

Welcome to Day 2 of the BePart Teacher Capacity Building Programme!

16 / 11 / 2020



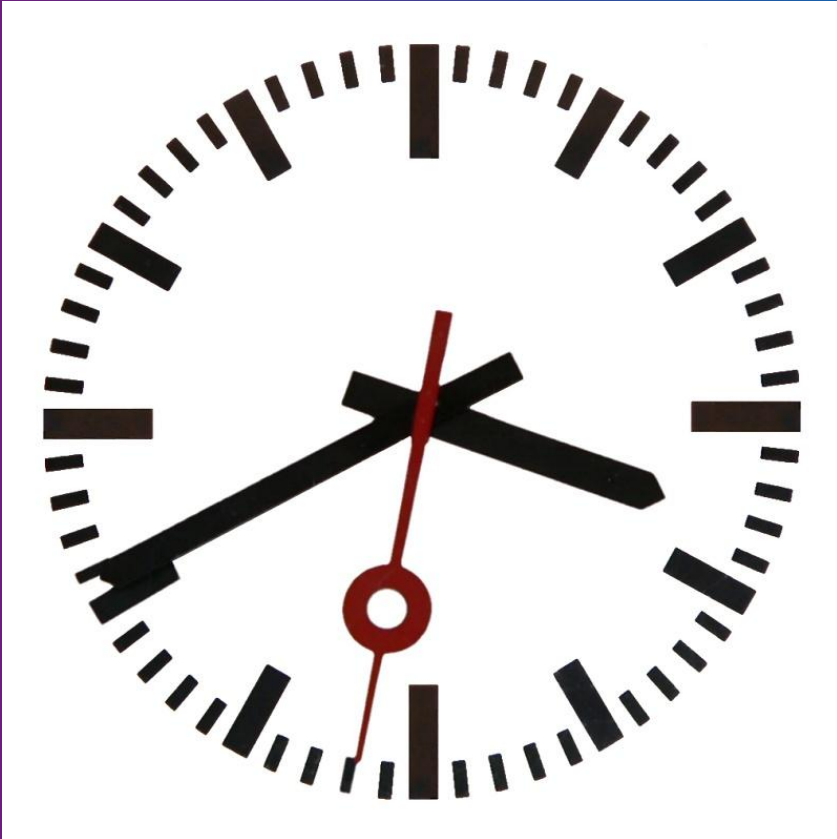
Platoniq

WARM UP! / ACTION SYNERGY



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

- If you could write a book, what would it be about?
- What's the best piece of advice you've ever been given?
- What is the best gift you've ever given/received?



WHAT WILL WE BE DOING TODAY?

14.00 - Start & Today's content

14.10 - Warm up & Previous Autonomous work

14.35- Teacher or facilitator? game (Break out rooms)

15.20 - Models of Youth Participation

15.45 - 15.55 - *Break*

16.00 - Action Plans! (Implementation, Example & Break out rooms)

16.40 - Autonomous work for next session: Needs assessment workshop

16.55 - Closing remarks

17.00 - End of workshop

YOUR TRAINERS TODAY



**Elena
Silvestrini**
Facilitator -
Platoniq
@ Rome



**Marta
Anducas**
Facilitator -
Platoniq
@ Barcelona



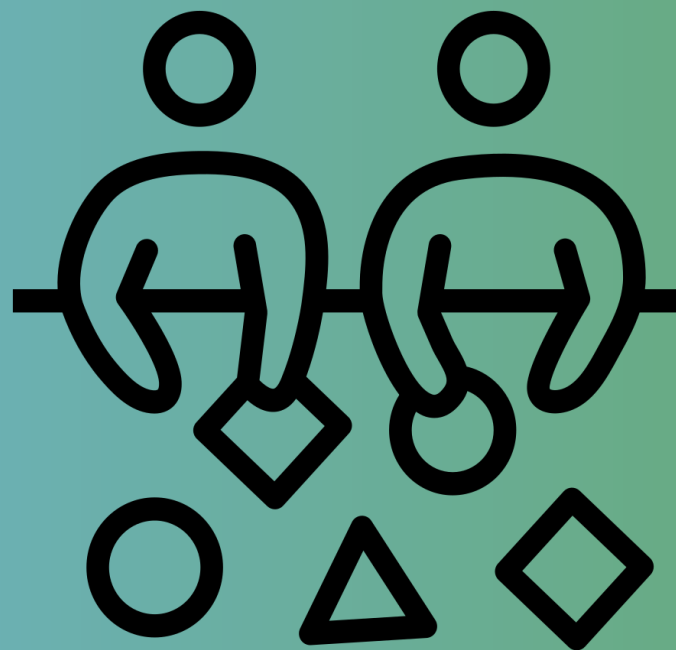
**Ifigenia
Georgiadou**
Facilitator -
Action Synergy
@ Santorini



