Welcome to Day 2 of the BePart Teacher Capacity Building Programme!
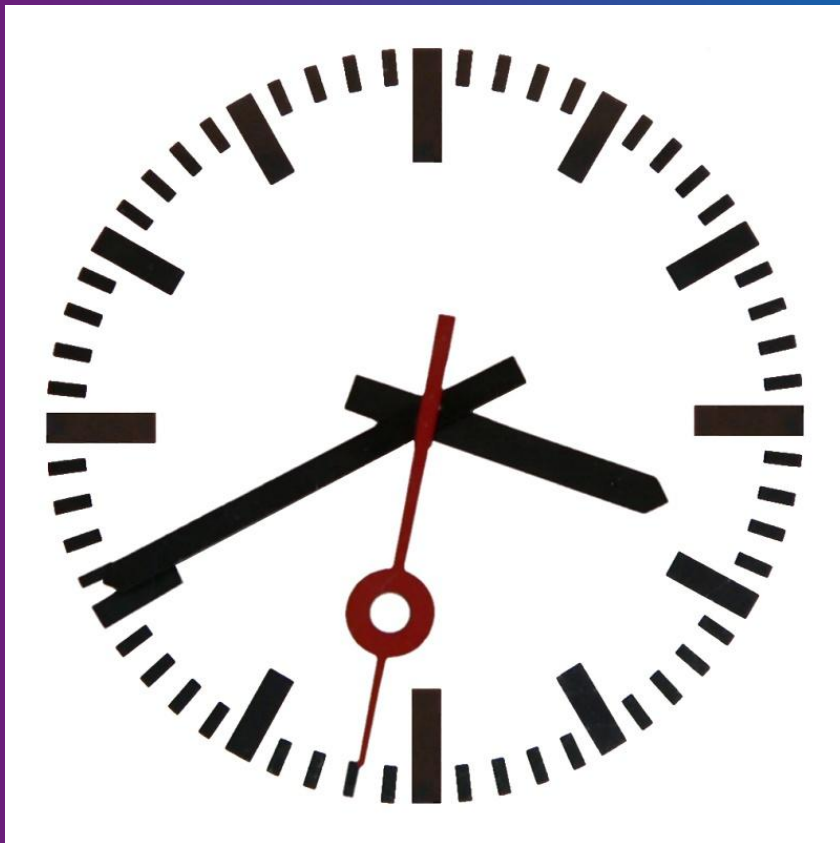
9 / 11 / 2021

WARM UP! / ACTION SYNERGY

Let's get to know each other more (give an oral answer to one of the following)

- If you were on a deserted island and you could only bring one book, what book would you bring?

- What wild animal would you rather be?

- List your three favourite people

WHAT WILL WE BE DOING TODAY?

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

YOUR TRAINERS TODAY

Elena Silvestrini Facilitator - Platoniq @ Rome

Marta Anducas Facilitator - Platoniq @ Barcelona

Ifigenia Georgiadou Facilitator - Action Synergy @ Santorini

Shall we record this session? (the main room).

Is it ok to take screenshots?

REC

BePart

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
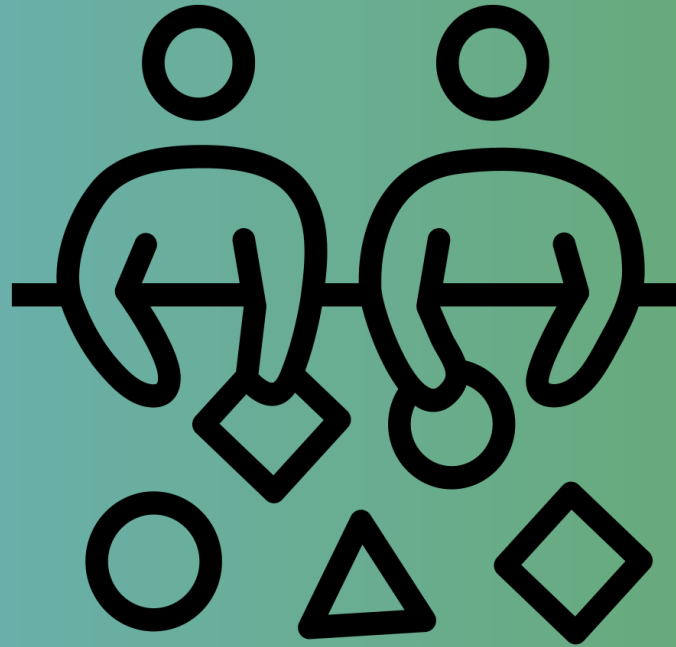Monitoring

(5) EVALUATION PHASE

Assessment and rescheduling

Evaluation criteria and tools
Impact measurement
Model adaptability

HOW DID THE SESSION WITH THE STUDENTS GO?

