Welcome to the BePart Teacher Capacity Building Programme - 2nd Edition!

BePart
YOUTH PARTICIPATION

Platoniq

YOUR TRAINERS TODAY

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@ Athens

What are the objectives of the training?

By the end of the training we will:

- ✓ Define what is (and what is not) a participatory process in school.
- ✓ Identify the level of participation, motivation and involvement of students in your school.
- ✓ Identify power structures in the classroom and at school, why they occur and how they influence the dynamics of daily school life.
- ✓ Understand what is facilitation (and what is not) and its potential in a participatory space.
- ✓ Recognise in which areas student participation is allowed and in which not, and analyse why.
- ✓ Reflect on what is a comfortable and safe(r) space for students and how to generate it.

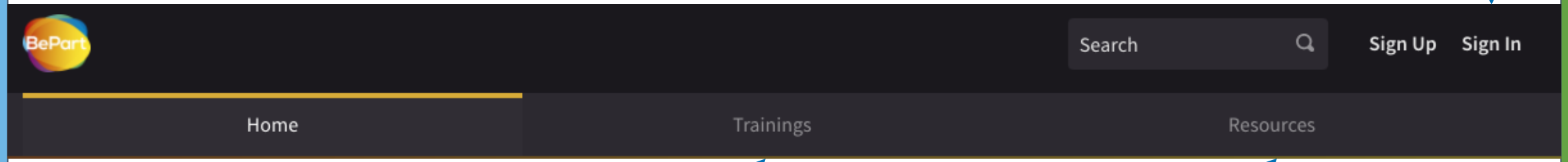
Capacity building of teachers

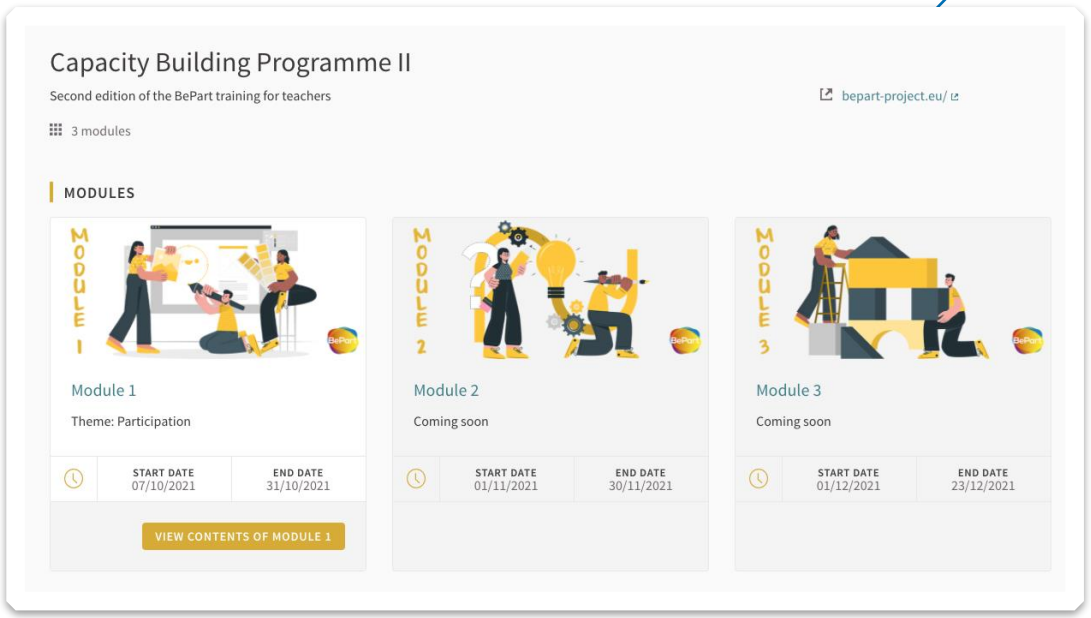
Structure & Modules

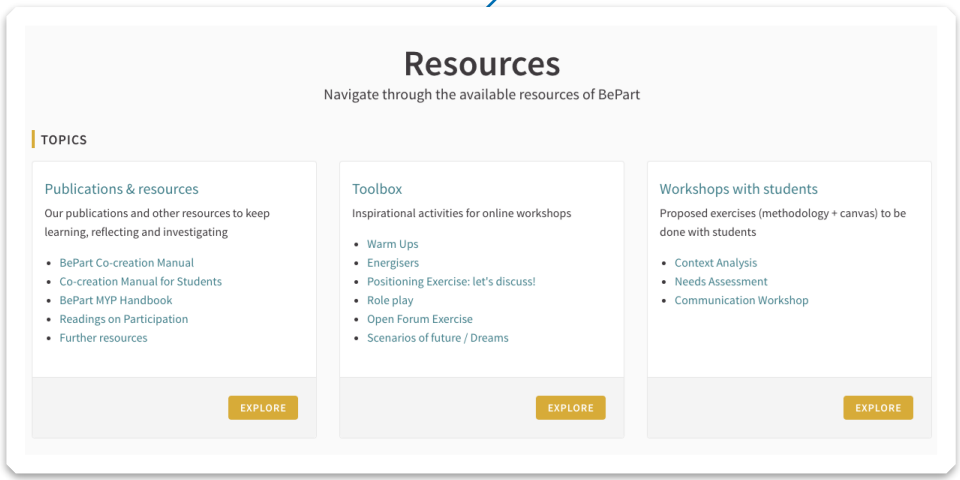
Module 1	Module 2	Module 3	Extra Module
Online Workshop: **October 14** 14 – 17h CET	Online Workshop: **November 9** 14 – 17h CET	Online Workshop: **December 9** 14 – 17h CET	In Person Workshop (if possible): **January 2022**

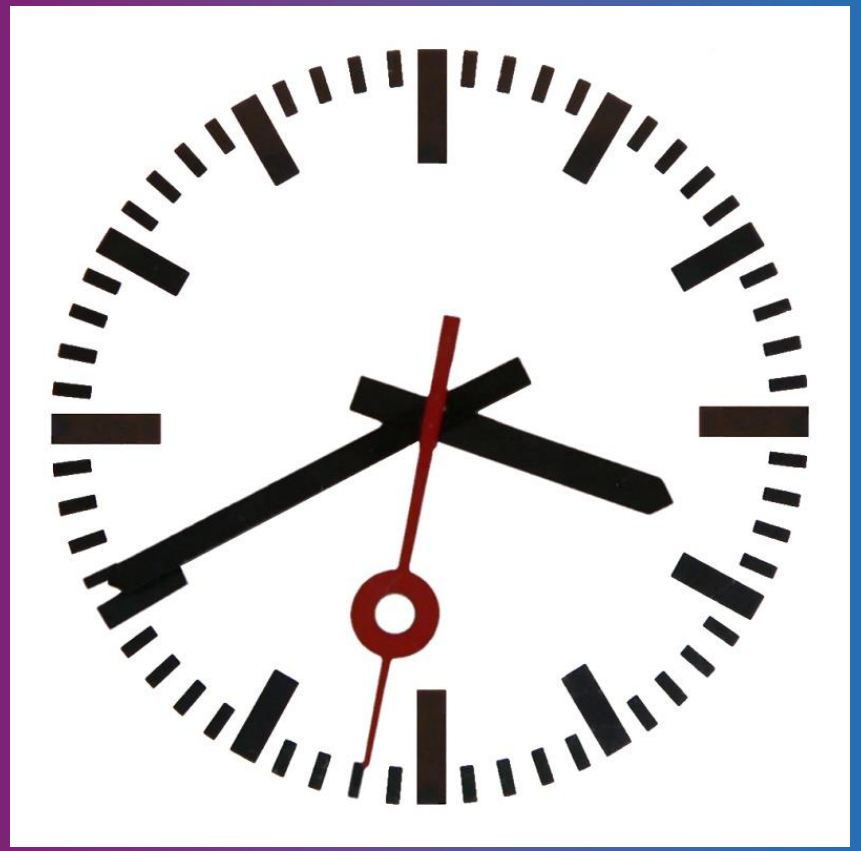
BePart Training Platform: bepart.platoniq.net

