Welcome to the BePart Teacher Capacity Building Programme!

09 / 11 / 2020

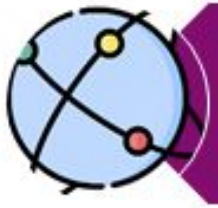
BePart
YOUTH PARTICIPATION

Platoniq

BePart - Youth Led Development for Schools' Participatory Management

Introduction by Mentortec

Project Presentation



Programme:

- Erasmus+ KA3 Social Inclusion

Duration:

- 2019 - 2022

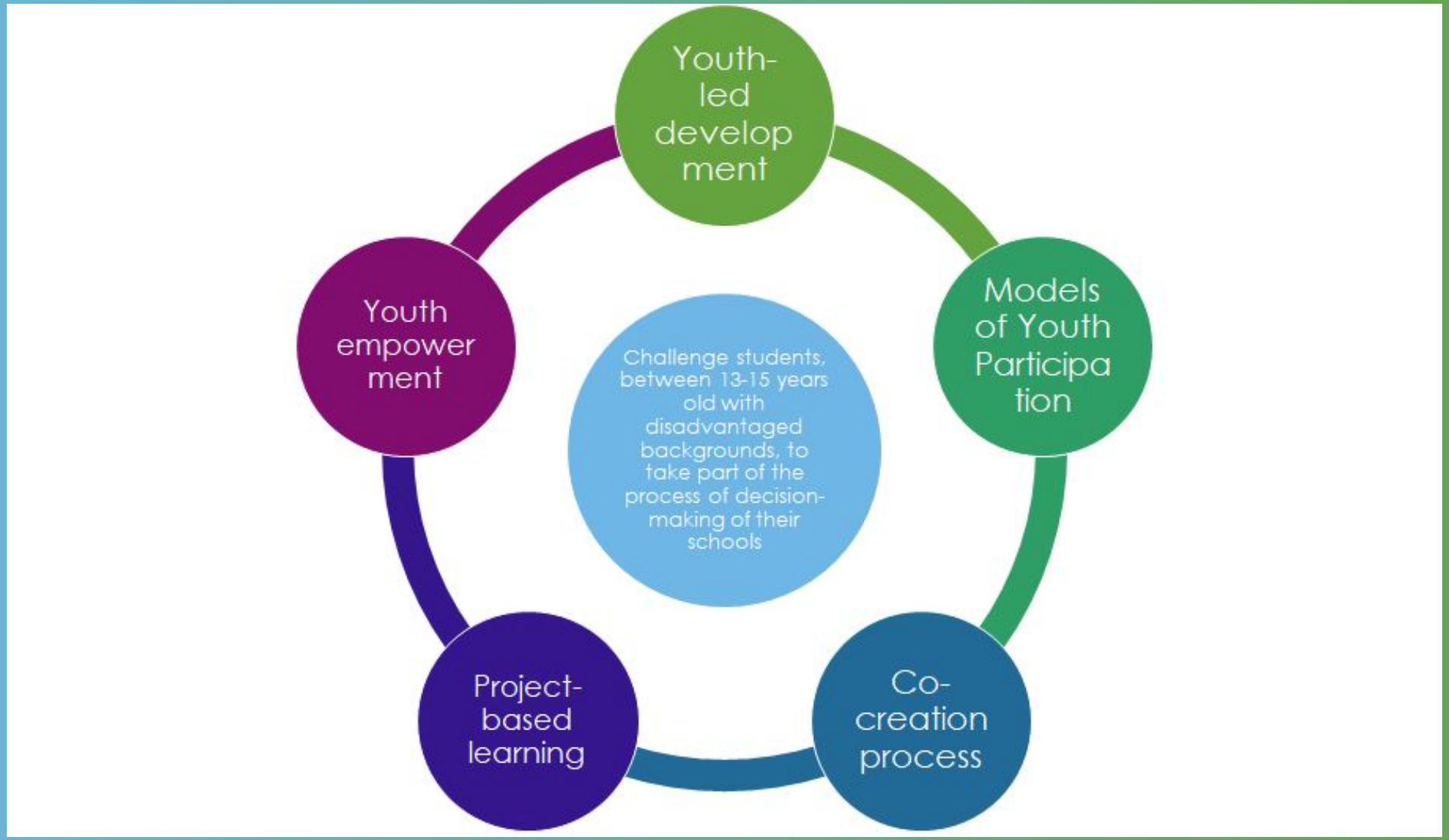
Aim:

- To develop, implement and evaluate an innovative participatory youth approach to be implemented in regular schools, fostering inclusive education while promoting citizenship competences and youth empowerment

Target-groups:

- Students from 13 to 15 years old, teachers, headmasters. School community

Find out more about us...



Main products

Models of Youth Participation Handbook (2020)

Co-creation Manual (2020)

Models of Youth Implementation Guides (2021)

BePart Youth-led Model (2022)

If you want to know more about BePart, please follow us on...

https://www.instagram.com/be.part.project/

www.bepart-project.eu

BePart Teacher Capacity Building Programme

Let's Go!