READINGS & REFLECTIONS

Do you have any reflections on the readings for this week?

Does any of the topics you have encountered speak to your experience as a teacher?

Did you have a chance to speak to your students about any of these issues?

PARTICIPATION / POWER / SAFETY / DECISION MAKING / FACILITATION

The process of implementing: overview

The process of implementing: what steps?

(1) INCEPTION PHASE

Defining the objectives

Creation of fellowships
MYP selection
Motivation and mobilisation of 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

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

--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?

COOPERATION
✔ Which persons and groups did we invite from the larger school community?
✔ Which persons and groups did we invite from the local community?

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?

BePart
YOUTH PARTICIPATION

Models of Youth Participation (MYP)

The process of implementing

(1) INCEPTION PHASE

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Model adaptability

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

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)

"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)" .

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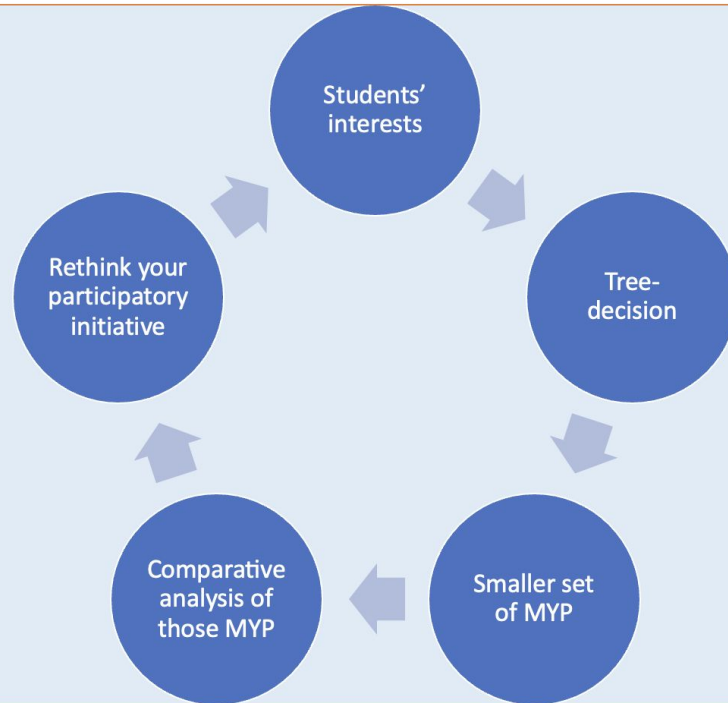
1) What type of decision-making power will youth have?

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**

SELECTING A YOUTH PARTICIPATION MODEL

What would you like to include or to focus on?

Voluntary work?
- no → keep searching!
- yes → Check the models:
  - Ladder of Volunteer Participation - Adam Fletcher (2003)

Digital technologies and Internet?
- no → keep searching!
- yes → Check the models:
  - Six Principles of Online Participation- Tim Davies (2011)
  - Ladder of Online Participation" - Bernoff & Li (2010)
  - Four L Engagement Model - Tony Karrer (2006)
  - 4C's of Online Participation - Derek Wenmoth (2006)
  - E-Participation Framework United Nations (2003)
  - 5 stages Model of online participation - Gilly Salmon (2000)

SELECTING A YOUTH PARTICIPATION MODEL

What would you like to include or to focus on?

Tools ?
- no → keep searching!
- yes → Check the models:
  - Curiosity-meter - Les Robinson (2016)
  - Behavior Grid - BJ Fogg (2010)
  - Pathway to participation - Harry Shier (2010)