Log in here









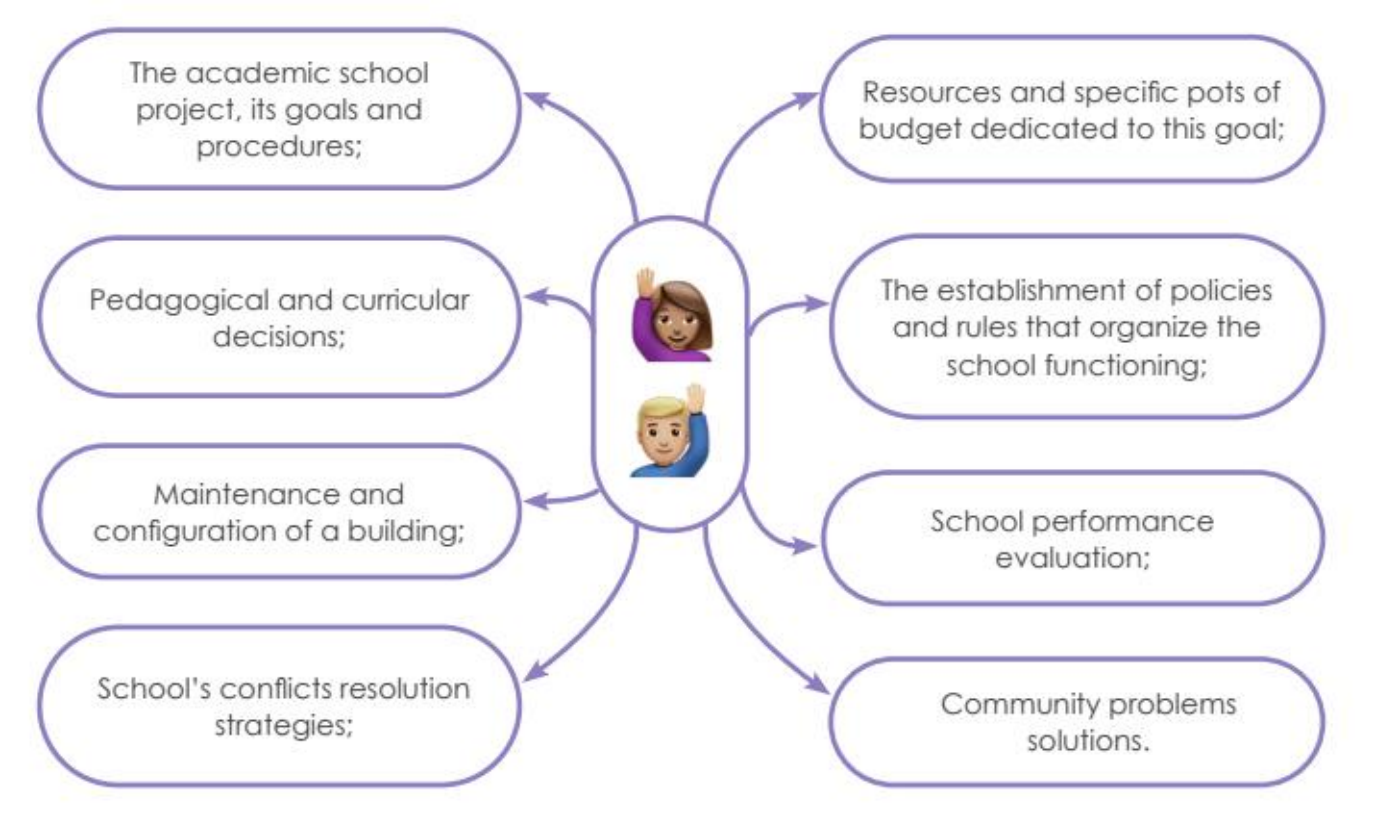
WHAT WILL WE BE DOING IN MODULE 1?

14.00 - Start & introduction to training
14.25 - Warm up & Presentations
15.00 - Advice from “old” teachers
15.10 - Participation / Power - Positioning game

15.50 / 16.05 - *Break*

16.05 - Energiser
16.10 - Your written exercise - the case of your school
16.40 - Next steps, closing remarks & takeaways
17.00 - End of workshop

REAL PARTICIPATION & POWER



Analyse the case of your school: **in which areas is the participation of students in decision making allowed and in which areas is it not?** Try and analyse why this could be. Take into account this module's readings.

HOW DO YOU SEE THIS IN RELATION TO THE DEBATE IN THE POSITIONING EXERCISE?

SESSION WITH STUDENTS

Teachers hosting an intro session to BePart with Fellowship of students (online or offline)

The Fellowship

WHO WILL PARTICIPATE?

- 8 new students
- Between 2 and 4 mentor students from last year

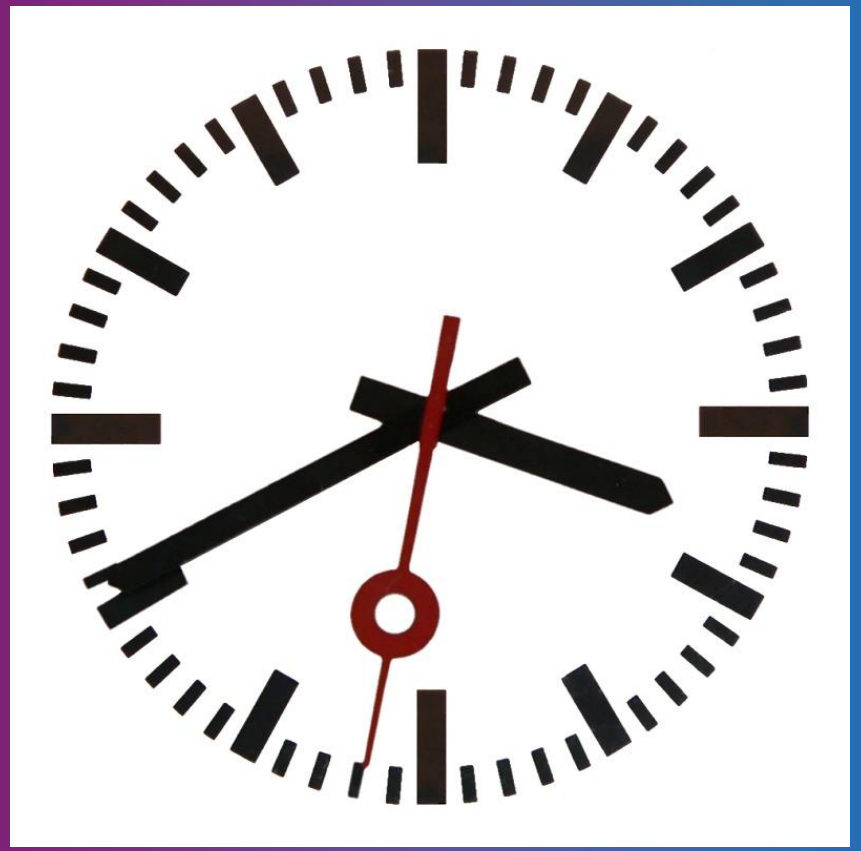
SHOULD INCLUDE:

- Students from different social and ethnic backgrounds
- Students with learning difficulties
- Students with special needs
- Students from all genders

Share with the group

On the next online workshop, you will have time to explain your session with students.

- Note down the doubts you have about the implementation process.
- Write down the ideas of students, as well as their doubts, questions and concerns.
- Take some pictures to share with us!



WHAT WILL WE BE DOING IN MODULE 2?

14.00 - Welcome & warm up
14.15 - Share back your introductory session with students
14.35 - Discussion from the readings
14.55 - Overview of the BePart process
15.10 - Presentation of the MYPs

15.45 - 15.55 - *Break*

16.00 - Presentation of the preparation & cooperation phases
16.15 - Context Analysis & Needs Assessment tools
16.45 - Next steps: homework & questions
16.55 - Closing remarks
17.00 - End of workshop

The process of implementing: overview

The process of implementing: what reporting?

(1) INCEPTION PHASE Defining the objectives	Creation of fellowships MYP selection Motivation and mobilisation of students	Who will participate, interest, knowledge and skills
(2) PREPARATION PHASE Designing the activities	MYP Action plan design and development	Major problem(s), deadlines, challenges, actions step by step, resources
(3) COOPERATION PHASE Looking for support	School community Local community	When and how can we invite
(4) IMPLEMENTATION PHASE Action planning and monitoring	Action plan implementation Monitoring	Objectives, deadlines, responsible persons, activities, ground rules, obstacles, monitoring, processes
(5) EVALUATION PHASE Assessment and rescheduling	Evaluation criteria and tools Impact measurement Model adaptability	Impact measurement & Model adaptability

The process of implementing: what tools?

