIGHT INTO THE  
WORK OF  
AUSLANDSGESELLSCHAFT  
SACHSEN-ANHALT E.V.  
(AGSA) /SAXONY-ANHALT  
SOCIETY FOR FOREIGN  
AFFAIRS

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## Introduction

The aim of this learning diary is to process and reflect on the events and learning outcomes of the professional institutional visits and lectures held as part of the blended intensive programme entitled "VET and VET Teacher Types: A Cross-National Comparison."

The programme took place in Magdeburg between April 20 and 25, 2026, and focused centrally on the international comparison of vocational education and training (VET), with particular attention to the characteristics and practices of the VET systems of the participating countries, such as Germany, Hungary, Sweden, and Spain.

In what follows, I highlight only one or two days from the full programme, which for me represented the most defining cultural experiences both personally and professionally.

I have summarised the events of April 20, 2026, together with my professional and personal reflections related to them, taking into account the knowledge I have acquired in the economics teacher training programme at the Budapest University of Technology and Economics (BME), as well as the life experience I have accumulated thus far as a career changer. The purpose of this diary is to support the processing of formal and informal learning experiences, thereby contributing to my professional development in my future career as a secondary school economics teacher.

## Diary Entry - Day 1: April 20, 2026

**Location:** Eine Welt Haus, Magdeburg, Germany.

**Topic:** Insight into the work of Auslandsgesellschaft Sachsen-Anhalt e.V. (AGSA), the Saxony-Anhalt Society for Foreign Affairs, including foreign affairs projects, further training for vocational teachers, intercultural perspectives, classroom management, and the integration concept of Saxony-Anhalt.

### 1. Professional Summary and Theoretical Background

The Blended Intensive Programme began with a substantial and inspiring introduction at Eine Welt Haus in Magdeburg, which is the headquarters of Auslandsgesellschaft Sachsen-Anhalt e.V. (AGSA), the Saxony-Anhalt Society for Foreign Affairs. AGSA is an umbrella organisation that has been actively coordinating intercultural dialogue among civil society, education, and public administration in the federal state of Saxony-Anhalt since 1995 (Auslandsgesellschaft Sachsen-Anhalt e.V., n.d.). The historical context of the organisation's founding is also noteworthy: in post-transition East Germany, where xenophobia and social tensions were particularly acute, AGSA emerged as a conscious

response, with the aim of building a culture of dialogue and cooperation in a region undergoing both economic and social transformation.

Upon entering the building, one could immediately sense the kind of open, inclusive atmosphere that I encounter less frequently in the buildings of civil organisations in Hungary: the interior design solutions, the multilingual signs, and the flexibly reconfigurable spaces all reflected the philosophy that the place exists to facilitate encounters.

This physical environment also suggested that interculturality here is not an abstract concept, but a lived practice.

The main theme of our professional day was “international affairs.” Accordingly, throughout the day we listened to several key presentations, all of which explored the international environment of vocational education and training (VET) from different perspectives. The structure of the presentations also showed a deliberate progression: we moved from the local context (introduction to AGSA), through international projects (Erasmus+, German-Jordanian exchange programme), to practical mobility programmes (Training without Borders), then through youth work to the global framework (the SDGs). This arc - from the local to the global - in itself carried a pedagogical message.

## I. Introduction to AGSA and Eine Welt Haus (Manja Lorenz and Gabriel Rücker)

In their opening presentation, Manja Lorenz and Gabriel Rücker introduced AGSA’s mission and the organisation’s motto: “Committed to a diverse society.” The presentation made clear that AGSA’s activities rest on three pillars: strengthening civil society, cooperating with educational institutions, and providing intercultural consultancy to public administration bodies. This threefold approach is particularly effective because social change requires both bottom-up (civil) and top-down (institutional) pressure at the same time - and AGSA connects precisely these two directions. (Lorenz & Rücker, 2026).