Level of Participation?
- no → keep searching!
- yes → Check the models:
  - Ladder of Online Participation - Bernoff & Li (2010)
  - The Participation Tree - Harry Shier (2010)
  - Ladder of Volunteer Participation - Adam Fletcher (2003)
  - Pathway to participation - Harry Shier (2001)
  - Trilla and Novella Participation Model - Trilla and Novella (2001)
  - Matrix of Participation - Tim Davies (2009)
  - 5 stages Model of online participation - Gilly Salmon (2000)
  - Degrees of participation - Phil Treseder (1997)
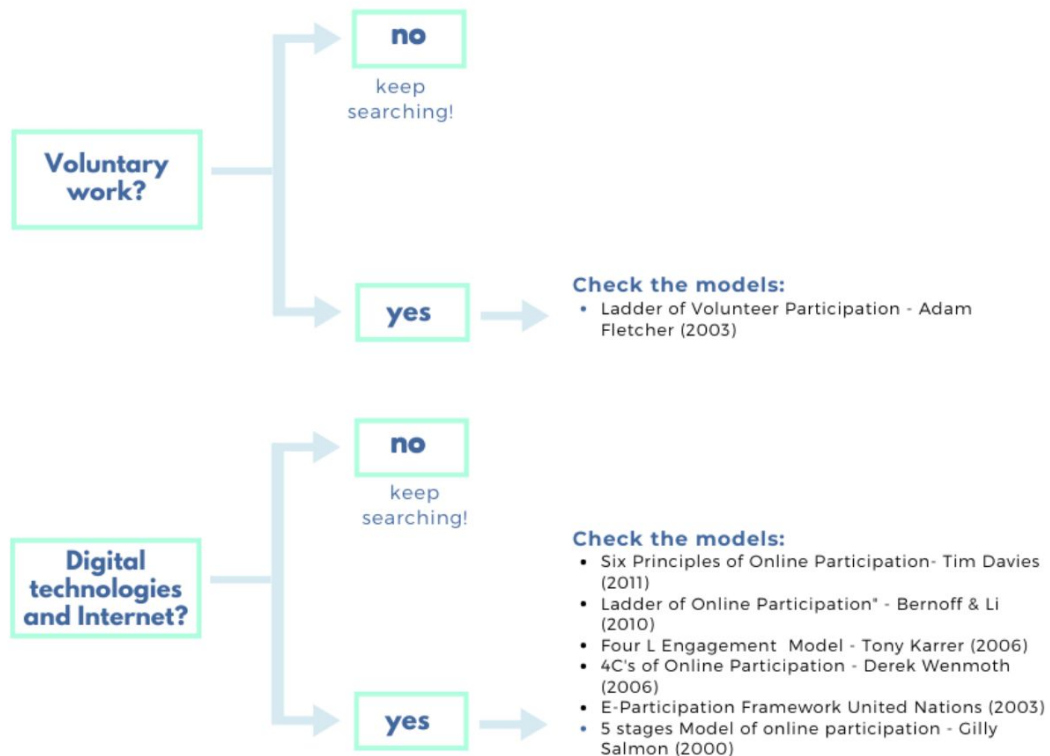 - Ladder of children participation - Roger Hart (1992)

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

(Handbook, pp. 12-14)

SELECTING A YOUTH PARTICIPATION MODEL

What would you like to include or to focus on?

Visual and performing arts?

- no → Technology?
  - no — keep searching
  - yes — Check the digital technology models

- yes → Check the model:
  - SEDIN Model (Creative Methods for Successful Inclusion in Multicultural Schools) (2020)
  - EAR model (2020)

Behaviors and/or self-evaluation?

- no — keep searching!

- yes → Check the models:
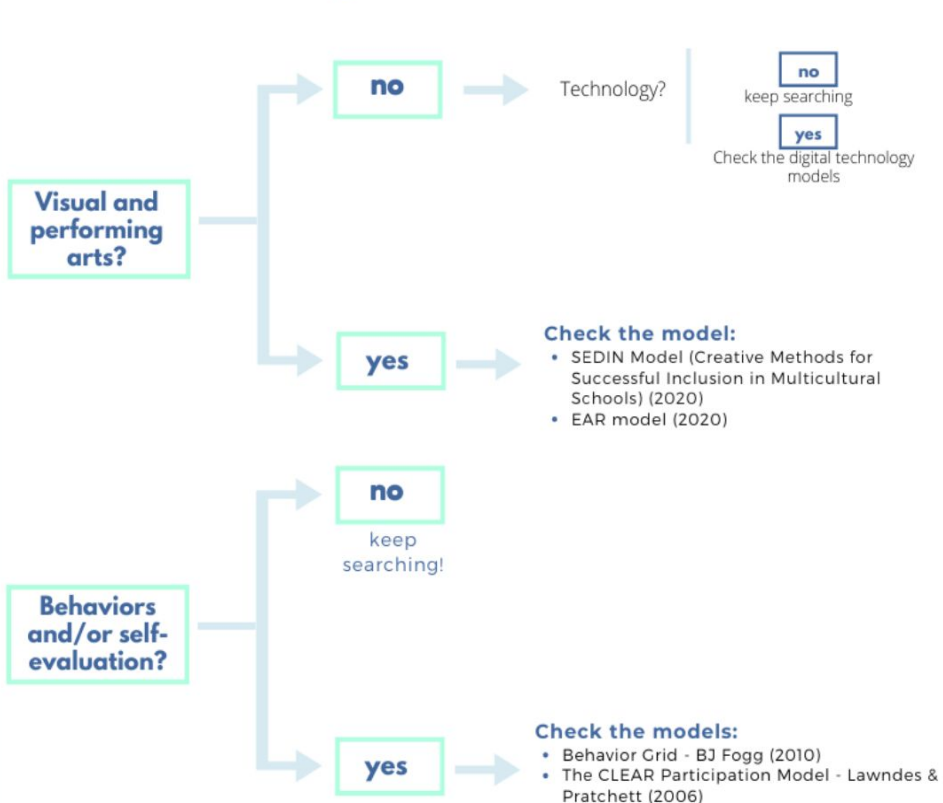 - Behavior Grid - BJ Fogg (2010)
  - The CLEAR Participation Model - Lawndes & Pratchett (2006)