Implementation guide	Intended for Teachers Guidelines how to fill in the report
Youth implementation guide	Intended for Students Advice to other students on how to implement a Model 1-2 page long
Poster of a model	Brief visual presentation of a Model we implemented 1 page long
Reporting documents	Templates to report by filling in details on implementation Action plan template
Guidelines on documentation	Visual documentation Presentation of reports

Tools: Poster of a Model

--Title of the Model-by whom (2018)
--Title of our school project

MYP description

What is the concept of this MYP?

Level of participation

In which level it allows to participate?

Main problems addressed by this MYP

Which problem can be solved through it?

Setting / context to intervene

Home/ School/ Local/ National/ International?

Limitations and challenges

Lack of Resources? of accountability? of follow-up? Other?

Recommendations

How does it support participation? By which factors?

Graphical scheme

Adaptation

Can the model be adapted? Where and how?

Tools: Youth Implementation Guide

--Title of the Model-by whom (2018)
--Title of our school project

Advice and guidelines from Students to Students

INCEPTION

- ✓ Did our project team include students from different backgrounds?
- ✓ Was the Model relevant to our school context?
- ✓ How did we motivate and engage everyone?

PREPARATION

- ✓ What was the major problem in our school to address and how did we find it?
- ✓ What challenges did we have to overcome?
- ✓ What resources did we find?

EVALUATION

- ✓ What were the criteria to evaluate what we did?
- ✓ What tools did we use to evaluate?
- ✓ Are we happy with the impact of our project?
- ✓ Can our Model be used by other groups of students in a different context?

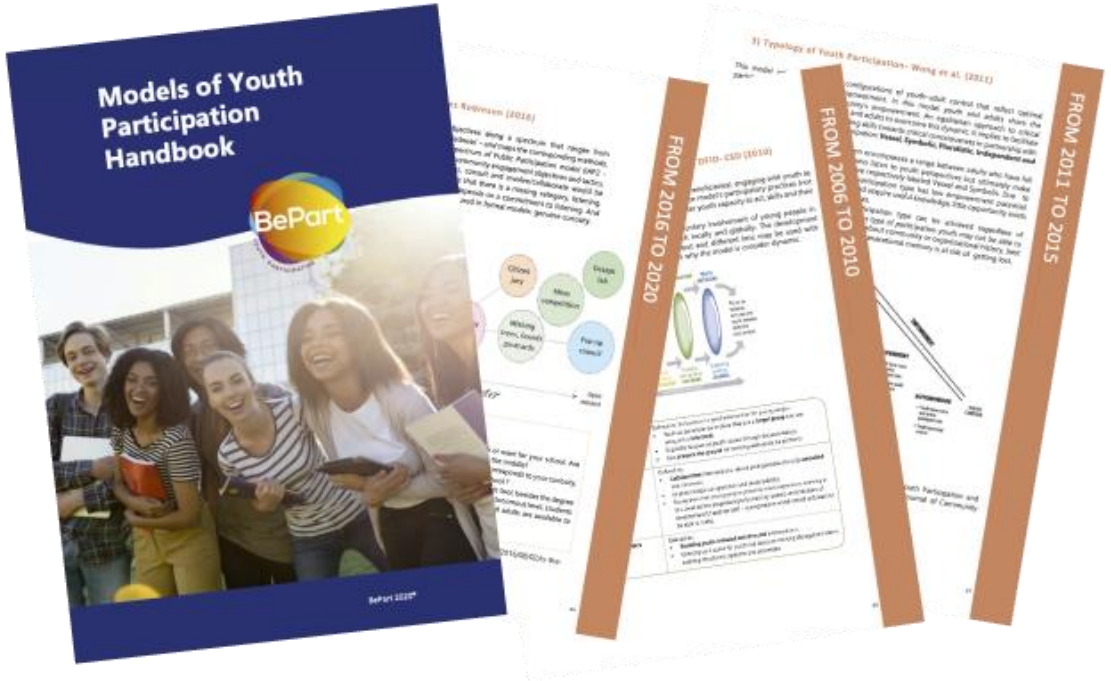
IMPLEMENTATION

- ✓ Who was responsible for what?
- ✓ What can we advice about deadlines?
- ✓ What were the ground rules to follow?
- ✓ How did we overcome the obstacles?
- ✓ How did we capture and document everything?

COOPERATION

- ✓ Which persons and groups did we invite from the larger school community?
- ✓ Which persons and groups did we invite from the local community?

Models of Youth Participation (MYP)



The process of implementing

(1) INCEPTION PHASE

Defining the objectives

Creation of fellowships
MYP selection
Motivation and mobilisation of the students

(2) PREPARATION PHASE

Designing the activities

MYP Action plan design and development

(3) COOPERATION PHASE

Looking for support

School community
Local community

(4) IMPLEMENTATION PHASE

Action planning and monitoring

Action plan implementation
Monitoring

(5) EVALUATION PHASE

Assessment and rescheduling

Evaluation criteria and tools
Impact measurement
Model adaptability

What is a Model of Youth Participation (MYP)?

is a theoretical framework

What is it for?

- to guide the participatory process
- to classify participatory practices
- to evaluate the impact of the intervention

In what?

- design
- implementation
- evaluation

Of what?

schools and its relation with community environments

What are the possible scenarios of schools' youth-led participation and students' empowerment?

"Will you continue to use the digital platform? I think so, it is necessary. (...) **Digital platforms** are essential because it is not very complicated."

"The **Participatory Budget** is a national initiative... They choose, decide, vote ... (example of the covered outside the school)" .

Innovative, traditional and alternative forms of youth participation in decision making

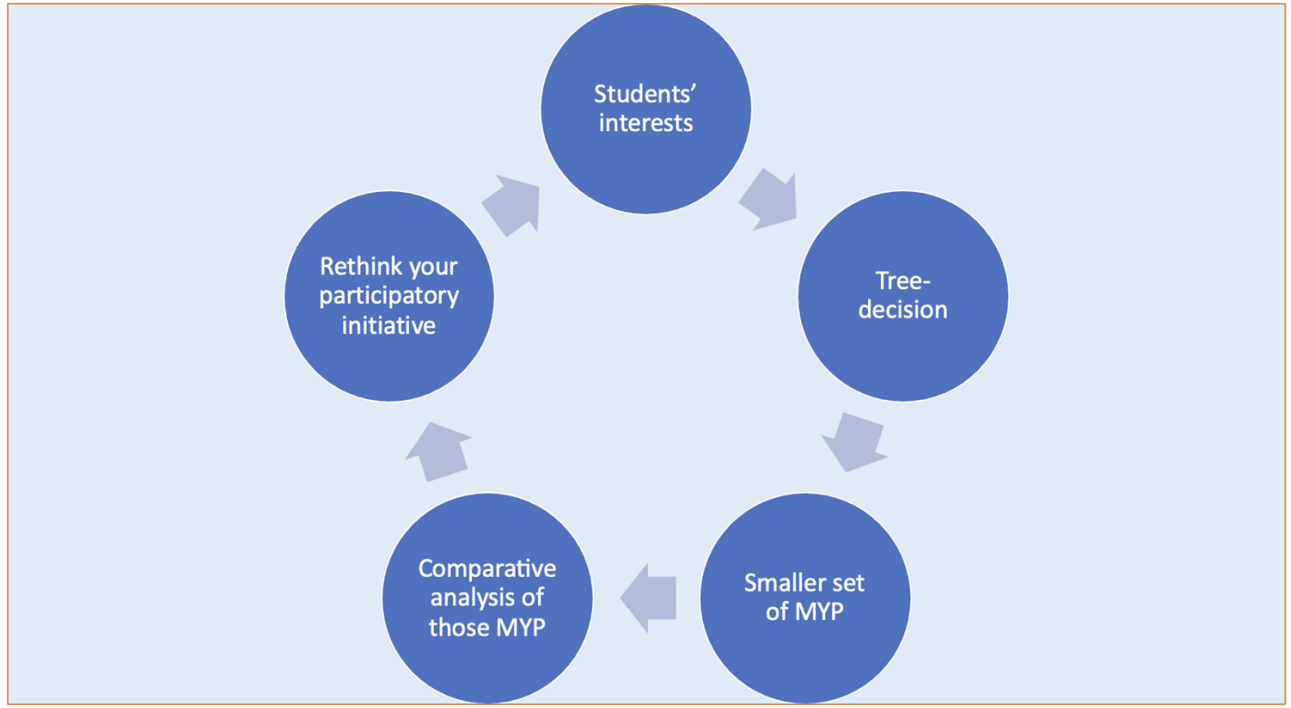
	Alternative forms	Traditional forms
Innovative forms	► Digital participation ► Co-management ► Co-production ► Deliberative participation ► Participation spaces	► Use of new methodologies to encourage traditional participation
Non-innovative forms	► Youth councils and similar structures ► Youth activism and protest	► Voting ► Membership of political parties ► Trade union membership

(Handbook, pp. 50-73)

"We verified through some projects that we participated with students in the scope of the **European Youth Parliament**, we contacted that there was a methodology ... that could ... be positive and therefore internally we organized together with the students that .... had experienced these dynamics we set up devices and a program that promoted participation through the Students Assembly."

