

Welcome to Extra Module of the BePart Teacher Capacity Building Programme!

03 / 02 / 2022



Platoniq

WARM UP!



Say something you like from
the other countries

WHAT WILL WE BE DOING TODAY?



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

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?

BePart Teacher Capacity Building Programme

Extra Module

EXTRA
MODULE



What happened in each school?



Escola Secundária | 3 de Paços de Ferreira



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





YEAR 1

Action Synergy



1st phase of Implementation by school partners

	Teachers involved	Students involved	Problems addressed	Models used	Evaluation Done	Notes
Portugal	3	13, core group 8	Cyberbullying Internet security	6 principles of Online Participation 5 stages Model of Online participation	Observations, questionnaires, focus groups	Developed video campaign, compilation of cartoons developed by the students in an Ebook, Cartoon contest
Latvia	3	23, core group 8	Lack of peer communication, decrease in learning motivation	Participation Tree	Observations, questionnaires, focus groups, interviews	St manage school budget
Spain	3	31	Improve respect between all the educative community	CLEAR, FINISH MODEL	Observations, questionnaires, focus groups	Meeting with Local policy makers
Greece	3	9	Individual and Social responsibility in school environment	EAR	Questionnaires, focus group	Meetings with policy makers

Implementation Guide for the 1st phase (Year 1) by school partners

Let's build on the previous experience of others!

	Action Plan completed	Poster on the Model(s) used	Youth Implementation Guide with recommendations	Teachers Implementation Report	Documentation (photos, videos, cards etc)	5 reports, one on each phase filled in
Portugal	v	v	v	v	v	v
Latvia	v	v	v	v	v	v
Spain	v	v	v	v	v	v
Greece	v	v	v	v	v	v

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



YEAR 2

Action Synergy



PREPARATION OF THE 2ND PHASE-NEXT STEPS

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

Organise small-scale events from January to June 2022

Each school partner needs to implement:

1 event in the school

2 events for other schools

1 event for policymakers

1 event during the mobility

A total of 5 small-scale events between February and June 2022



Organise small-scale events from January to June 2022

Guidelines:

1. Define the purpose of your event: do you want to transfer specific knowledge to your classmates on the concepts you were working with in the project; express demands to policymakers; raise awareness about your project; offer your guests an overview of what you have been doing in this project?
2. Define the format of your event: timing and duration; role distribution within your team; the layout of the premises; catering? sound? Online or hybrid?
3. Plan your event in details: the plan should include logistics, content and the promotion of the event. Create a document available to the entire team (Padlet? Google docs?) where each member would be able to see the tasks of the others and the big picture. First, prepare a list of the main tasks, and then flesh them out in as much detail as possible in the form of specific steps that must be completed. It is important to designate the timeframe in the plan: the time required for completing a task. It is often underestimated and preparation goes slower than you expected. How people register (if there is any registration process), who will greet participants and how, what music will be playing, if any, or what video you could project (for example a video with tasks for the project), do you have an interesting photo corner from the project work you have done, how do your presentations look, how is your team dressed, what to do during breaks.

Organise small-scale events from January to June 2022

4. Draft your budget taking into account unforeseeable situations. Have a plan B: what will happen if it will rain on the day of an open-air event? what if...?
5. Allocate responsibilities. Distribute tasks among the team members not only at the preparation stage but also during the event. Who does what, when, where?
6. Tell your audience about the event. Which media and other channels are you going to use? Are you going to send information to other schools? To the Municipality? To the parents?
7. Plan health and safety measures. Make sure that your team knows about First aid. How many people are attending? What are the risks of transmission and how can you mitigate these? Is the venue big enough to implement social distancing measures? What other anti-COVID measures you can take?
8. Carry out a final check 24 hours before the event
9. Evaluate the event. Ask people for their opinion and especially for the participation rights. Keep it short.
10. Follow-up. Send photos and conclusions to attendees. Ask them to act and disseminate your project.