As a prospective economics teacher, I found it especially interesting to see how such a civil organisation operates at intersections that are highly important both economically and socially. AGSA not only facilitates intercultural dialogue, but also actively shapes the local community by serving as a bridge between different nationalities and institutions (Lorenz & Rücker, 2026). The organisation brings together more than 40 member organisations, which in itself is a remarkable coordination achievement - especially when one considers that these member organisations differ in size, work with different target groups, and possess different organisational cultures. (Lorenz & Rücker, 2026). This type of partnership-based operation is an excellent practical example of network economics and social capital theory. What particularly struck me was that AGSA does not think in terms of project-based,

temporary collaborations, but rather builds a long-term, sustainable network of relationships. This perspective is also exemplary in vocational education: cooperation between companies and schools works truly well when it is not limited to the duration of a single project, but matures into an institutionalised, predictable partnership.

## II. ERASMUS+ Projects and the German-Jordanian Exchange Programme (Dr. Katja Michalak)

Representing the IKOE specialist unit (Intercultural Opening and Competence Development Saxony-Anhalt), Dr. Katja Michalak demonstrated the importance of exchanging good practices through teacher mobility and German-Jordanian exchange programmes. She highlighted digitalisation and the STEAM fields (Science, Technology, Engineering, Arts, Mathematics) as foundations of international cooperation. The name of the IKOE specialist unit is itself a programme: the linking of “intercultural opening” and “competence development” indicates that openness is not an innate trait, but a skill that can be developed - a recognition of fundamental importance for my pedagogical work. (Michalak, 2026).

Her presentation shed light on how much more quickly pedagogical innovation can spread in an international environment, and how crucial the continuous professional development of teachers is (Michalak, 2026). The German-Jordanian exchange programme was particularly instructive because it showed how European models of cooperation can be adapted to very different cultural and economic contexts. In the case of Jordan, the management of the refugee crisis and the role of vocational education in social integration opened dimensions that have only come to the forefront in Europe in recent years - yet German organisations had already begun exchanging experiences years earlier, and this is now proving valuable in addressing migration-related challenges. For me, this means that vocational education in Hungary should not think exclusively within European frameworks either - the global perspective is becoming increasingly important in pedagogical work as well, and international experience prepares us for crisis situations that we do not yet even know will occur.

## III. Vocational Education Mobility: "Training without Borders" (Gavin Theren)

Gavin Theren presented the programme *Berufsbildung ohne Grenzen* (Vocational Education without Borders). We learned that this network was launched in 2009 in order to increase the mobility rate of those participating in vocational education. The timing of the programme's launch was no coincidence either: after the 2008 economic crisis, German decision-makers recognised that demand for skilled workers with international experience would grow, and that facilitating mobility would be one of the key factors of labour market flexibility. (Theren, 2026)

The network currently brings together more than 70 mobility advisors at the Chambers of Industry and Commerce (IHK), which demonstrates one of the greatest strengths of the German dual training system: the institutionalised role of the chambers in organising vocational education (Theren, 2026). This model serves the internationalisation of German dual training, helping small and medium-sized enterprises (SMEs) to enable their trainees to gain experience abroad, thereby increasing both their labour market competitiveness and their intercultural skills. It is particularly noteworthy that the programme supports not only the mobility of trainees, but also that of trainers - this two-way approach ensures that experiences are not useful only on an individual level, but can also become institutional learning. (Theren, 2026)

What struck me most in this was that the German system is able to integrate international mobility even at trainee level, not only in higher education. This is a structural advantage from which Hungarian vocational education could also learn a great deal, since in our country it is still rare for vocational students to gain experience abroad, although this tendency can already be observed in Hungary as well. The reasons for this lie partly in language barriers, partly in financial difficulties, and partly in a mindset that regards vocational education as a path with less international orientation than higher education. AGSA's practice shows that this mindset can be changed - but only through conscious, institutionalised efforts, not by expecting change to emerge from spontaneous processes.