"Another way to involve students is through the **assembly of delegates**, in which they discuss among themselves ... and we try to meet their ideas, often explaining and accepting suggestions".

How to find a MYP?



Before choosing a MYP, think about…

1) What type of decision-making power will youth have?

2) Who will be the individuals leading/facilitating?

3) Will youth decide what issues to take on or have projects already been established?

4) Will youth choose what tactics to use to implement the project?

5) Will youth define the project's goals?

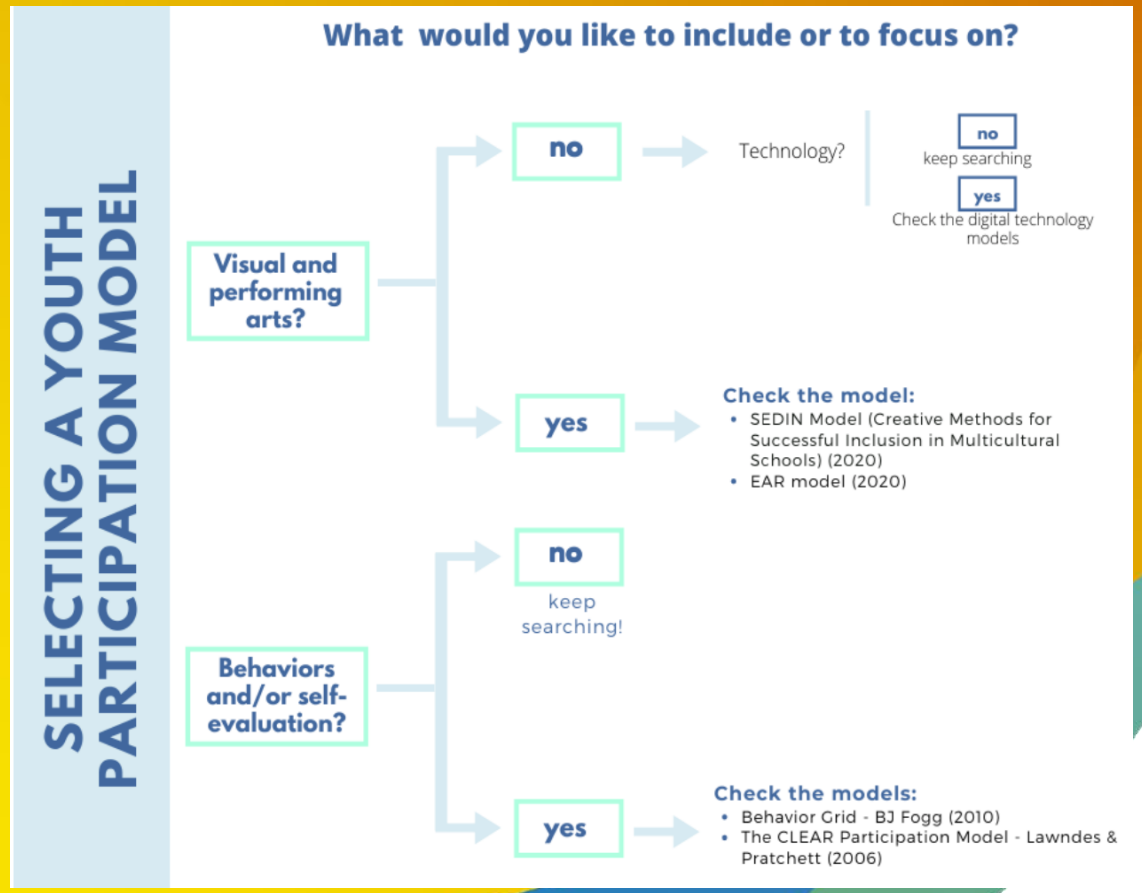
6)What kind of activities will be organized/participated/disseminated?

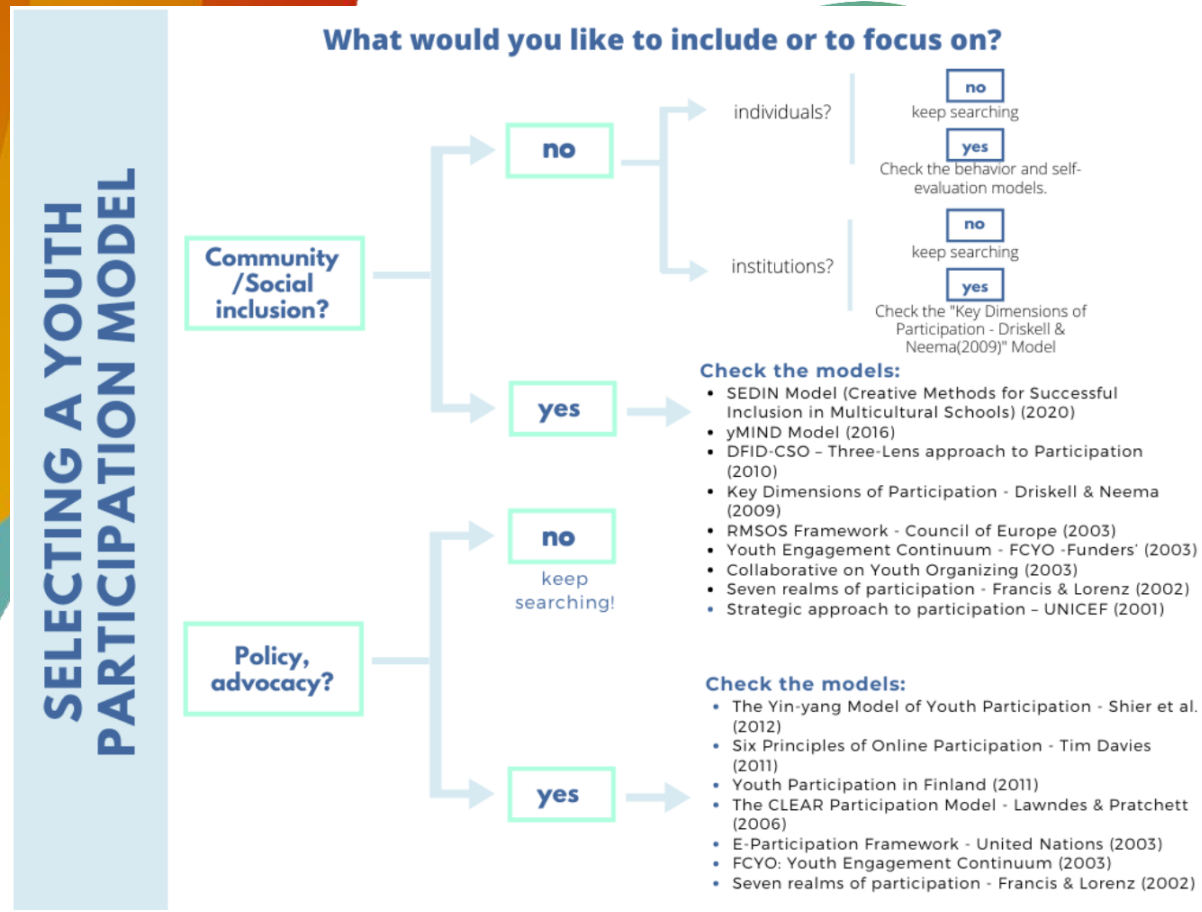
(Handbook, p. 9)

….