YOUR TRAINERS TODAY

Elena Silvestrini
Facilitator -
Platoniq
@ Rome

Marta Anducas
Facilitator -
Platoniq
@ Barcelona

Ifigenia Georgiadou
Facilitator -
Action Synergy
@ Athens

TEACHER CAPACITY BUILDING PROGRAMME
First Edition - November 2020

WHAT WILL WE BE DOING IN THE NEXT 3 WEEKS?

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.

NEXT TIME IN BARCELONA!!

How is the training structured?

The training consists of an introductory module + three formative modules + a final evaluation module. Every formative module is divided into two parts:

(1) Autonomous work

It will consist of some readings, some activities to carry out with your newly selected group of students (the Fellowship) and some exercise to write up. You will spend roughly 3 - 4 hours per week and you have flexibility to adapt it to your schedule.

For this work, we strongly recommend you to plan in advance dedicated time with your group of students during the three weeks of course. You should foresee ideally a couple of hours per week with your Fellowship during the three weeks of the training period. Given the Covid-19 restrictions, you can of course plan these sessions to take place through online video calls if you wish to do so.

(2) Online workshops

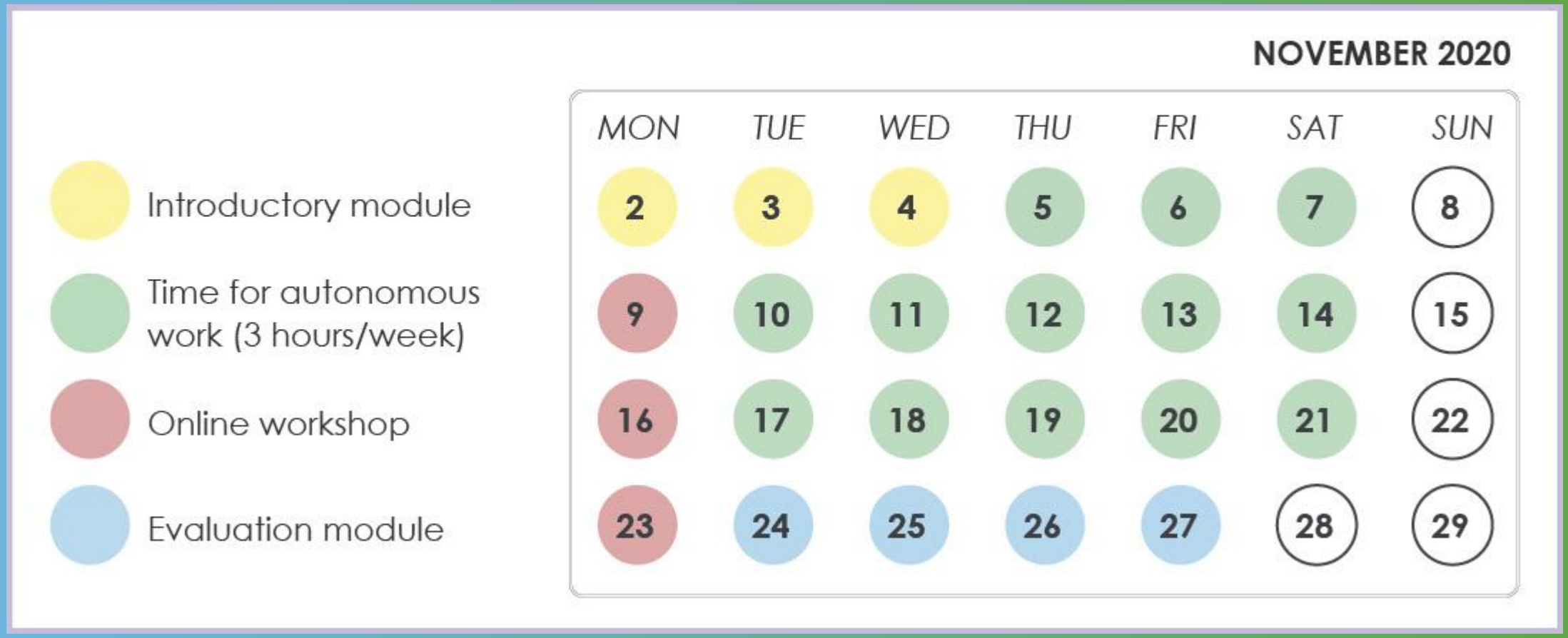
They will be developed through the Zoom platform for three consecutive Mondays starting on November 9, 2020, from 14h to 17h CET.

Capacity building of teachers

Structure & Modules

Module 0 Introduction	Module 1 Participation	Module 2 Implementation	Module 3 Risk Assessment & Communication	Final Module Evaluation
Register &Presentation: November 2 - 4	Autonomous Work: November 4 - 8 Online Workshop: November 9 14 – 17h CET	Autonomous Work: November 10 – 15 Online Workshop: November 16 14 – 17h CET	Autonomous Work: November 17 – 22 Online Workshop: November 23 14 – 17h CET	External evaluation questionnaire

Calendar


NOVEMBER 2020
MON TUE WED THU FRI SAT SUN
Introductory module
Time for autonomous work (3 hours/week)
Online workshop
Evaluation module
2 3 4 5 6 7 8
9 10 11 12 13 14 15
16 17 18 19 20 21 22
23 24 25 26 27 28 29