#### IV. International Partnerships, Youth Encounters and Exchanges (Anna Hillendahl)

Anna Hillendahl's presentation emphasised the significance of informal and non-formal learning. This distinction - formal, non-formal, and informal learning - is one of the basic principles of the European Union's education policy, and Hillendahl's presentation filled this theoretical framework with vivid examples. Through Eurocamps and the programmes of the European Solidarity Corps (ESC), she demonstrated how young people can acquire transversal skills - for example independence, project management, and language proficiency - that are more difficult to measure in formal education, yet are invaluable on the labour market. (Hillendahl, 2026)

Hillendahl illustrated vividly how a volunteer can become an active European citizen through media and cultural projects (Hillendahl, 2026). The case study she presented - of a young Spanish person who organised cultural events in Saxony-Anhalt within the framework of the ESC and then, upon returning home, founded his own civil organisation - perfectly illustrated the multiplier effect of competence development. These programmes focus on finding common ground despite differences. This formulation - "finding common ground despite differences" - is particularly apt, because it does not aim at erasing differences, but at

identifying points of connection while acknowledging them. This perspective is also fundamental in teaching: in a heterogeneous class, the teacher's task is not to make students uniform, but to bring to the surface the resources inherent in their differences.

This presentation reinforced for me that as a teacher it is not enough simply to deliver the curriculum - we must support students' full personal development, and for this, learning spaces outside school are indispensable. The pedagogical theories I studied at BME - especially constructivist learning theory, which regards the learner as an active constructor of meaning - found practical confirmation here: youth exchanges and volunteer programmes are effective precisely because participants are not passive recipients of knowledge, but construct it actively through their own experiences.

## V. United Nations Sustainable Development Goals (SDGs) (Annalena Palm)

The presentations were concluded by Annalena Palm's presentation on the 17 UN goals (Appendix 1). The three adjectives included in the name of the WSD specialist unit - open-minded, supportive, committed to dialogue - accurately reflect the attitude required for an effective approach to education for sustainability. (Palm, 2026) Following the principle of "think globally, act locally," Palm showed that in vocational education sustainability does not mean only environmental protection, but also social justice and responsible economic behaviour. This threefold pillar - environmental, social, and economic sustainability - is also the basis of the UN definition, yet in vocational education practice it is often narrowed down to the environmental aspect. Palm's presentation dissolved this narrowing by providing concrete examples of how decent work (SDG 8) and quality education (SDG 4) are connected to the everyday practice of vocational education. (Palm, 2026)

The action-based methodology of learning (learning by doing) is a central element of the work of the WSD unit among students. In addition, Palm highlighted how the SDGs provide students with extracurricular learning opportunities that help them understand global challenges and encourage local action (Palm, 2026). This presentation was what truly made me realise how directly, as an economics teacher, my subject is connected to questions of sustainability - economic decisions always have environmental and social consequences, and my students must understand this as well. In particular, Goals 8 (decent work and economic growth), 12 (responsible consumption and production), and 4 (quality education) are those that can form the backbone of teaching economics - not as separate "sustainability" lessons, but integrated organically into the existing curriculum.

## 2. Self-Reflection and Competence Development

As a middle-aged career changer studying at the Budapest University of Technology and Economics (BME), this day awakened deeper thoughts in me about my pedagogical role and my future tasks. Throughout the day, I constantly oscillated between two feelings: on the one hand, I sensed the possible challenges of generational differences in the use of digital tools - my younger fellow students moved much more naturally in the world of QR codes, online platforms, and instant feedback systems. The moment when, during an interactive poll in English, I was still looking for the right button while the young foreign student sitting next to me had long since finished was distinctly frustrating. At the same time, however, this experience also highlighted that digital competence is not a matter of age, but of practice and attitude - and in this respect, I have no reason to be ashamed if I consciously develop myself in this area as well.

On the other hand, however, I realised that my life experience, my several decades of non-pedagogical work experience, and the awareness stemming from my career change may represent an advantage that can be put to use in seeing broader connections and preparing students for real-life situations. For example, when the discussion turned to the international mobility of SMEs (Theren, 2026), my previous corporate experience helped me immediately to understand the administrative and financial obstacles that sending a trainee abroad presents for a small enterprise - this is a dimension that my younger fellow students, who do not yet have work experience, understandably may not have perceived so sharply.

A particular feature of my generation is that it can serve as a bridge between traditional pedagogical values and a modern, international outlook. While younger colleagues may perhaps use technology more confidently, I can offer a perspective, through the story of my career change, the practical knowledge I bring from the world of work, and my international experiences, that cannot be learned from textbooks. This bridge role may be especially important in vocational education, where creating a connection between theoretical knowledge and practical application is one of the teacher's most important tasks - and in this, my real labour market past is an irreplaceable resource.