Mobilities of students (March-April 2022)-selection criteria, logistics

- Enjoy the experience of travelling and meeting new places, new cultures, new people, new experiences;
- You may have personal, academic or professional motivation to do the exchange but try to be active and interact with others to enjoy the most of this experience;
- Each school will host 4 students and 2 teachers from another school of the partnership;
- The students and teachers hosting the students and teachers from another school of the partnership, will organize a small-scale event, consisting on a presentation of the models they implemented both last year and in the present year;
- The travel will last from 3 to 5 days;
- In the case that the pandemic situation do not allow to travel, the mobilities will occur online;
- At the end you need to deliver a report identifying the main outcomes of the exchange.

Mobilities of students (March-April 2022)-selection criteria, logistics

Selection criteria

1. Being a member of the project team
2. Speaking English
3. Being able to attend throughout all project days
4. Having a good relation to technology
5. Knowing about the project aims and objectives and actions
6. Being active in the social media and disseminating the project
7. Gender equality
8. Sign a contract with the school

Mobilities of students (March-April 2022)-selection criteria, logistics

- Health and safety plan (to be agreed and signed among school partners-template)
- Accommodation in hotels
- Small scale events/ meetings with families
- Presentation of what you have done so far+ guidelines for your Models
- What'sapp groups creation
- Organising the visits, presentations, meetings

Workshops with local policymakers: arrangements, preparation

Guidelines:

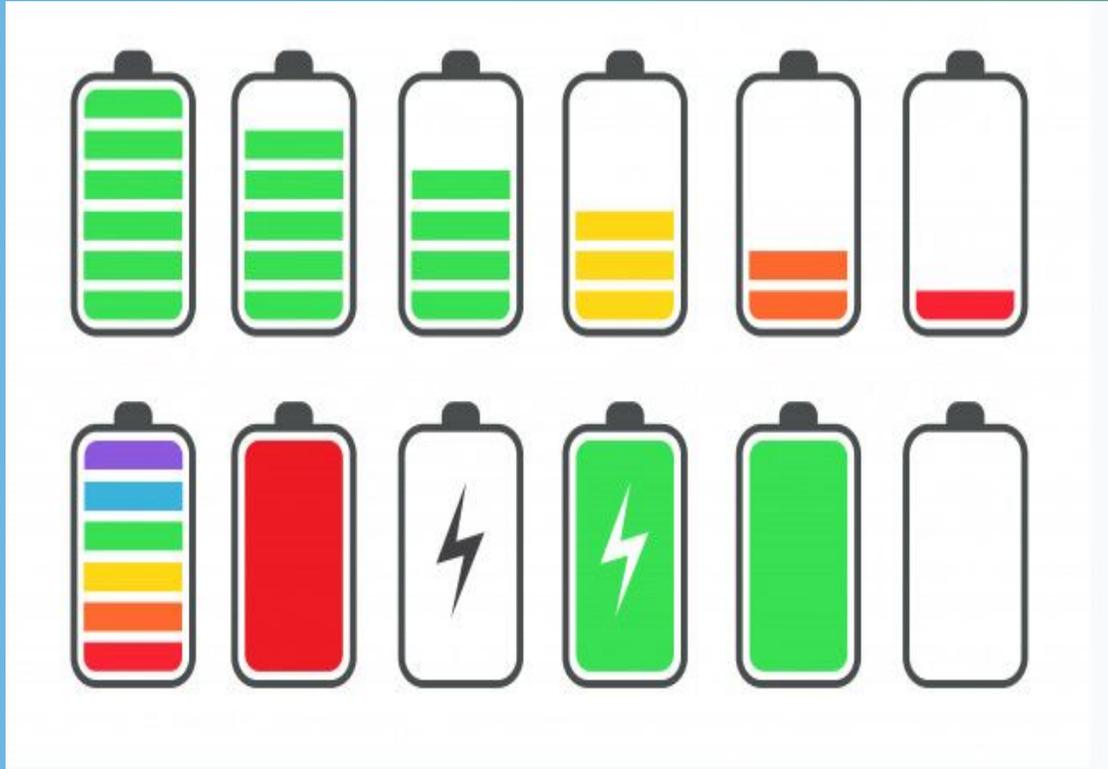
1. Define the purpose of your event: do you want to transfer specific knowledge to the policy makers on the concepts you were working with in the project; express demands to policymakers; raise awareness about your project; offer your guests an overview of what you have been doing in this project? all of them?
2. Define the format of your event: timing and duration; Online or hybrid? We suggest a face to face meeting first.
3. Plan your event in details: the plan should include logistics, content and the promotion of the event. Create a document available to the entire team (Padlet? Google docs?) where each member would be able to see the tasks of the others and the big picture. First, prepare a list of the main tasks, and then flesh them out in as much detail as possible in the form of specific steps that must be completed. It is important to designate the timeframe in the plan: the time required for completing a task. It is often underestimated and preparation goes slower than you expected. How people register (if there is any registration process), who will greet participants and how, what music will be playing, if any, or what video you could project (for example a video with tasks for the project), do you have an interesting photo corner from the project work you have done, how do your presentations look, how is your team dressed, what to do during breaks.