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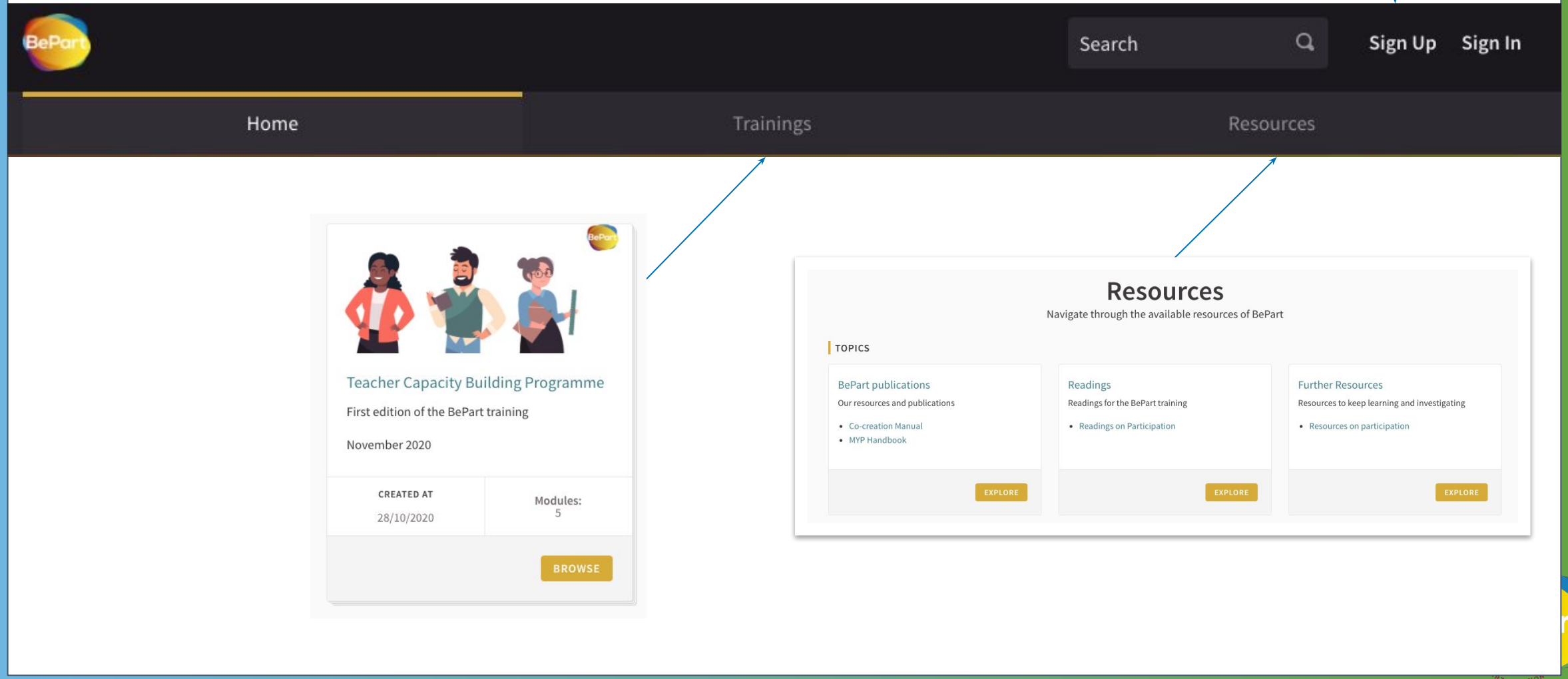
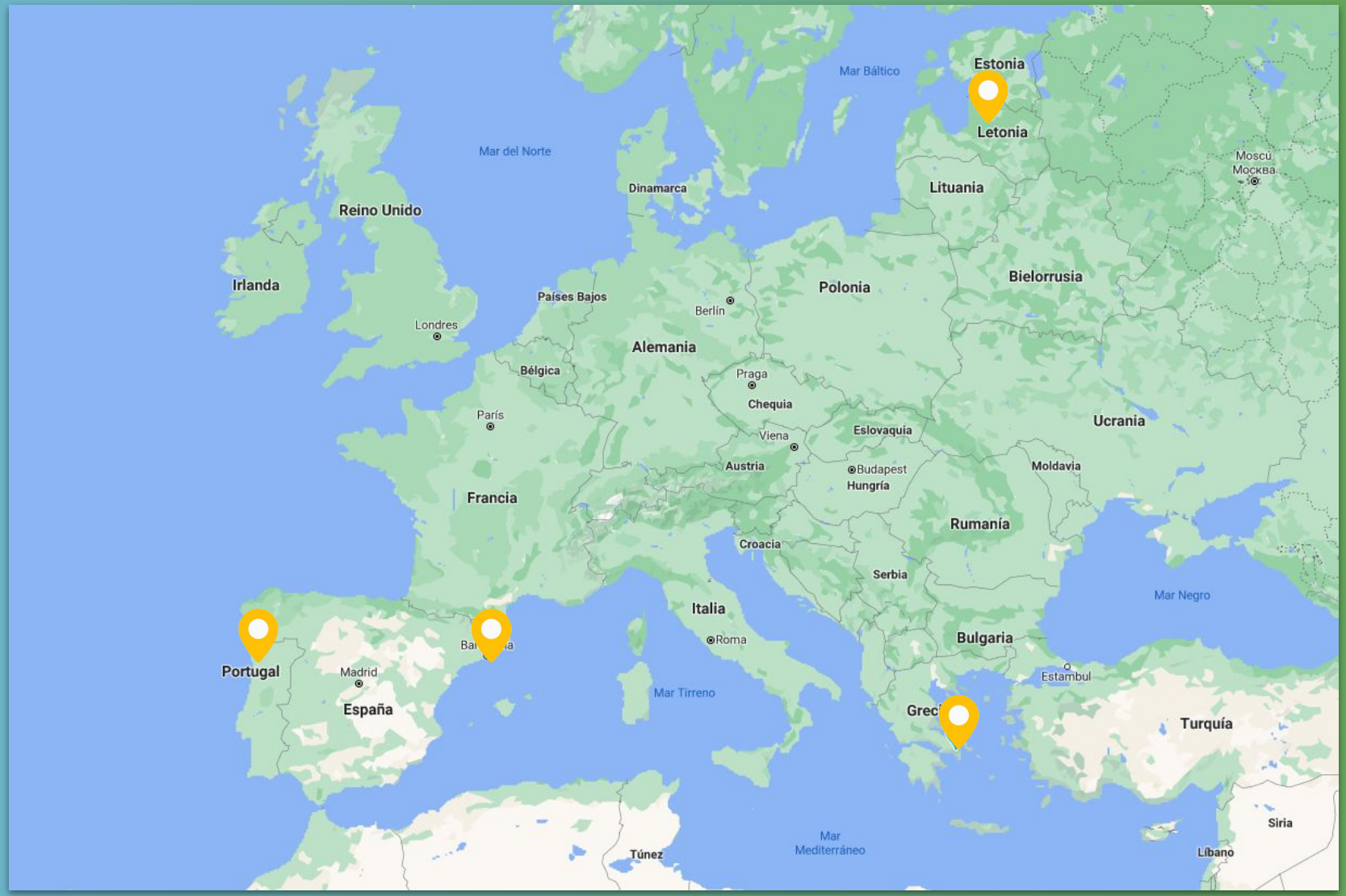
Introductory Module