### Life Competences:

#### 1. Intercultural openness and tolerance

The atmosphere of Eine Welt Haus, where organisations of different nationalities and backgrounds work together, highlighted that beyond knowledge, the acceptance of diversity and an inclusive attitude are of key importance in the teaching profession (Lorenz & Rucker, 2026). This helps me to represent inclusion authentically in the future even in Hungarian classrooms that are at times heterogeneous in composition, and to recognise the unique potential in every student. By the end of the day, it had become clear to me that intercultural

competence is not a subject that can simply be taught, but an attitude that the teacher must authentically embody and convey in everyday interactions.

## **2. Critical thinking and global awareness**

During my encounter with the SDGs, I realised that as an economics teacher I must not only transmit technical knowledge, but also educate responsible citizens who understand global interconnections and the social and environmental consequences of economic decisions (Palm, 2026). The principle used by Palm - “think globally, act locally” - reinforced this especially strongly in me. This recognition fundamentally changes my teaching philosophy: economics is not merely a collection of formulas and models, but a framework of thinking that helps us understand the world’s complex problems. Throughout the day, I caught myself several times already translating what I had heard into my future lessons - for example, in connection with the German-Jordanian exchange programme (Michalak, 2026), I was thinking about how I might launch a project with my students in which they map the international connections of local businesses, and through this come to understand the concrete effects of globalisation as they are felt at local level as well.

## **3. Adaptability and the role of a generational bridge**

The fact that, at nearly 50 years of age, I returned to the classroom and am now working together with international fellow students in Magdeburg is in itself proof of my adaptability. This day reinforced for me that change is not age-dependent, but a matter of attitude. At the same time, during the day I also experienced that adaptability is not a static trait, but a capacity that must be continually maintained: every time I step outside my comfort zone - communicating in English, cooperating with unfamiliar people, trying out new technologies - I am in fact training this very capacity. For my future students, this experience may serve as a living example that learning truly has no age limit, and that change is not a threat, but an opportunity.

## **4. Empathy and social sensitivity**

The intercultural exercise led by Gavin Theren - especially the “step forward/backward” game, which I discuss in more detail later in the section on facilitation and group dynamics skills - made me reflect deeply on my own prejudices and on the invisible dimensions of social inequalities (Theren, 2026). When, at the end of the game, the Swedish student playing a wheelchair user stood almost at the front of the line, while the Hungarian participant playing a similar character stood at the back, this did not reveal a difference between the characters, but rather a gap between social environments - between the Swedish and the Hungarian welfare systems. This recognition fundamentally influences how I will speak about social inequalities to my students in the future: it is not enough to

emphasise individual responsibility; the role of structural factors must also be made understandable, without leading students to cast themselves or others in the role of victim.

## Professional Competences:

### **1. Knowledge and comparison of international vocational education systems**

It was during the presentation of the “Training without Borders” programme that I truly understood the flexibility of dual training in Germany and the active role of the chambers (IHK) in facilitating mobility (Theren, 2026). This knowledge is indispensable if I want to compare the Hungarian vocational education system with international standards and provide my students with a realistic picture of opportunities abroad. By the end of the day, a comparative matrix had begun to take shape in my mind, in which the strengths of the German dual system (institutionalised mobility, chamber support, SME involvement) confronted the weaknesses of the Hungarian system (uncertain financing, low mobility rate, the weaker advocacy role of the chambers). At the same time, the Swedish and Spanish examples also pointed out that the German model is not the only possible path: in the Swedish school-centred system, state involvement ensures stability, making the training structure more resilient to market fluctuations. For the Hungarian system, perhaps the most important lesson is that success does not depend on copying one specific model, but on finding the balance between institutional stability and flexibility - a balance that exists in both the German and the Swedish systems, albeit through different means.