SELECTING A YOUTH PARTICIPATION MODEL

What would you like to include or to focus on?

Community /Social inclusion?

- no →
  - individuals?
    - no — keep searching
    - yes — Check the behavior and self-evaluation models.
  - institutions?
    - no — keep searching
    - yes — Check the "Key Dimensions of Participation - Driskell & Neema(2009)" Model

- yes → Check the models:
  - SEDIN Model (Creative Methods for Successful Inclusion in Multicultural Schools) (2020)
  - yMIND Model (2016)
  - DFID-CSO – Three-Lens approach to Participation (2010)
  - Key Dimensions of Participation - Driskell & Neema (2009)
  - RMSOS Framework - Council of Europe (2003)
  - Youth Engagement Continuum - FCYO -Funders' (2003)
  - Collaborative on Youth Organizing (2003)
  - Seven realms of participation - Francis & Lorenz (2002)
  - Strategic approach to participation – UNICEF (2001)

Policy, advocacy?

- no — keep searching!

- yes → Check the models:
  - The Yin-yang Model of Youth Participation - Shier et al. (2012)
  - Six Principles of Online Participation - Tim Davies (2011)
  - Youth Participation in Finland (2011)
  - The CLEAR Participation Model - Lawndes & Pratchett (2006)
  - E-Participation Framework - United Nations (2003)
  - FCYO: Youth Engagement Continuum (2003)
  - Seven realms of participation - Francis & Lorenz (2002)

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

How to find a MYP?

- Students' interests
- Tree-decision
- Smaller set of MYP
- Comparative analysis of those MYP
- Rethink your participatory initiative

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

Models of Youth Participation Handbook
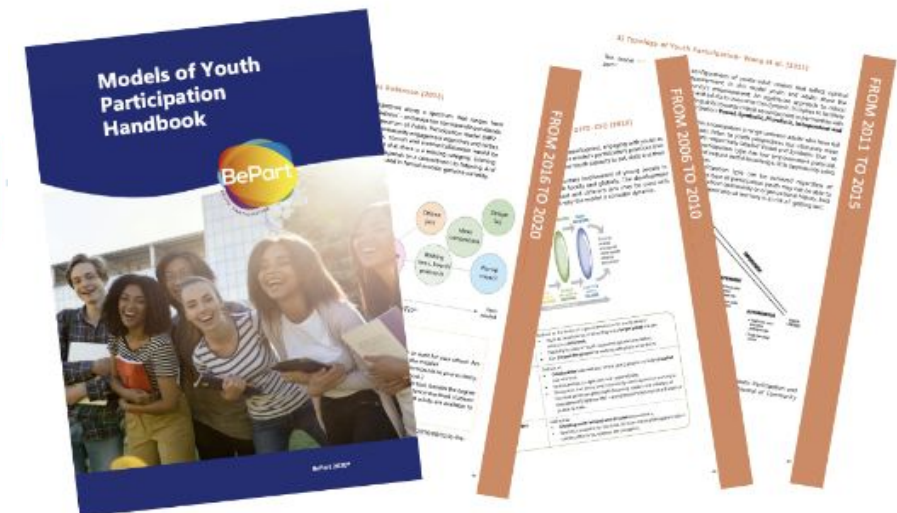
How many MYP are there?