How to choose a MYP?
BE PART developed a **decision-tree**

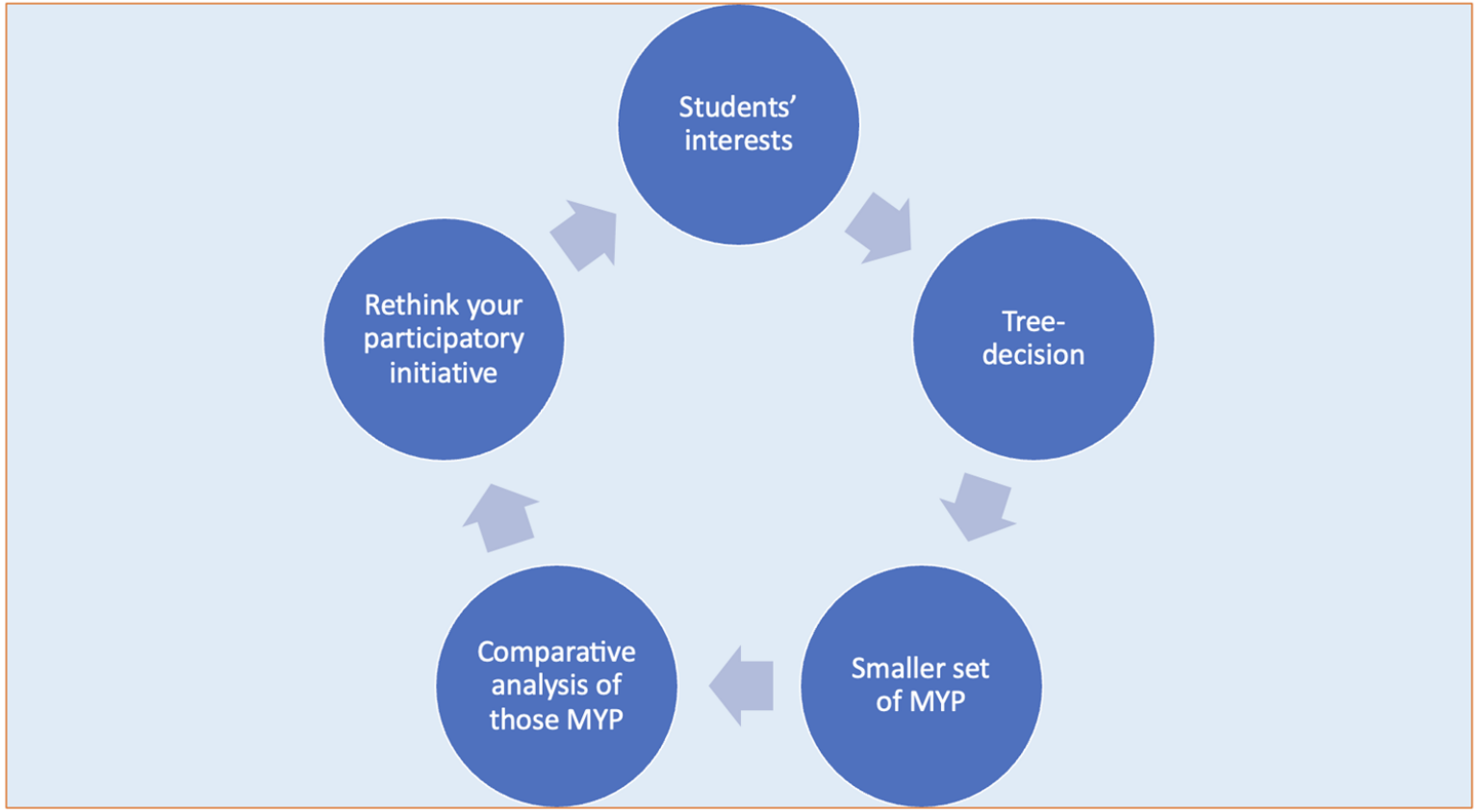
(Handbook, pp. 12-14)



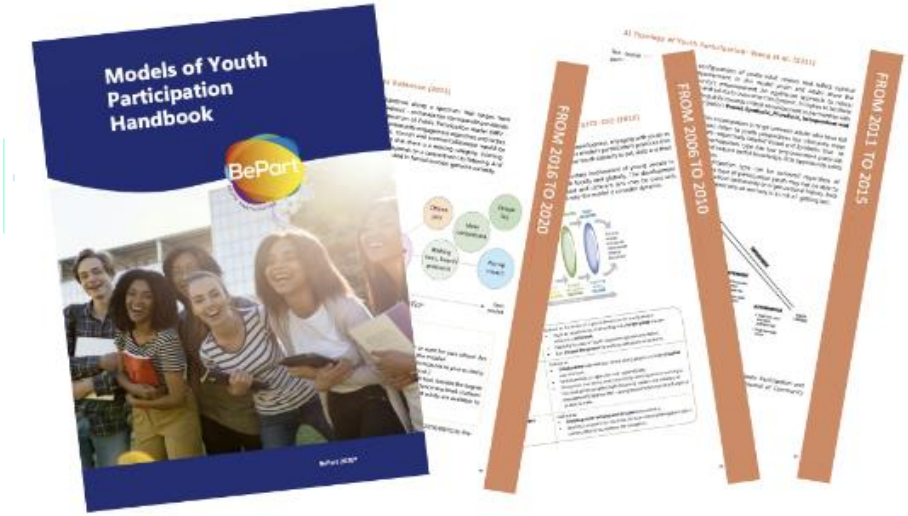


How to choose a MYP?
BE PART developed a **decision-tree**

How to find a MYP?



The decision-tree aims to help the MYP choice to be implemented at schools, considering students' interests in youth-led participation!



How many MYP are there?

There are several MYP with different focus:

- Typologies and degrees of youth participation;
- Contextual, cultural, institutional and practical factors;
- The results of the participatory process in terms of youth empowerment
- Teachers and schools empower different degrees of commitment.

A set of **28 MYP** were considered in BE PART

(organized in time periods, according to the date of their publication/dissemination, and sequenced in alphabetical order, considering models' denomination).

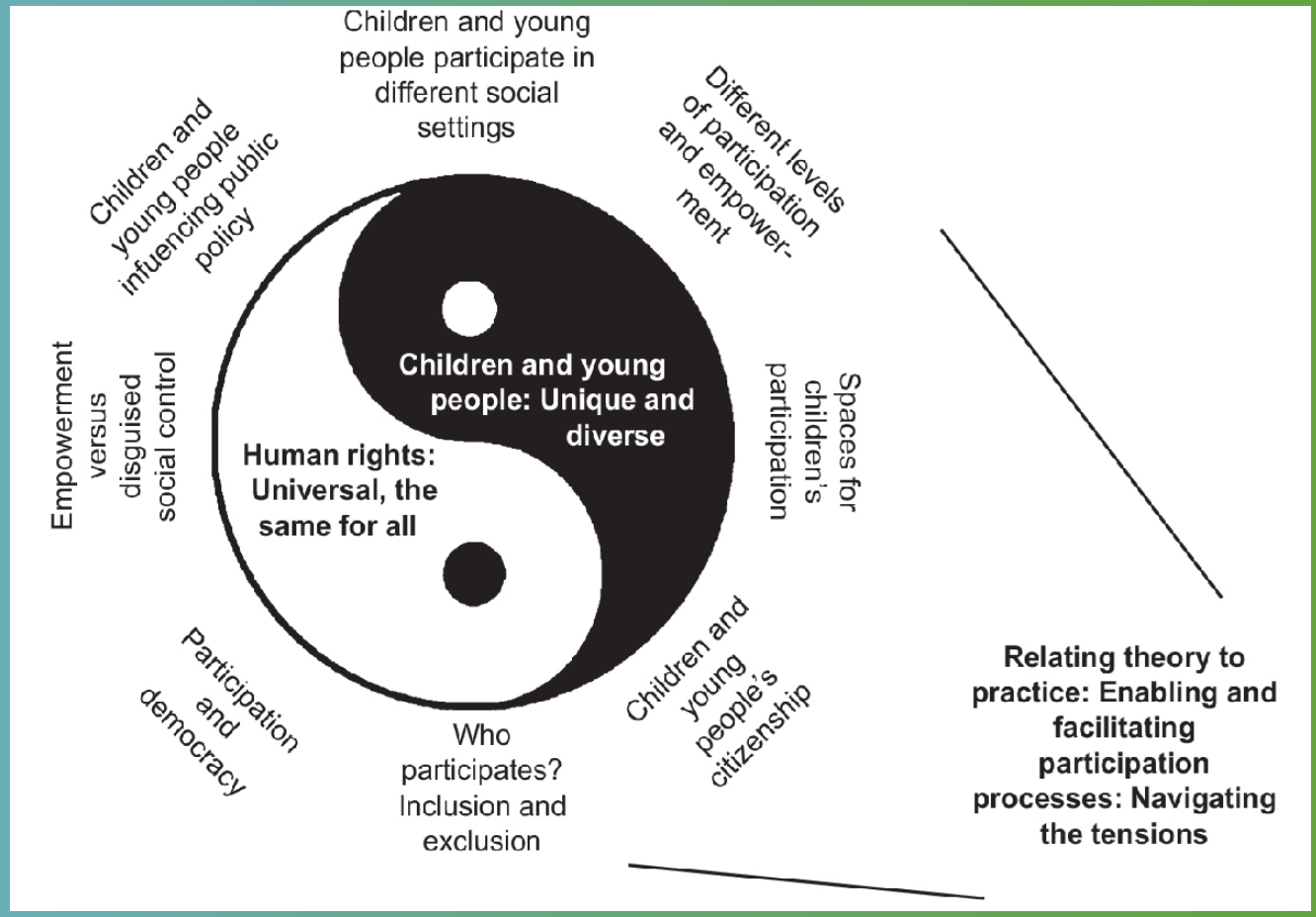
Models of Youth Participation (MYP)