### **2. Extracurricular pedagogical methodology**

The presentations by Annalena Palm and Anna Hillendahl highlighted how enriching cooperation with civil organisations and youth exchanges can be for secondary school students (Hillendahl, 2026; Palm, 2026). I learned how I can incorporate the resources of external partner institutions (such as AGSA) into my own pedagogical practice, and how I can encourage students to become involved in complex projects. Non-formal learning environments - museums, civil organisations, companies - are not competitors of the school, but its allies in achieving pedagogical goals. This recognition is especially important in the Hungarian educational context, where teachers often complain about students' lack of motivation, even though it is precisely real-life, out-of-school challenges that could make the curriculum meaningful and relevant for young people. The Eurocamp model presented by Hillendahl - in which young people independently organise cultural events in international groups - is a perfect example of how students can be confronted with challenges that involve real responsibility and yet remain appropriate to their age.

### **3. Facilitation and group dynamics skills**

My personal favourite was the intercultural learning exercise led by Gavin Theren. I particularly liked the intercultural group game at the end of the programme, where we divided into groups, and the representatives of each team had to write on bubble-shaped slips of paper what they thought belonged to culture. Following this, based on joint discussion, the presenter placed these according to whether they were visible traits or, so to speak, invisible ones - using an iceberg representation (Theren, 2026; see Appendix 2). For me, this exercise illustrated perfectly that the most important and deepest layers of culture - values, beliefs, basic assumptions - remain hidden from the superficial observer. From a pedagogical point of view, this iceberg model also shows that behind students' behaviour (the tip of the iceberg), there are always invisible factors: family background, cultural socialisation, previous school experiences. As a teacher, this warns me that students' behaviour may also be shaped by cultural factors that I do not immediately see, and that instead of rushing to judgement, I must strive for understanding.

The next task was even more interesting. Everyone had to draw a slip of paper on which the life situation of an imaginary person was indicated, and whose place we then had to imagine ourselves occupying. Everyone started from one line, and then, in response to various general questions, we had to step forward or backward depending on whether the given situation affected us advantageously or disadvantageously. The questions gradually built on one another: they moved from basic needs (e.g. a question relating to having one's own flat) to more complex social advantages (questions relating to profession and workplace advantages), which made it possible for participants to experience the cumulative nature of disadvantages. At the end, we discussed why each person was standing where they were, what the disadvantageous and advantageous factors were in the imagined situation, and how these affected that person. During the discussion, it also became clear that some participants - although in the game they had played disadvantaged characters - had in reality never experienced similar disadvantages, and this recognition in itself triggered strong emotional reactions. This was extremely interesting, because the cultural differences among the participants and the economic differences between their countries emerged very clearly. For the Swedes, for example, being confined to a wheelchair did not represent as great an obstacle as it would for us Hungarians - which immediately shed light on the structural differences between welfare states and East-Central European countries.

I will definitely adopt this game later for building class community, or if I end up teaching at a school - which is indeed quite possible at present - that hosts foreign students within an exchange programme, because I can transfer and apply this game almost exactly as it is. The exercise is suitable not only for developing empathy, but also for enabling students to

experience in their own skin the effects of social inequalities, which may be particularly relevant in an economics lesson when addressing the economic consequences of income and wealth differences, social mobility, or discrimination. When adapting the game, I will have to pay close attention to the age-specific characteristics of the students and to the social composition of the class: if there are students in the group who in reality struggle with similar disadvantages, the exercise must be facilitated with particular sensitivity so that it does not reinforce stigmatisation. This kind of pedagogical caution and context sensitivity is likewise a skill that I became more conscious of in myself during Theren's exercise.

### 3. Transfer and Application

The lessons of today can be directly incorporated into my future work during my studies at BME, as well as in my later teaching. The knowledge I have acquired will help me provide up-to-date and practice-oriented instruction. Transfer is not an automatic process - what I have heard and experienced becomes part of my pedagogical practice only if I consciously integrate it into my lesson plans and into my everyday teacher-student interactions. Below, I outline five specific areas of transfer.