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 Handbook

BePart

BePart 2020®

Any doubts about MYP selection, please contact:

2 Gymnasio Geraka ➡ Action Synergy

Escola Virolai ➡ Platoniq Sistema Cultural

Escola Secundária de Paços de Ferreira and Valmieras Pargaujas sakumskola ➡ CIIE/UPorto

Rita Barros - on behalf CIIE/UPorto team
ritabarros@fpce.up.pt

Thank you!
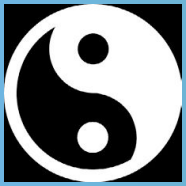
Models of Youth Participation (MYP)

The Yin-Yang MYP

Example by Action Synergy

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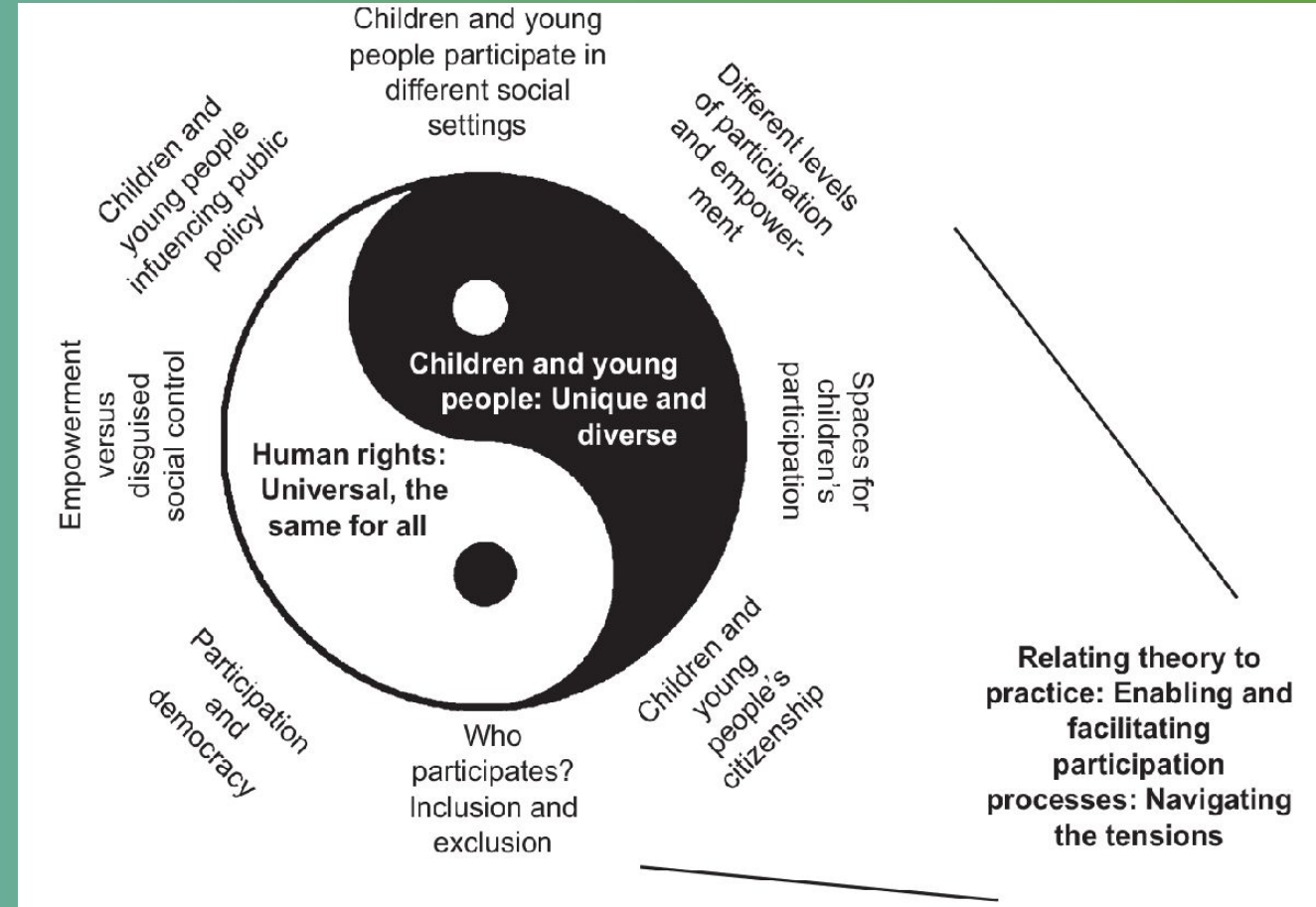
Eight key concepts. Analytical reflection on each of these eight areas can contribute to more effective and responsive practice