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

Is it ok to take screenshots?

HOW DID THE SESSION WITH THE STUDENTS GO?



What are the doubts that you, teachers, have about the implementation process?

Due to the health crisis, the program and the diffusion process should be done exclusively through digital tools. This will be a rather difficult process.

How to run this project during Covid-19 lock-down.

And the students, what doubts, questions and concerns have they expressed?

What should I do?

the fact that they always have to communicate in English could be a barrier; also the uncertainty due to the evolution of the COVID-19 pandemic; absorb all the information presented by the teachers.

What would I get from this project?

How much my personal time it will take?

The way of communication with the students of the other schools that participate in the program.

ANY DOUBTS OR QUESTIONS?

Space for doubts and concerns about what has been explained to students and about the timeline for the next months



BePart Teacher Capacity Building Programme

Module 2



Module 2

* Implementation *

TEACHERS vs FACILITATORS?

let's role play!



3 ROLES

1. THE TRADITIONAL TEACHERS
2. THE FACILITATORS
3. THE OBSERVERS

Each role will be played by a group. Picture this scenario: "Students will be in charge of managing the school's official Instagram account. As a teacher, accompany a planning and decision making session".

The role play is mainly improvised but each group rehearses in a break out room for 7 - 10 minutes (3 break out rooms).

When back to the big group, other participants will be engaged as students.



1. THE TRADITIONAL TEACHERS



The first group will role play how a traditional teacher in a school could support students who have been in the BE PART project team.

Whilst in the break out room for 7 to 10 minutes, you will receive a list of features for your character.

2. THE FACILITATORS



The second group will role play how a modern facilitator in a school could support students who have been in the BE PART project team.

Whilst in the break out room for 7 to 10 minutes, you will receive a list of features for your character.

3. THE OBSERVERS



The third group will prepare a list of topics they have to observe when attending the role plays about a teacher and a facilitator in a school who supports students of a BE PART project team.

You have 7-10 min in order to think about it and find what to observe and how you will reach a conclusion to present to the plenary after the role plays end.

Whilst in the break out room, you will receive a list of topics to observe and conclusions to be reached, which you have to complete.

REHEARSAL
TIME!

Go to your
break
out room



SHOW
TIME!

Let's role play!



THE TRADITIONAL TEACHER

List A

Characteristics of a traditional teacher

- Teaching is actually teacher-centered
- Topics are recommended by the teacher
- Teaching is more like 'sage on the stage' where the teacher usually delivers the content to the audience and is more focused on his content than that of the students
- Teaching mainly focuses on learning via inspection and guided set of rules
- The teacher is the primary controller of the session
- The teacher is accountable for determining how much information the students learn
- There is less probability of all students' interactions and skill development
- Participants turn out to be obedient students, clientele, and employees
- Teaching is strategic and systematized, guided by instructions
- Authoritarian style
- *(WRITE YOUR OWN BULLET POINTS)*