The Yin-Yang MYP

Example by Action Synergy

Yin-Yang MYP: How to use this framework in your school? (1)

- The Model is aiming to empower young people to participate in decision making at different levels
- It enables and facilitates participation processes
- YIN-YANG: children and young people are Unique and Diverse
- YIN-YANG: human rights are Universal and the Same for all
- It relates theory to practice



Yin-Yang MYP: How to use this framework in your school? (2)

Eight key concepts. Analytical reflection on each of these eight areas can contribute to more effective and responsive practice

WHO PARTICIPATES?	Inclusion to decision making / exclusion from decision making
PARTICIPATION AND DEMOCRACY	Participation is an integral part of democracy. However, there are socially embedded popular constructs of childhood in most of the world
EMPOWERMENT	Empowerment versus disguised social control. Children are seen as having limited capacity due to their limited social and intellectual development
INFLUENCING	Children and young people influence public policy. Identified pre-conditions, participation spaces and ways of organising for effective advocacy, and facilitation methods that had proved effective.
PARTICIPATION	Children and young people participate in different social settings and contexts

Yin-Yang MYP: How to use this framework in your school? (3)

LEVELS OF PARTICIPATION

Different levels of participation and empowerment of children and young people

SPACES OF PARTICIPATION

The public decision-making sphere is just one of the many settings where children and young people exercise their right to participate. Important to have their own participation spaces

CITIZENSHIP

Children and young people attending meetings with adult decision makers, including forums, lobbies and other advocacy activities. Involving them not just in making initial decisions, but also in monitoring and follow-up to ensure that proposed changes take effect in practice

The project team seeks answers to the following questions:

- What are the main problems faced by children and young people seeking to influence public policy?
- What prior conditions increase children and young people's chances of influencing policy?
- What spaces or forms of organisation help children and young people achieve policy influence?
- What methods and approaches by adult helpers/facilitators increase children and young people's influence on policy-makers? (see handout)

Models Implemented Last Year

Six Principles of online participation

Participation Tree

Finnish Model

EAR Model

Five stages model of online participation

Next step: Selection of MYPs

Let’s move forward!

SELECTION OF THE MYP

Tasks & responsibilities

Teachers will access the BePart handbook and will make a **first selection of 10 MYP** that they consider interesting or important to their school development, taking into account school features and resources.

Teachers will create proper spaces at school to **present and discuss those MYP with students** selected.

From the models selected by teachers, **students will select 2 MYP to implement**.

Useful tools

Context Analysis by teachers

CONTEXT ANALYSIS / 1

WHAT WILL STUDENTS PARTICIPATE IN?

Each school is (probably) already independently assessing what is the "perimeter" of action of the participatory processes to be deployed in collaboration with their student population.

That is: schools involved in the BePart process are already identifying "what" students will be participating in and what are the areas that can be worked on.

How can we make sure that this identified "perimeter" of action is informed by a structured understanding of the school context, coherent between the 4 schools?

CONTEXT ANALYSIS / 2

WHAT WILL STUDENTS PARTICIPATE IN?

Thanks to this exercise, **your understanding of the characteristics of the school can be synthesised and simplified, ready for it to inform the participatory process and for teachers to have an idea about the areas to work on.**

You don't have to reinvent the wheel! Most of this information is already available at your school level.

Some of it requires you to carry out a personal reflection.

LET'S WORK ON THIS TOGETHER WITH THE TEACHERS FROM YOUR SCHOOL!

SELECTION OF THE MYPs

Tasks & responsibilities

Teachers will access the BePart handbook and will make a **first selection of 10 MYP** that they consider interesting or important to their school development, taking into account school features and resources.

Teachers will create proper spaces at school to **present and discuss those MYP with students** selected.

From the models selected by teachers, **students will select 2 MYP to implement**.

Useful tools

Context Analysis by teachers

Context Analysis with students

Needs Assessment by students

TOWARDS A NEEDS ASSESSMENT

STARTING FROM THE CONTEXT ANALYSIS...

HOT TOPICS. The analysis of the school context helps teachers identify what they think are the "hot topics" that are alive in the school. Identifying these topics can be a good starting point for supporting students in assessing what the needs of the student population are, in order for the participatory process to be centered around these concerns.

NEW SPACE FOR CONCERNS. This step can also be a chance for teachers and students to address areas of work that they don't usually have time to work on, due to their busy schedules and to school priorities.

TOWARDS A NEEDS ASSESSMENT

NEXT STEP:

Supporting students to understand and express the most important needs or problems of their community.

As we have explored so far, students have not always been consulted in decision making processes that affect them.

This approach involves the students – or a part of them – in achieving the so-called research, in elaborating the action strategies and in implementing the proposed changes, on a community level.

This exercise can be reiterated, nuanced and repeated again in the future.

TOWARDS A NEEDS ASSESSMENT

This is an "emancipating" approach, as the students are involved in the research as co-participants. It supposes reflection and self-reflection, stimulating the community of students to become more aware of their collective problems.

By involving students in expressing their own viewpoints and in offering solutions, one would expect the motivation for one's participation to rise and the student community empowerment to be strengthened.

[inspiration: Şandru, C. (2014). Participatory Needs Assessment in Local Communities. Methodological Aspects. *Bulletin of the Transilvania University of Braşov, Series VII: Social Sciences and Law*, (2), 97-104.]

ORGANISE A NEEDS ASSESSMENT WORKSHOP WITH YOUR STUDENTS!

HOW?

1. **THE WORKSHOP.** Gather your students (online or offline, depending on your Covid-19 regulations) for a two to three hours session;

1. **INTRO**. Explain the content of the session and the objectives of this process: they have a great occasion for their voices to be heard! You will be facilitating.

1. **EXERCISE IN PAIRS**. Ask students to pair up! Each pair of students will interview each other to explore their needs as individual students and their ideas about needs of their broader student body;

1. **WRITE UP**. Get them to write their anonymous answers to the questions in the document we share with you! (You might need to translate the questions in your language. No need to translate the answers back to English!)

1. **SHARE BACK**. Come back to the big group session and discuss together what they found and their ideas! You will be facilitating.

THE NEEDS ASSESSMENT CANVAS

What do you perceive as a problem or need to be solved in your student community? Do they constitute problems or needs for the overall community or only for some students?	How does it affect your own life?	Why do such problems or needs exist?	What do we know about these problems or needs?	What can we do to solve these problems or needs? (How can the student community get involved and contribute?)	Which are the needed resources to this effect?