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

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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
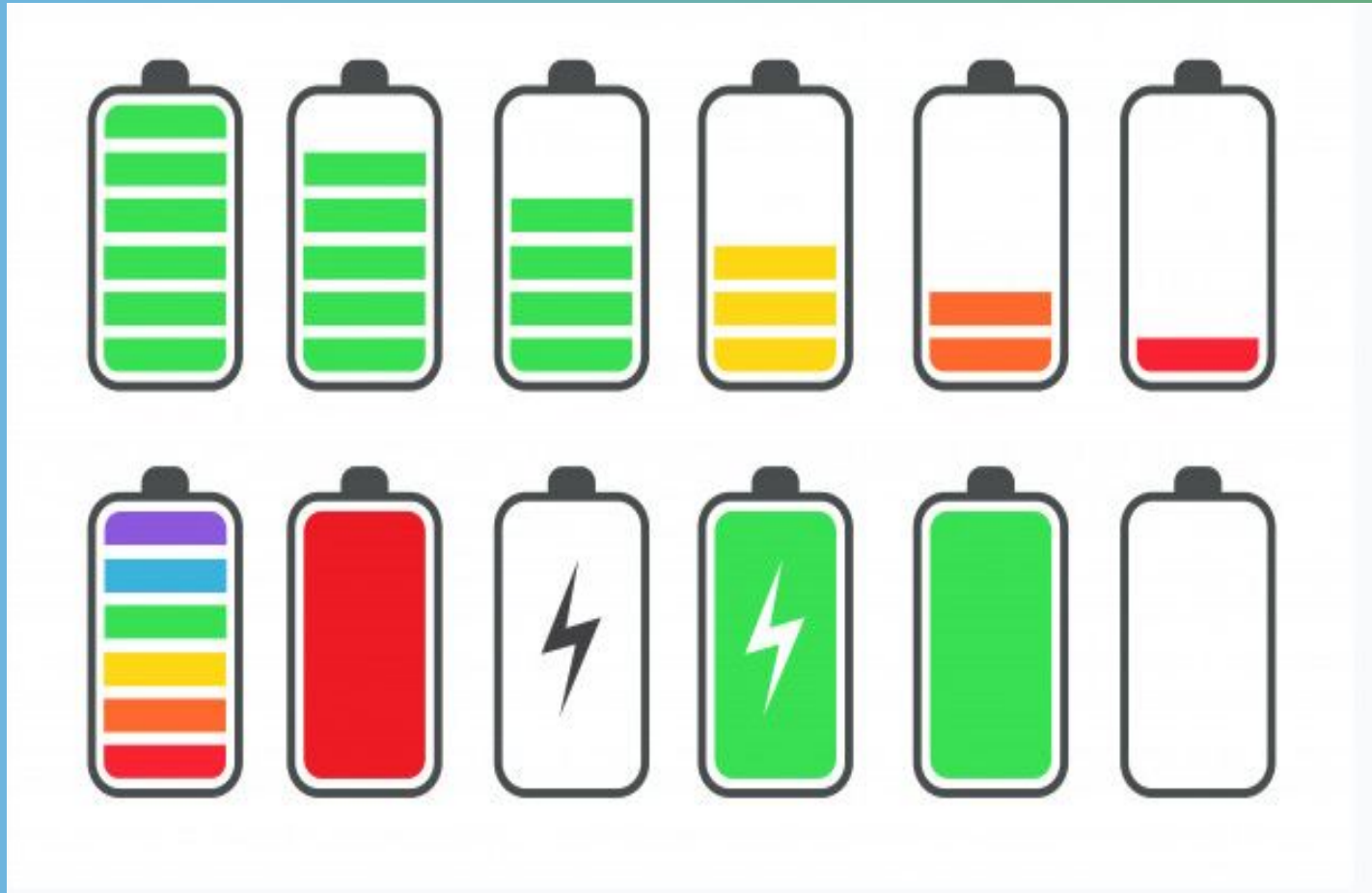
Participation Tree

Finish Model

EAR Model

Five stages model of online participation

ENERGISER! / ACTION SYNERGY

Share in the chat a photo from the internet of a place where you would like to be right now!

The process of implementing

(1) INCEPTION PHASE
Defining the objectives

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(2) PREPARATION PHASE
Designing the activities

MYP Action plan design and development

(3) COOPERATION PHASE
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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

Example of a template:
MYP Action Plan design and development

- What is the major problem in our school community that we want to address?
- What are the minor problems that can also be addressed by the implementation of the model of youth participation (MYP) that we have chosen?
- Until when we need - we plan to address these problems?
- What challenges will we have to overcome?
- How do we want to implement our model of youth participation (MYP) and what actions can we design step by step?
- ...

	Objective	Task	Responsible	Deadline	What to do	Obstacles	Monitoring process
1.							
2.							
3.							
4.							
5.							
6.							
7.							