BePart Training Platoform: bepart.platoniq.net

Register here



Our crew


Mar Báltico
Estonia
Letonia
Mar del Norte
Dinamarca
Lituania
Moscú
Москва
Reino Unido
Irlanda
Países Bajos
Berlín
Polonia
Bielorrusia
Londres
Alemania
Bélgica
Praga
Chequia
París
Viena
Eslovaquia
Ucrania
Austria
Budapest
Hungría
Moldavia
Francia
Rumanía
Croacia
Serbia
Mar Negro
Italia
Roma
Bulgaria
Portugal
Madrid
España
Mar Tirreno
Estambul
Turquía
Siria
Túnez
Mar Mediterráneo
Líbano

Our crew

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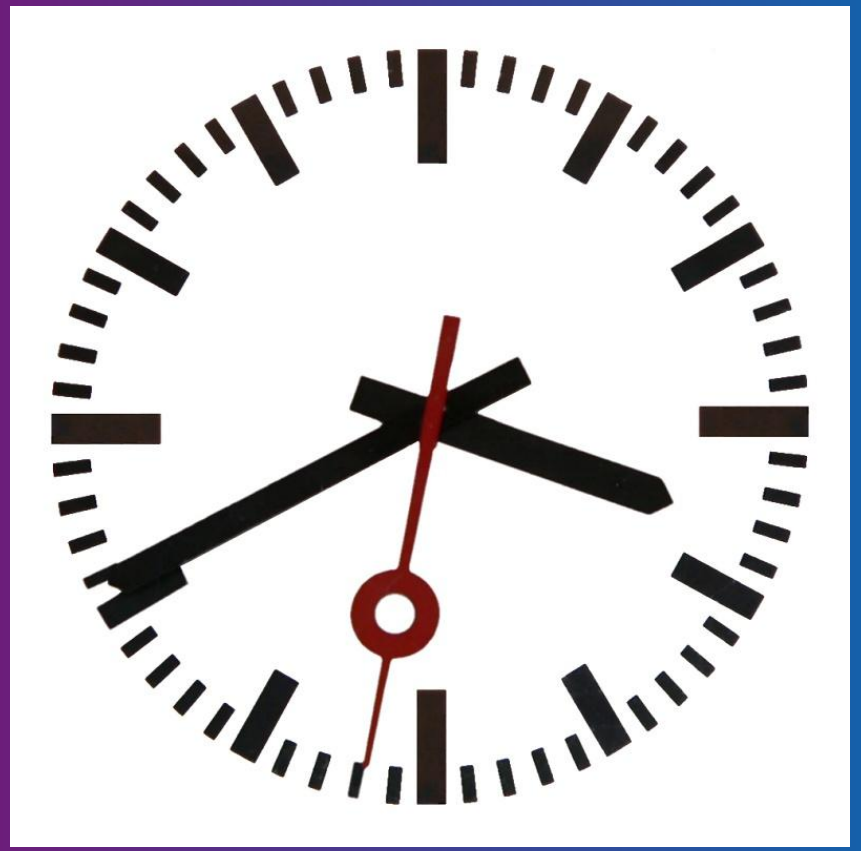
Module 1 - TODAY!