Link to canvas: http://bepart.platoniq.net/processes/ED2M2/f/161/

TASK FOR NEXT SESSION:

WORK WITH THE FELLOWSHIP & SELECT THE 2 MODELS OF YOUTH PARTICIPATION YOU ARE GOING TO IMPLEMENT

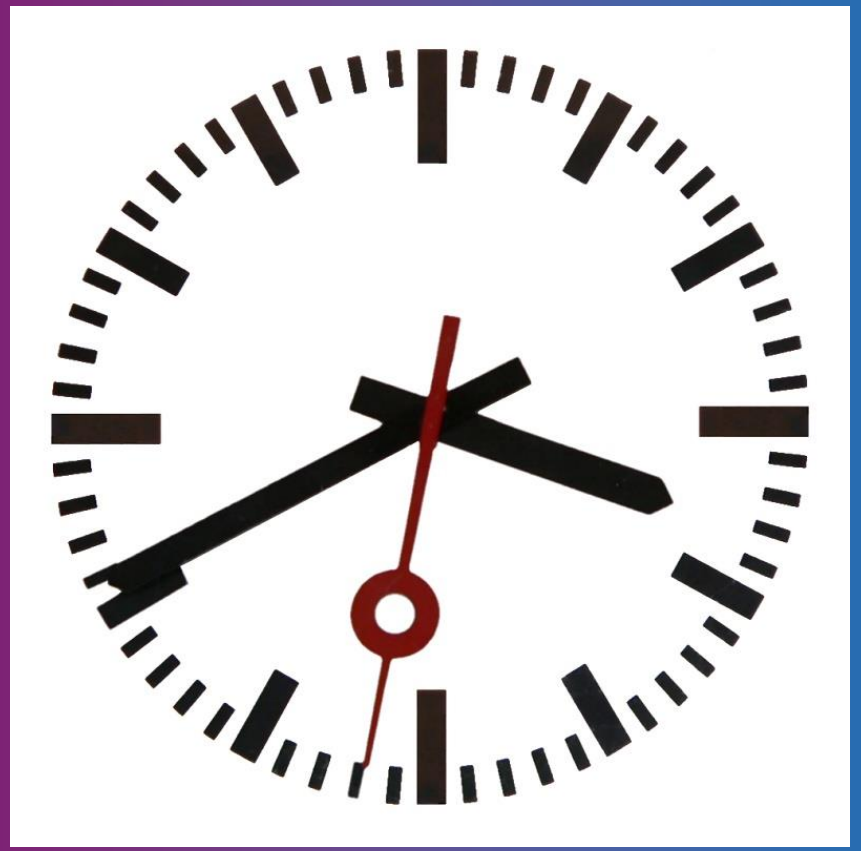
How to select the MYP?

- Access the BePart handbook and make a first selection of 10 MYP that you consider interesting or important to your school development.
- Create proper spaces at school to present and discuss those MYP with the Fellowship.
- From the models selected, facilitate students to select 2 MYP to implement.
- You can use the context analysis and needs assessment tools to guide the process of selection.

Share with the group

On the next online workshop, you will have time to explain your session with students.

- Note down any doubts you or your students have about the process of implementation.
- Present the 2 Models of Youth Participation that students selected to implement.
- Take some pictures to share with us!



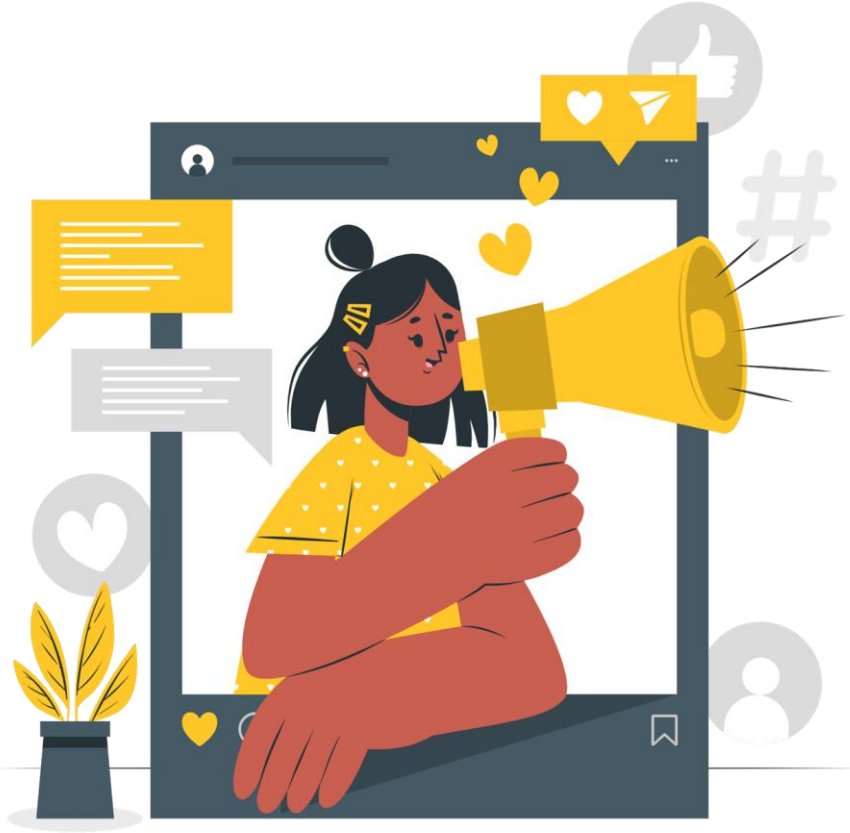
WHAT WILL WE BE DOING IN MODULE 3?

14.00 - Start & Warm up
14.15 - Present selected MYPs
15.00 - Communication & Narrative

15.50 - 16.00 - *Break*

16.00 - Energiser
16.10 - Implementation & Reporting
16.30 - Questions & Answers
16.45 - Next steps
16.55 - Closing remarks
17.00 - End of workshop

Communication & Narrative



Communication & Narrative

Stories serve as glue to unify communities and share experiences.

Stories are much more effective in making your project memorable rather than statistics or institutional reports.

However, **stories and narratives are not always effective if you are not talking to those that are interested in listening to you.**

One of the biggest mistakes organizations often make is talking to themselves or trying to appeal and speak to everyone.

Communication & Narrative

After all, how can you begin creating content before you know who you are speaking to?

Through the communication canvas you will also sharpen and simplify the message. In an ocean of voices and information, you need to get your communication right and relevant.

What is the story the BePart project is telling?

Who are we speaking to?

Communication Canvas

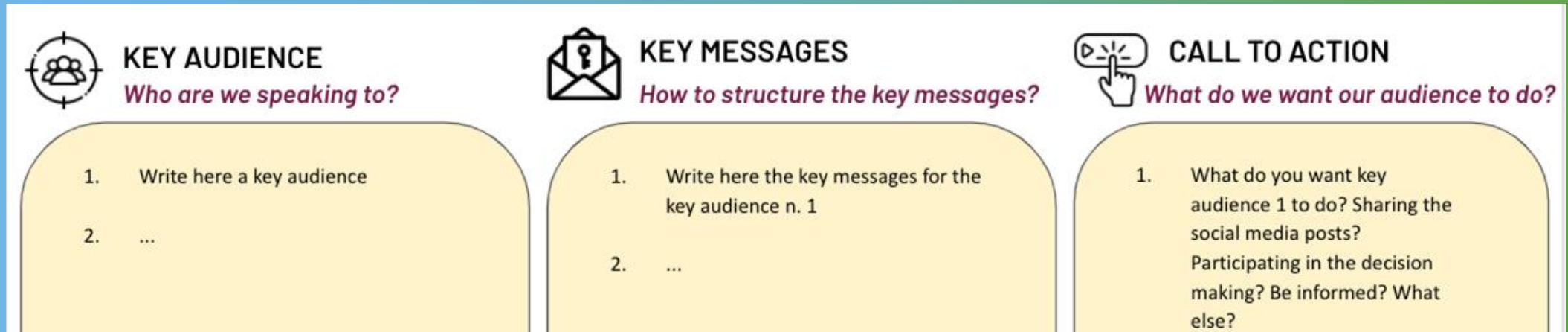
OBJECTIVES

The objective of this canvas is to recognise the importance of developing a narrative of the BePart project, tailoring our messages and tone to our audience. This exercise is important not only for dissemination and communication, but also for the exploitation phase.

THE AUDIENCE

We will start the exercise by reflecting on:

- who the "key audience" is;
- what goal we identify in communicating to them and how to structure the key messages for each;
- what are we expecting the audience to do, that is the call to action.