The process of implementing

(1) INCEPTION PHASE

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Monitoring

(5) EVALUATION PHASE

Assessment and rescheduling

Evaluation criteria and tools
Impact measurement
Model adaptability

Resources – Support we needed for all actions

	Materials	Spaces	Human resources	Support by
External				
Internal				

Next step: Selection of MYPs

Let's move forward!

SELECTION OF THE MYP

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**.

Context Analysis by teachers
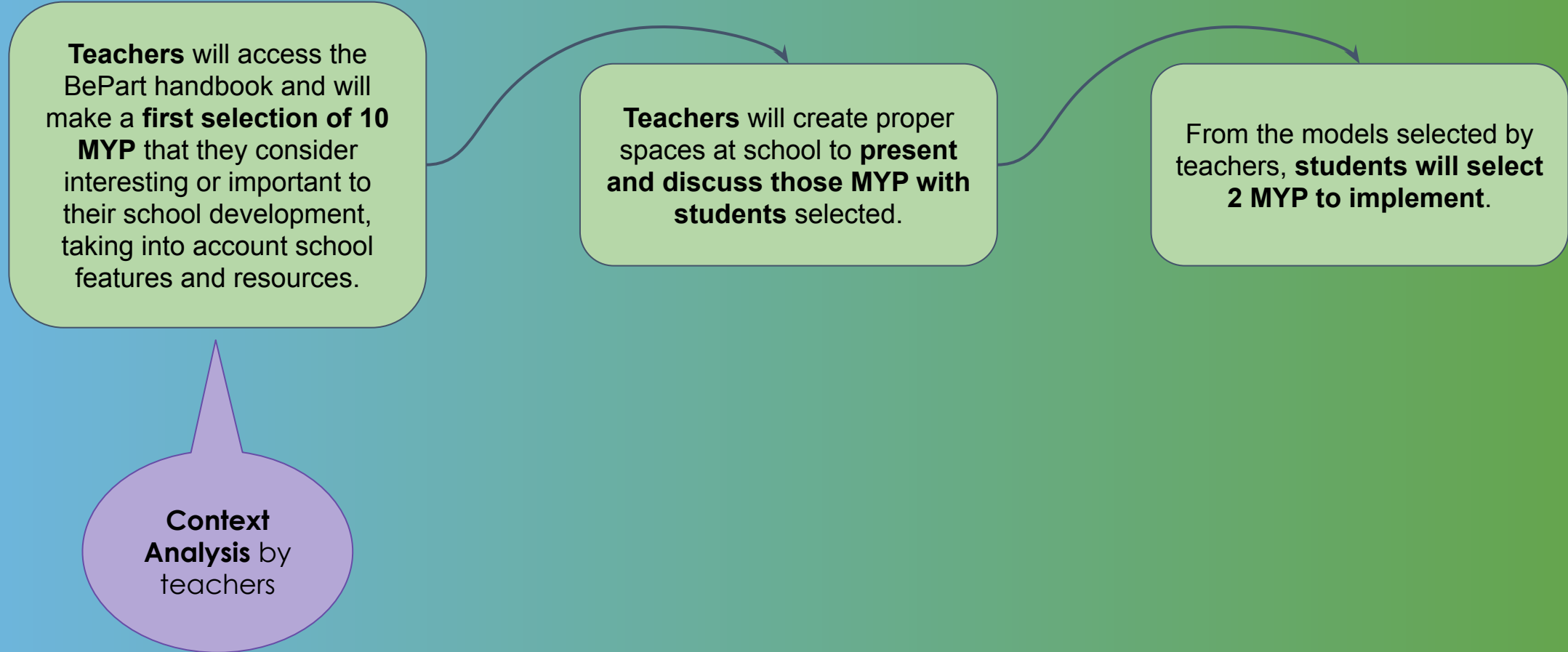
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CONTEXT ANALYSIS / 1

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?

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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!