Module 1

* Participation *



WHAT WILL WE BE DOING TODAY?

14.00 - Start, BePart & Today's context
14.25 - Warm up & Presentations
15.00 - Participation / Power. Positioning game (Break out rooms)

15.55 / 16.10 - *Break*

16.10 - Your written exercise - the case of your school
16.30 - Context analysis - exercises for next time

16.55 - Closing remarks
17.00 - End of workshop

AUTONOMOUS WORK FOR TODAY / part 1

Autonomous Work

to be done before the online workshop on November 9

Baseline survey

⏳ TIME ALLOCATED: 20 minutes.

Complete the **Baseline Survey** to know your preferences when attending an online training, your expectations for this training, your experience organising participative processes with students, your vision of participation and your level of comfort receiving a training in English.

Baseline Survey

Readings

⏳ TIME ALLOCATED: 40 minutes + 75 minutes.

Read the four initial chapters of the co-creation manual.

Also, have a time to read the mandatory documents, which will give you a deeper understanding and knowledge about participation, facilitation and power.

Readings

AUTONOMOUS WORK FOR TODAY / part 2

Exercise

⏳ TIME ALLOCATED: 45 minutes.

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?** You could think, for example, on content of classes, specific pots of budget, use of school's physical space, extra curricular activities, evaluations.. etc.

Try and analyse why this could be, and write down your reflections and comments. Your answer will be anonymous but if you feel confortable, you will be able to share your response with the group in the online workshop.

Your answer

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

Is it ok to take screenshots?

WARM UP! / ACTION SYNERGY

ROUND OF INTRODUCTIONS

1. *WHAT IS YOUR NAME?*
2. *WHAT SCHOOL OR ORGANISATION?*
3. *WHEN YOU WERE 14 YEARS OLD, WHAT DID YOU WANT TO BE WHEN GROWN UP? :)*

LET'S JUMP INTO TODAY'S SESSION!

DO YOU KNOW HOW TO USE “MIRO” BOARDS?

LET’S PRACTICE TOGETHER..

FIND YODA!

POSITIONING EXERCISE: LET'S DISCUSS!

INSTRUCTIONS

1. The facilitator will read out some statements, relating to the readings you have familiarised with for today's Module 1 on Youth Participation, Facilitation and Power;
2. Each of the participants has been assigned a character. Pick your character from the left hand side and move it the side of the board that is closer to your answer to the question. You can AGREE, DISAGREE or STAY IN THE MIDDLE (if you are not sure or don't have a clear position);
3. Each of you is asked to leave a post it note next to the position they pick (please include your name). We will create a discussion starting from your answers to each question

AGREE

DISAGREE

Carla Gabriela

Corinna

Quique

Zane

Rita S.

Rita B.