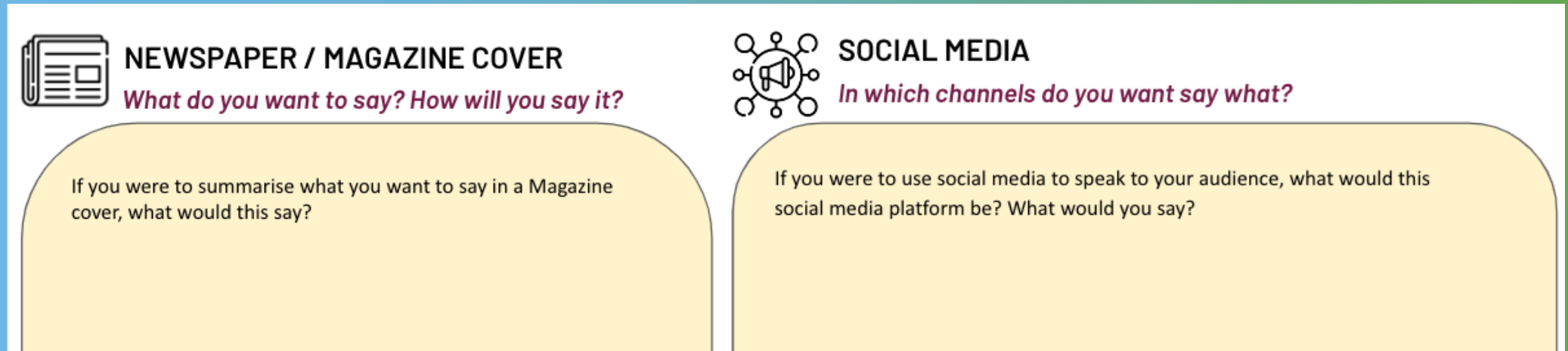


Communication Canvas

THE COMMUNICATIONS

Then, we will work on the narrative of the BePart project:

- Newspaper / Magazine Cover: if you were to summarise what you want to say in a Magazine cover, what would this say?
- Social media platform: if they were to use social media to speak to their audience, what would this social media platform be? What would you say?
- Hashtag: if they were to select a few Hashtags, what would they be?



Communication & Narrative - Share Back

KEY AUDIENCE

Who are we speaking to?

NEWSPAPER / MAGAZINE COVER

What do you want to say? How will you say it?

KEY MESSAGES

How to structure the key messages?

SOCIAL MEDIA

In which channels do you want say what?

CALL TO ACTION

What do we want our audience to do?

HASHTAGS

if you were to select a few Hashtags, what would they be?

The process of implementing

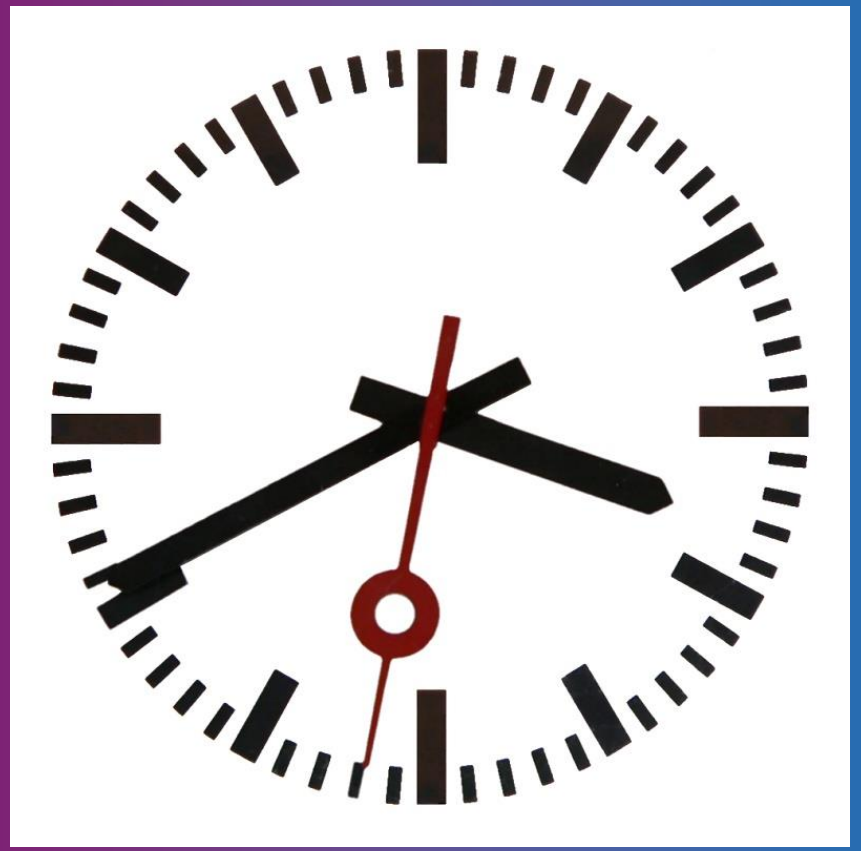
The process of implementing: what tools?

Implementation guide	Intended for Teachers Guidelines how to fill in the report
Youth implementation guide	Intended for Students Advice to other students on how to implement a Model 1-2 page long
Poster of a model	Brief visual presentation of a Model we implemented 1 page long
Reporting documents	Templates to report by filling in details on implementation Action plan template
Guidelines on documentation	Visual documentation Presentation of reports

Homework for the last session:

Ask students to prepare a 5-minute video presentation of the status of the process at their school. *What have they done so far? What are their enjoying the most? What happens next?*

Freestyle for the video, encourage them to get creative!



WHAT WILL WE BE DOING IN THE EXTRA MODULE 4?

14.00 - Start & Warm up
14.15 - What has happened in each school?
15.15 - Monitoring of the implementation

15.35 - 15.45 - *Break*

15.45 - Energiser
15.50 - How will schools and students communicate between them across countries?
16.10 - Reflexion about learnings and realisations
16.30 - Evaluation
16.40 - What happens next?
16.55 - Close by Rita Sousa
17.00 - End of workshop

Monitoring of the implementation

YEAR 1

- Overview
- Conclusions on Model Implementation
- Conclusions on organizational matters

YEAR 2

- Small-scale events
- Mobilities of students
- Workshops with policymakers

CONCLUSIONS on MODEL IMPLEMENTATION AND ADAPTATION

1. As one of the partner school posed it “everybody [should have] voice and [should have] opportunities to say what they think”, so the school partners chose the Models that they think are useful to give voice to their students and empower them to ask for more participation.
2. Some students have not even thought in the past that they are allowed to take part in decision making on different topics. “They don’t believe that their voice matters”
3. The concept of decision making can also be interpreted in some contexts as a right to be heard before decisions are made

4. In some (most?) educational systems of the partner countries participation of students is institutionalized only as a discussion in a class once every 3 months’ time

5. It was difficult to take part in decision making in contexts or topics such as curriculum and other institutional topics in several contexts

CONCLUSIONS on MODEL IMPLEMENTATION AND ADAPTATION (2)

7. We need to change the culture of each educational system: students, teachers, parents, policy makers need to believe in the right of participation of every educational agent

8. Some partners focused in online communication and chose a relevant model.

9. Participation must be taught and learned by teachers and students. Teach and learn different skills, i.e. evaluation forms and tools on participation

10. The project was an opportunity for the teachers and students to re-define and analyse the school problems they already had and the challenges they already face. Most of the schools during Year 1 decided to focus on one challenge only. Two fields were the most common:

- --the lack of communication between students and between students and the school, and the lack of respect in the behaviour of the school agents (students, teachers, managers).
- --the learning difficulties and the challenges in everyday school life that many students face.

CONCLUSIONS on ORGANIZATIONAL MATTERS of the IMPLEMENTATION

1. The pandemic could delay the connectedness among the project teams, but could not stop them
2. Some activities perfectly worked online too
3. Every project team involved also many students and other agents in their school context
4. Disadvantaged students (in some partner schools they were 50% of the project team) needed more support and time from the teachers' part
5. Disadvantaged students were the ones who were benefited most, through developing research and presentation skills, and learning how to participate in a democratic manner, talk in English, not be shy etc

6. The project teams created open calls and managed cooperation with students of other schools

7. They all involved parents, other teachers, some local communities

8. All participants developed confidence

9. The students from the core groups flourished during the project work. Their **critical thinking** skills developed, their **sensitivity** evolved and they are now ready to **organise** different relevant workshops in their classes for their classmate

10. Even the younger students were interested and participated in the project. However, the younger students were not responsible and mature enough in order to reject cyberbullying, to protect themselves online, and to develop more technological and critical thinking skills

THANKS FOR YOUR TIME AND ATTENTION!

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