#### **Teaching economics with an expanded perspective**

I will make the SDGs (Sustainable Development Goals) an essential part of my syllabus. I will place particular emphasis on Goals 8 (Decent Work and Economic Growth) and 12 (Responsible Consumption and Production) (Palm, 2026). Along these lines, students will be able to consider not only profit-oriented aspects, but also sustainability considerations, understanding the broader ecological and social impacts of economic activities. In this way, I can educate them toward more complex ways of thinking. More specifically, I plan to integrate an SDG connection point into every topic - whether corporate finance, marketing, or macroeconomics - that shows how the given economic phenomenon affects sustainability. For example, when teaching corporate cost accounting, we will take into account not only direct financial costs, but also environmental externalities, so that students encounter the perspective of total cost already at secondary school level. This approach does not require a radical transformation of the curriculum, only the supplementation of existing content from a different perspective - which is realistically feasible even within the room for manoeuvre provided by Hungarian secondary school framework curricula.

#### **Promoting and supporting mobility opportunities**

As a teacher, I will encourage and actively support my students in participating in Erasmus+ or European Solidarity Corps programmes. I will seek to reduce uncertainty through information and advice. Personal stories and peer examples play a key role in overcoming uncertainty - therefore, I plan to initiate a "mobility ambassador" programme in the school, where students who have previously gained experience abroad share their stories. The

influence of peers is often stronger than teacher encouragement: if a student hears from someone of their own age group, “yes, I was afraid before leaving, but it was the best decision of my life,” this carries more credibility than any teacher presentation. I would structure the programme in such a way that it does not address only the students with good academic results who are already motivated, but also those who have potential yet do not dare to take a step because of lack of self-confidence or family background - since mobility might bring precisely them the greatest added value.

### **The example of lifelong learning**

Through my own example - the fact that, at nearly 50 years of age, I am participating in an international BIP programme and learning a new profession - I can inspire my students toward continuous self-development and the widening of their international horizons. I can show them that learning is a lifelong process, and that openness to change is of key importance. I believe that this personal approach makes my teaching more authentic. The story of my own career change is living proof that a career is not linear, and that the possibility of change always remains open - this perspective may be especially important for those students who are uncertain about their decisions concerning further study or career choice. I plan that at the beginning of the school year, in my self-introduction, I will share not only my professional biography, but also the personal story of my career change, including the difficulties, the doubts, and those moments when I almost gave up. The willingness to embrace vulnerability - which psychology considers one of the cornerstones of authentic leadership - may also build stronger trust in the teacher-student relationship than the mask of the flawless expert.

### **Cooperation with external partners**

I will strive to ensure that my school establishes contact with civil organisations or chambers similar to AGSA and the IHK. Vocational education truly fulfils its purpose when it steps beyond the walls of the school into the real economic and social sphere. In this way, students can encounter real challenges and gain practical experience. The building of this partnership network cannot wait until the first year of my teaching career - already now, during my studies at BME, I am beginning to map those Hungarian civil organisations and chambers that work with an outlook similar to that of AGSA (Auslandsgesellschaft Sachsen-Anhalt e. V., n.d.). Cooperation with organisations working on the integration of migrants, the involvement of disadvantaged young people in vocational education, or sustainability education may be particularly promising - these topics are also closely linked to the teaching of economics. This is very well supported by the fact that during the programme I subscribed to the AGSA newsletter, and precisely while typing this learning diary, the newsletter “AGSA-News 08. Mai 2026” arrived by email, containing many interesting updates and

ideas. This small moment also reinforced for me that international relations are not about major one-off events, but about continuous small steps and the maintenance of curiosity.

### **Adapting the intercultural exercise to the Hungarian context**

I plan to incorporate the intercultural game led by Gavin Theren - with the iceberg model and the “step forward/backward” exercise - into my teaching practice at several points (Theren, 2026). On the one hand, it can be used in form teacher lessons for building class community; on the other hand, in economics lessons for processing topics such as social inequalities, discrimination, or cultural capital. I would adapt the exercise to the extent that I would tailor the life situations on the slips of paper to Hungarian conditions, so that students could interpret the experienced differences within their own social environment. For example, instead of a “Swedish single mother,” “a Hungarian single mother in a disadvantaged micro-region”; instead of “a refugee in Germany,” “a Ukrainian refugee in Hungary” - these characters would allow students to connect more directly to their own reality. As the closing stage of the exercise, I also plan a structured reflection circle in which students not only share their experiences, but also formulate concrete possibilities for action: what can they do personally to reduce social inequalities in their own environment? This action-oriented closure prevents the exercise from leaving behind frustration or a sense of helplessness - which is especially important at upper secondary school age, when confronting social injustices can easily lead to cynicism or passivity.