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BREAKOUT ROOMS

Work on the context analysis of your school

(1) Characteristics of the school

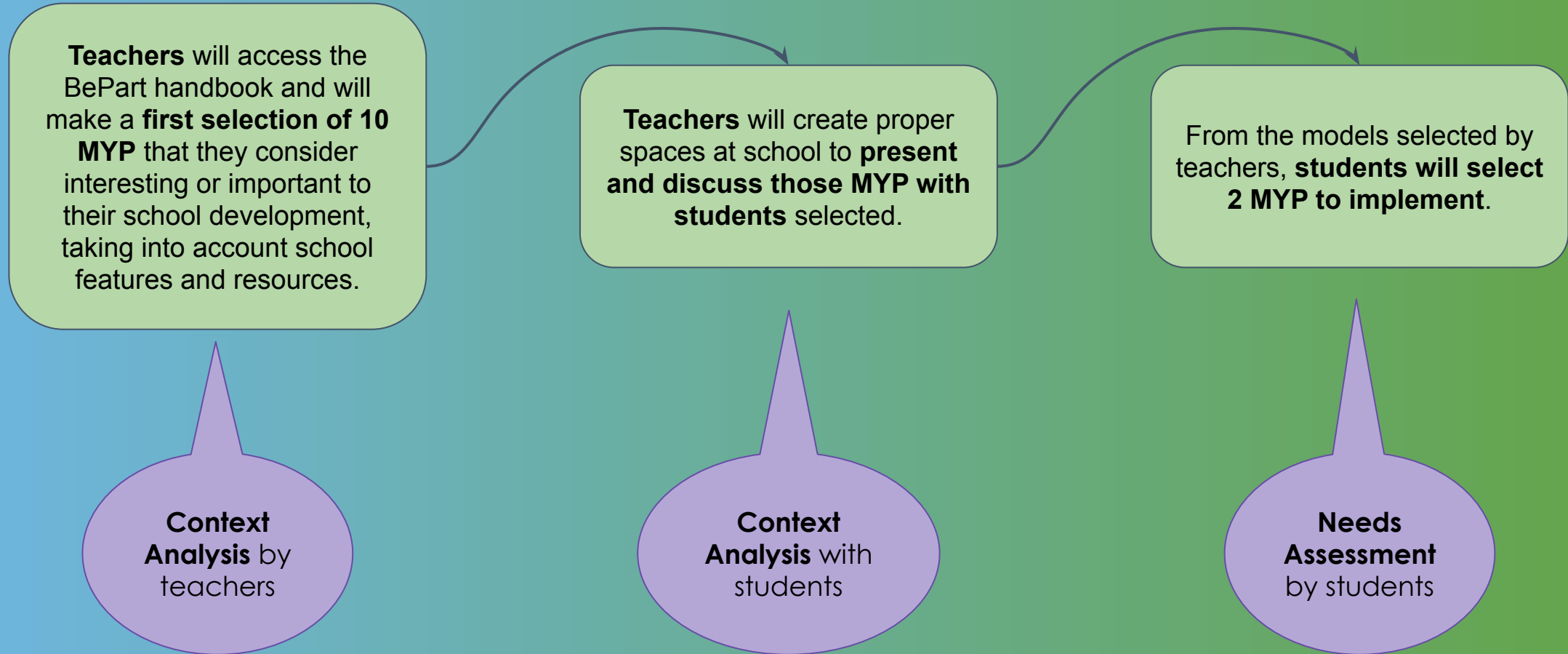| WHAT IS THE AGE RANGE OF STUDENTS? | WHAT KIND OF SCHOOL IS IT? (professional, technical..) |

(2) School services and surroundings

| WHAT ARE THE MAIN ELEMENTS OF DIVERSITY IN THE SCHOOL? | WHAT SERVICES CAN STUDENTS ACCESS WITHIN OR AROUND THE SCHOOL PREMISES? |

(3) Challenges and motivations

| WHAT DO YOU CONSIDER TO BE THE MAIN CHALLENGES THAT STUDENTS FACE? | WHAT ARE THE MAIN CHALLENGES THAT TEACHERS FACE? |

(4) Strengths, weaknesses, opportunities and resources

| WHAT ARE THE STRENGTHS OF THE SCHOOL? | WHAT ARE THE WEAKNESSES OF THE SCHOOL? |
| WHAT OPPORTUNITIES FOR POSITIVE CHANGE DO YOU SEE? | WHAT ARE THE RESOURCES AND BUDGET AVAILABLE FOR THE PARTICIPATORY PROCESS? |

Link to canvas: http://bepart.platoniq.net/processes/ED2M2/f/160/

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YOUTH PARTICIPATION

41

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

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YOUTH PARTICIPATION

42

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.

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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;

2. **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.

3. **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;

4. **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!)

5. **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/

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YOUTH PARTICIPATION

TASK FOR NEXT SESSION:

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

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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.

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YOUTH PARTICIPATION

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!

DO YOU HAVE ANY QUESTIONS?

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YOUTH PARTICIPATION

51

THANKS FOR YOUR TIME AND ATTENTION!

SEE YOU NEXT SESSION :)

elena@platoniq.net

marta@platoniq.net

Platoniq