THE FACILITATORS

List B

Characteristics of a facilitator

- Students set the concentrated efforts to self-learn and the teacher merely simplifies when the students are trapped in the learning struggles
- Is very student-centered and is dedicated to learning
- Is more like 'guide on the side' who moderates the discussion, asks questions, encourages participation and engage participants in different activities
- Concentrates on group dynamics
- Assists students to learn together in a group, or to accomplish to some degree together as a group
- Learners and facilitators coordinate the session
- Helps to estimate what group members learned from their undertakings
- Offers everyone in the group the chance to express their concepts and to feel like a major part of the team
- Inspires investigators to follow thought-provoking and appropriate topics
- sets an accountability system at every place so that each person is answerable to the team and for themselves (shared accountability)
- *(WRITE YOUR OWN BULLET POINTS)*



THE OBSERVERS

List C

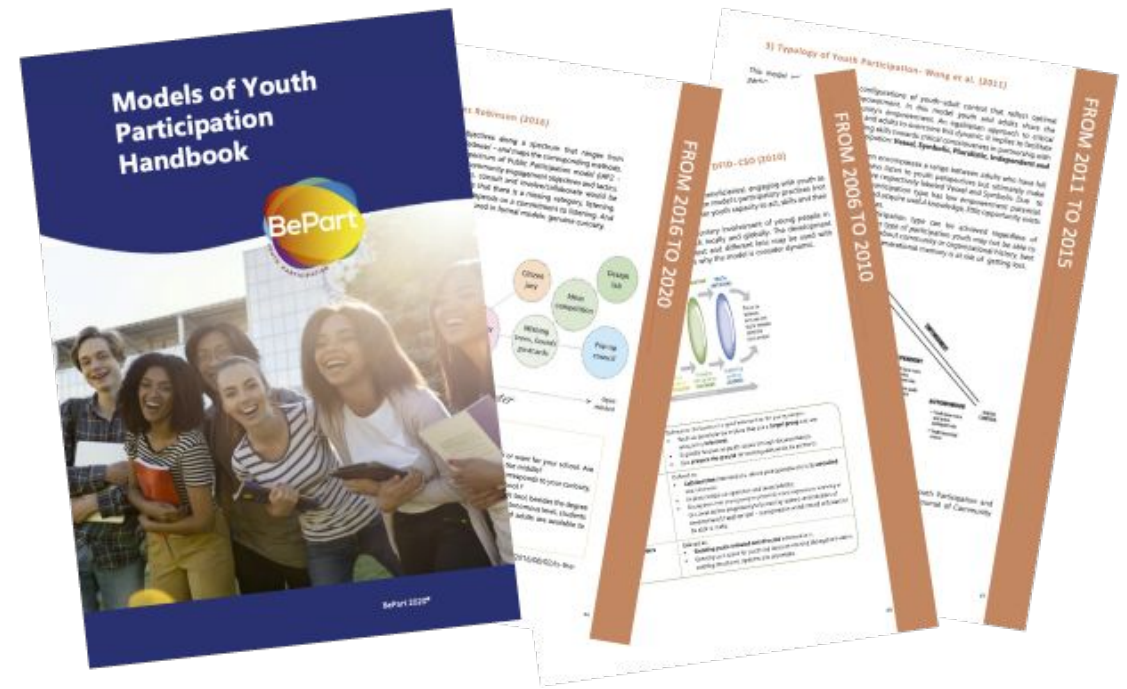
Topics to observe and conclusions (Do's & Don'ts)

The teacher:

- Is a good listener
- Avoids authoritarian style and empowers
- Is conscious of requirements and recognizes the needs of students
- Is innovative
- Is flexible and motivating
- Is resourceful and advanced on current modern techniques of learning-researching
- Uses diverse practices of teaching
- Avoids the tendency of thinking she/ he is an expert
- Expresses friendliness and fondness towards students
- Avoids criticism and negativity
- Resolving conflicts
- Boosts all team members to enthusiastically get involved and contribute
- ...



MODELS OF YOUTH PARTICIPATION (MYP)



What is Youth Participation? What is its aim?

Youth participation is

a process where young people, as active citizens, take part in, express views on, and have decision-making power about issues that affect them.

(Co-Creation Manual, p.5)

Youth participation aims

the democratic and active engagement of young people with their social environment.

Although this recognition, the integration of youth contributions in schools' practices and routines is often the exception rather than the rule.

(Handbook, p.3)

What are its forms?