# Appendices:

## Appendix 1:

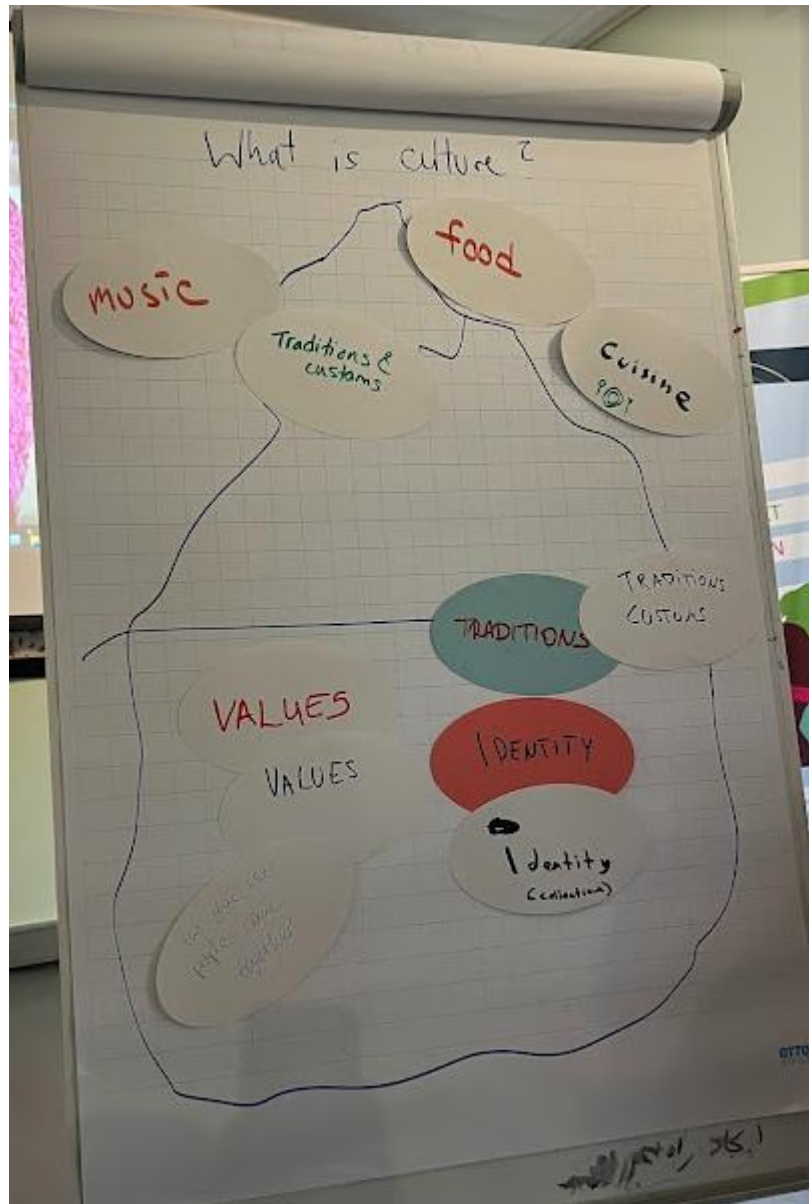
### The 17 United Nations Sustainable Development Goals



Figure 1: The 17 United Nations Sustainable Development Goals (Source: Palm, 2026)

**Appendix 2:**

The visible and invisible components of culture (Theren, 2026)



(Source: Author's own photo taken during the training)

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## Declaration of independence

I hereby declare that I have completed this paper independently and without using any resources other than those specified, and that I have clearly indicated all passages that have been taken, either verbatim or in substance, from published or unpublished works. This paper has not been submitted, in whole or in part, for any other examination.

A generative AI tool (GPT-5.4 and 5.5 by Open AI), was used to support language editing, including grammar checking and translation. All content was critically reviewed, and the author takes full responsibility for the final manuscript.

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