Workshops with local policymakers: arrangements, preparation

4. Tell your audience about the event. Which media and other channels are you going to use? Are you going to send information to other schools? To the Municipality? To the parents? Policy makers usually love such campaigns.
5. Plan health and safety measures. Make sure that your team knows about First aid. How many people are attending? What are the risks of transmission and how can you mitigate these? Is the venue big enough to implement social distancing measures? What other anti-COVID measures you can take?
6. Evaluate the event. Ask policy makers for their opinion and especially for the participation rights. Keep it short.
7. Follow-up. Send photos and conclusions to policy makers. Ask them to act and do what they promised (!)



ENERGISER!



Ask a question to a person in the group.

After answering, this person turns off the camera and asks a question to someone that has the video on.

Proceed until everyone has their camera turned off.

Communication across countries



Communication across countries

How will schools and students communicate between them across countries?

What was done on the first iteration of the BePart project?

Ideation Moment

Are there any new ideas?

Do we want to repeat the experience?

What aspects can we improve?

Evaluation

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What were your main learnings / realisations?

changing the paradigm
empowerment of students

students involvement
real participation
students motivation
sharing be part

teachers commitment
active students
engagement

empower

inspiration 😊

importance of teamwork
collaboration
active participation
mobilities evaluation

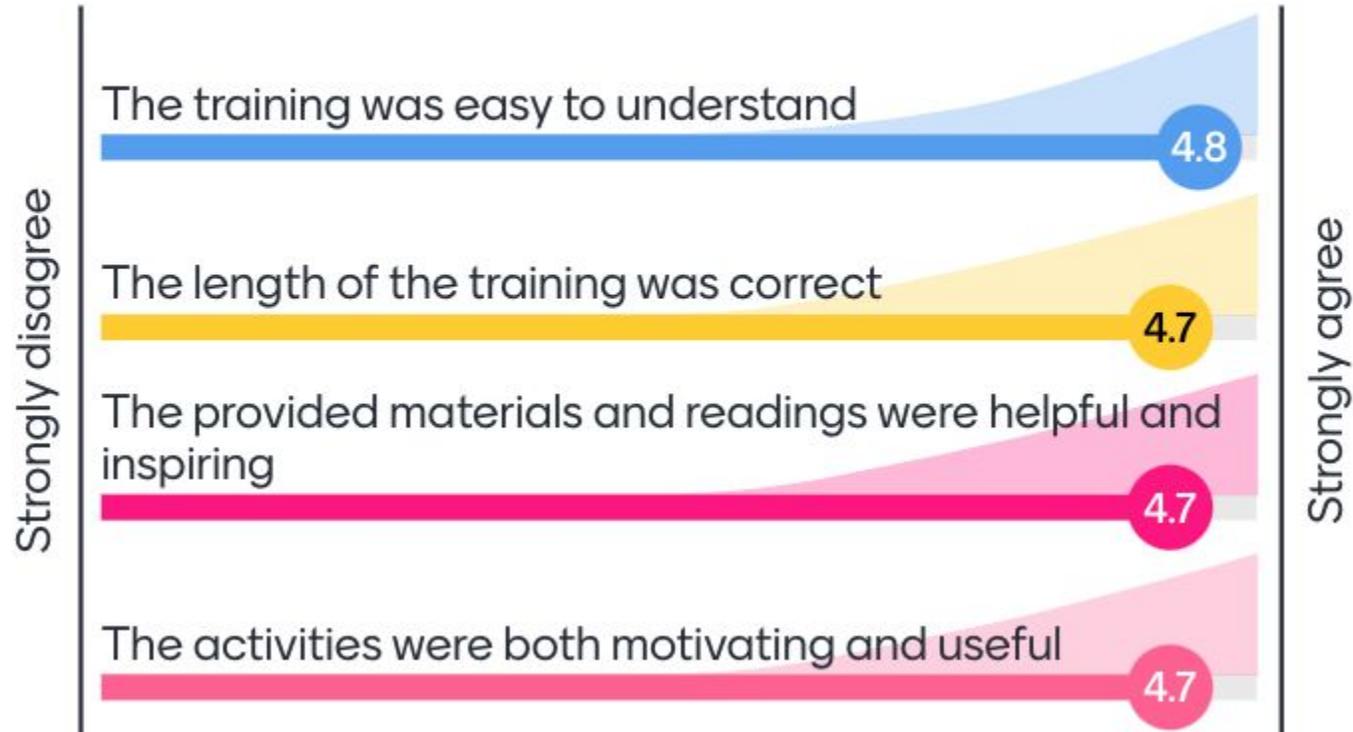
experience

project objectives

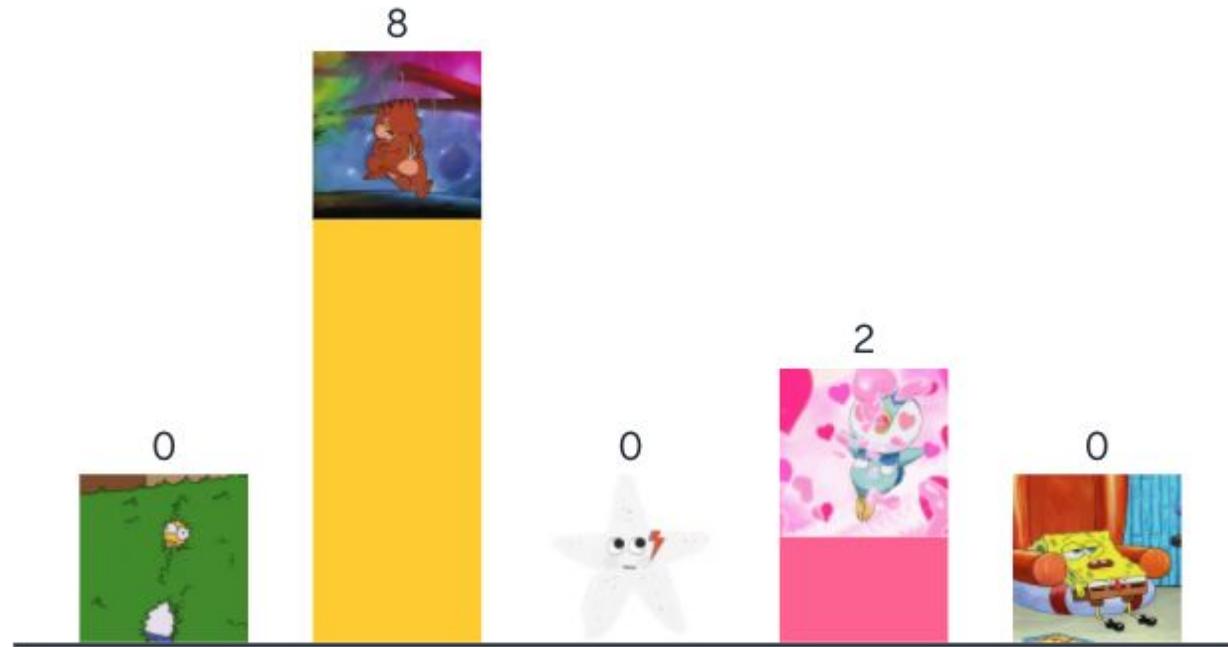
small scale events
student's feedback
student's commitment
share participation

strategies to be active
the opinions of students

Training Evaluation



General Satisfaction with the Training



What
happens
next?





THANKS FOR YOUR TIME AND
ATTENTION!

elena@platoniq.net
marta@platoniq.net

Platoniq