IN 3 BREAK OUT ROOMS - 3 GROUPS

EXPRESS YOUR VIEWS AND INTERESTS

go to MENTI.COM
from your phone
or computer and
use the code
93 51 65 3

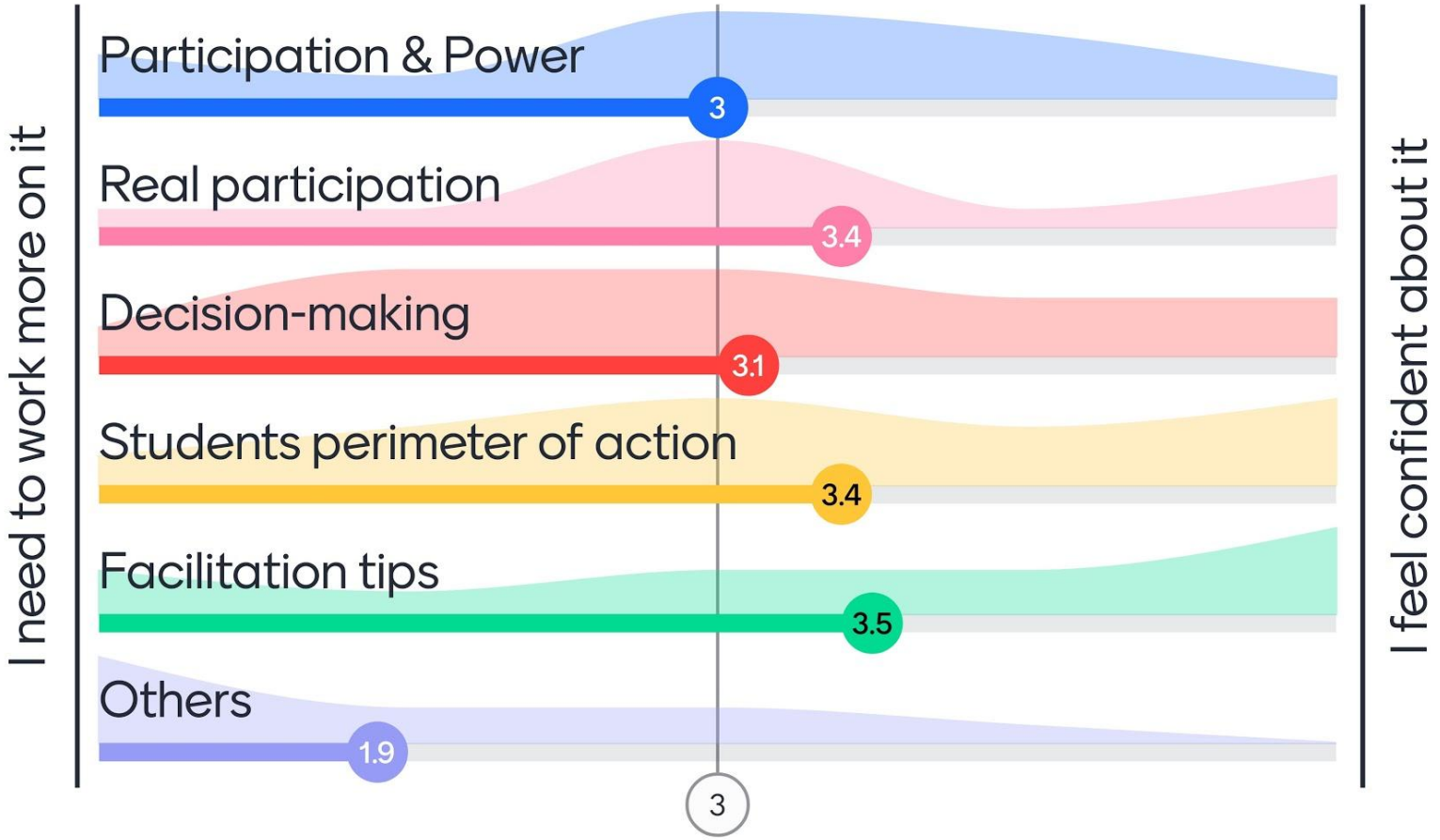
What are your main takeaways from the session?

Mentimeter

25

What topics do you want to explore more of?

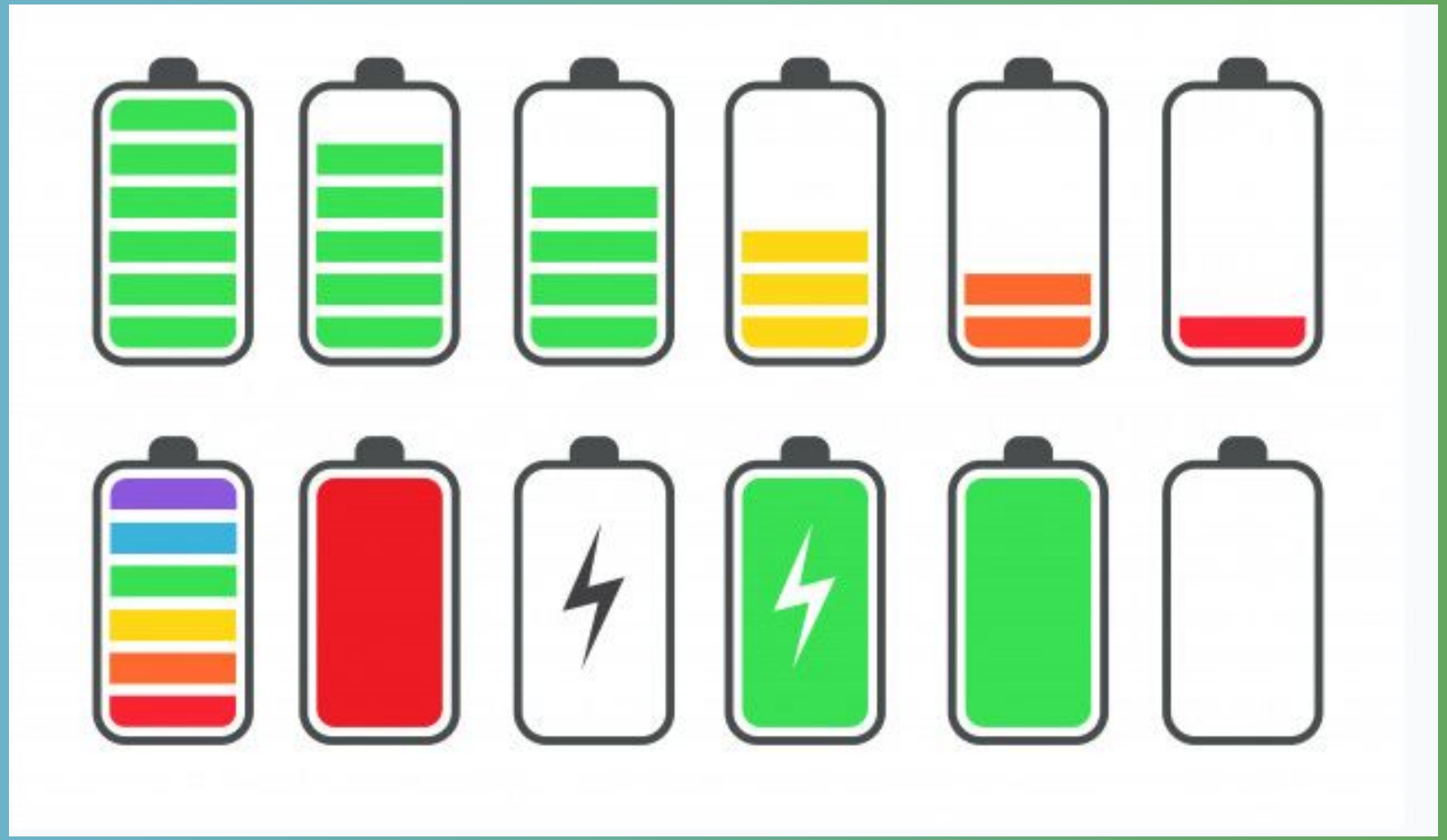
Mentimeter



11

BREAK

ENERGISER! / ACTION SYNERGY



"Homework" exercise: 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 (especially the one on power).

WHO WOULD LIKE TO SHARE? HOW DO YOU SEE THIS IN RELATION TO TODAY'S READINGS AND TO THE DEBATE IN THE POSITIONING EXERCISE?

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Module 2
Autonomous Work

Module 2

* Implementation *

Homework for next session (Monday 16th Nov)

	TASK	TYPE OF TASK
1	**READ.** Implementation part of Manual	
2	**SESSION**. Teachers hosting an intro session to BePart with Fellowship of students (online or offline)	
3	**WRITE**. Fill out Context Analysis canvas of your school	

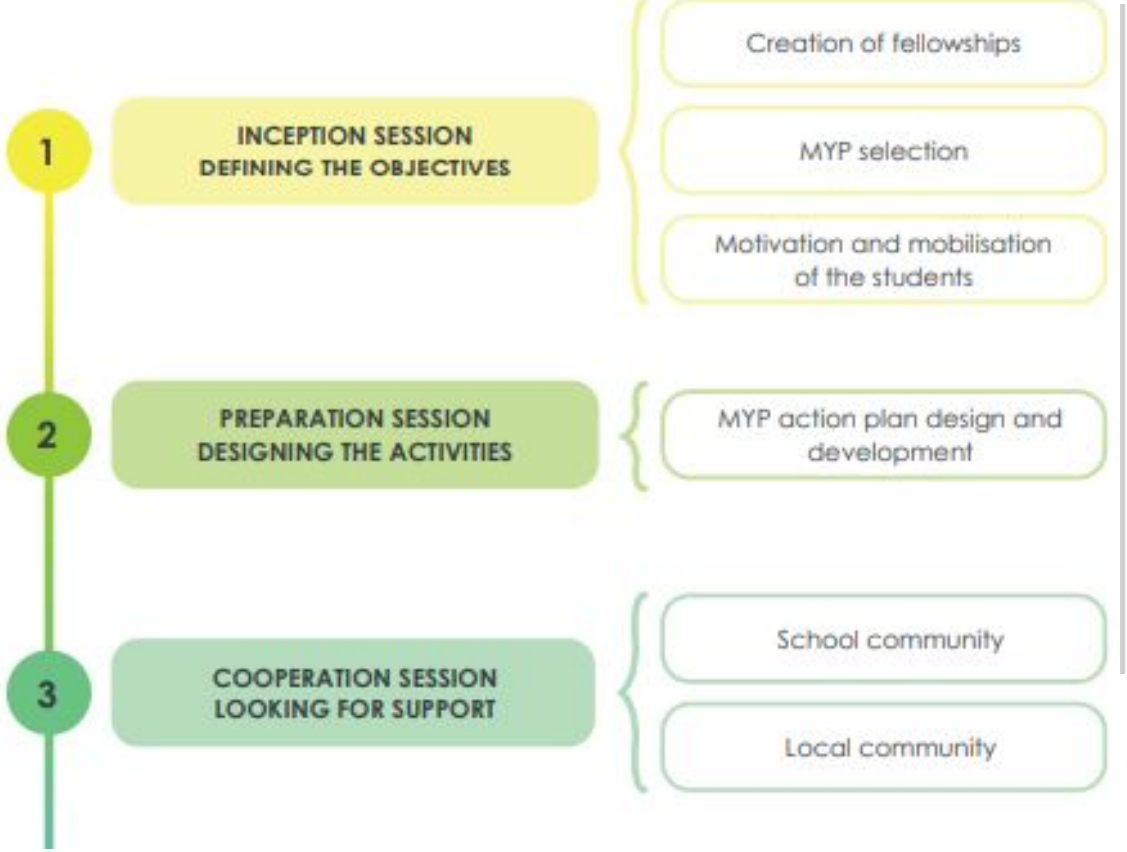
Task n.1:

Implementation part of Manual

READ THE BePart CO-CREATION MANUAL FROM PAGE 24 TO 37

5. Testing & implementation

5.1. The process of implementing: what steps?



Task n.2:

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

WHAT DO THEY NEED TO KNOW?

How to select a Fellowship?

WHO WILL PARTICIPATE?

- Does your project team include students from different social and ethnic backgrounds?
- Does your project team include students with learning difficulties?
- Does your project team include students with special needs?
- Does our project team include students from all genders?

How to select a Fellowship?

INTEREST

- Do the students who participate show their real interest in the project aims?
- Do the students who participate declare that they will do their best to serve the aims of the project?

How to select a Fellowship?

KNOWLEDGE AND SKILLS

- Do the students who participate have some knowledge of technology or at least want to learn it?
- Do the students who participate know about the project theme?
- Do the students who participate have special skills useful for the project to come to an end?
- Do the students who participate cooperate well with the teachers who are members of the project team?

WHAT WILL STUDENTS NEED TO DO IN THE NEXT MONTHS?

Who	Activities	Timeline
Students	Participate in the inception sessions promoted by their teachers to define the Action Plan	November 2020
	Participate in internal meting with teachers and experts when applicable during the whole process	November 2020 – August 2021
	Select 2 MYP to implement	November 2020
	Monitor the Implementation of the MYP and develop the activities previewed in the Action Plan	December 2020-August 2021
	Implement 2 small-scale events, which are short sessions to present the initiative to other students and professionals from other schools of the same country	March-June 2021
	Develop 4 Guides of the implementation of the MYP (1 per student)	April-June 2021
	Develop of 4 reports of the implementation of the MYP action plans (evaluation)	July-August 2021
	Participate in an international mobility	September 2021

Task n.3:

Fill out Context Analysis canvas of your school

WHAT IS IT?

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.

YOU CAN WORK ON THIS TOGETHER AS TEACHERS FROM THE SAME SCHOOL!

CONTEXT ANALYSIS / 3

HOT TOPICS. The analysis of the school context helps teachers identify what they think are the "hot topics" that are alive in the school. These are issues / aspects that the student population feels strongly about. 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.

↓

WHAT NEEDS DO STUDENTS HAVE? Once the perimeter of action has been defined, thanks to the context analysis, it will be time to explore what are the needs that students have and that could be tackled through the participatory process within the scope of action. (Homework the following session: run a needs assessment session with your students!)

CONTEXT ANALYSIS / 4

(1) Characteristics of the school

WHAT IS THE AGE RANGE OF STUDENTS?	WHAT KIND OF SCHOOL IS IT? (professional, technical..)
WHAT IS THE SCHOOL DEMOGRAPHIC?	**WHAT ARE THE MAIN ELEMENTS OF DIVERSITY IN THE SCHOOL?**

(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?

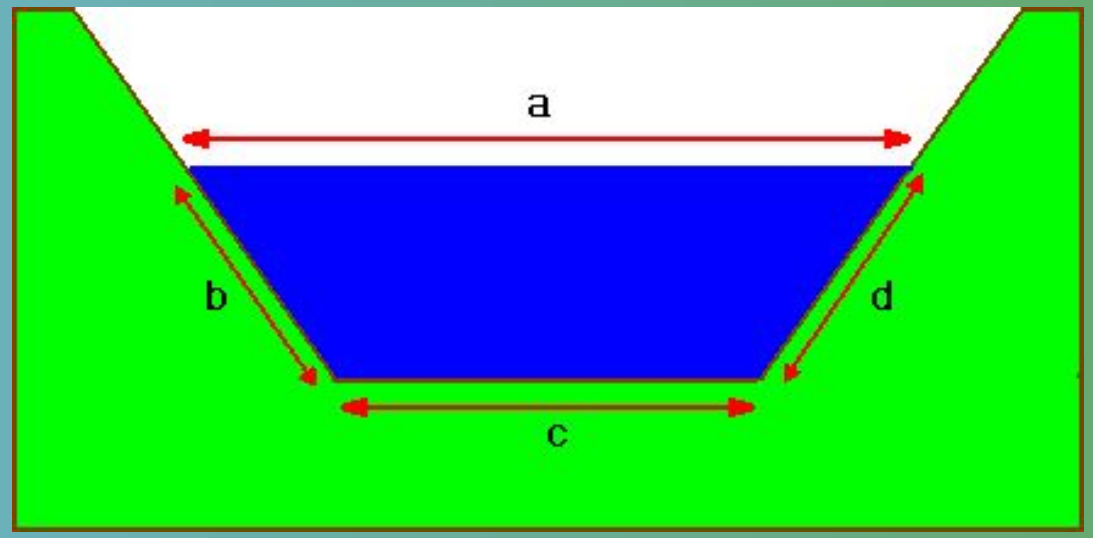
(3) Challenges and motivations

WHAT DO YOU CONSIDER TO BE THE MAIN CHALLENGES THAT STUDENTS FACE?	WHAT ARE THE MAIN CHALLENGES THAT TEACHERS FACE?
WHAT MOTIVATES STUDENTS?	**WHAT DEMOTIVATES STUDENTS?**

(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?**

IS THERE ANY OTHER INFORMATION YOU THINK WOULD HELP YOU CREATE THE "PERIMETER" OF ACTION MORE EASILY?



DO YOU HAVE ANY QUESTIONS?

THANKS FOR YOUR TIME AND ATTENTION!

SEE YOU NEXT MONDAY :)

elena@platoniq.net
marta@platoniq.net

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