Class or school level councils (elected student representatives)

Signing petitions

Peer-to-peer networks

Cultural and artistic performances

Support groups

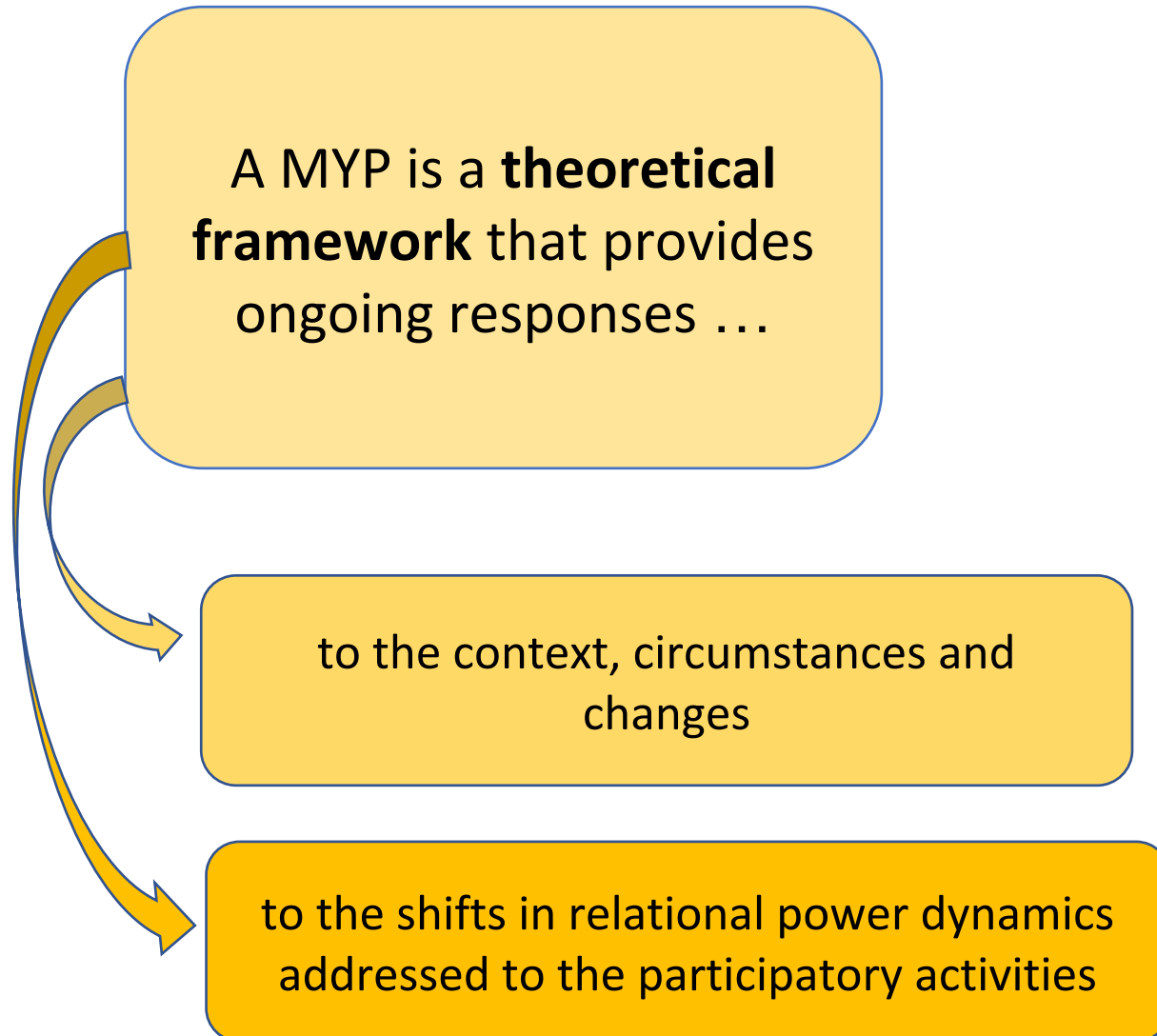
Social movements

International meetings

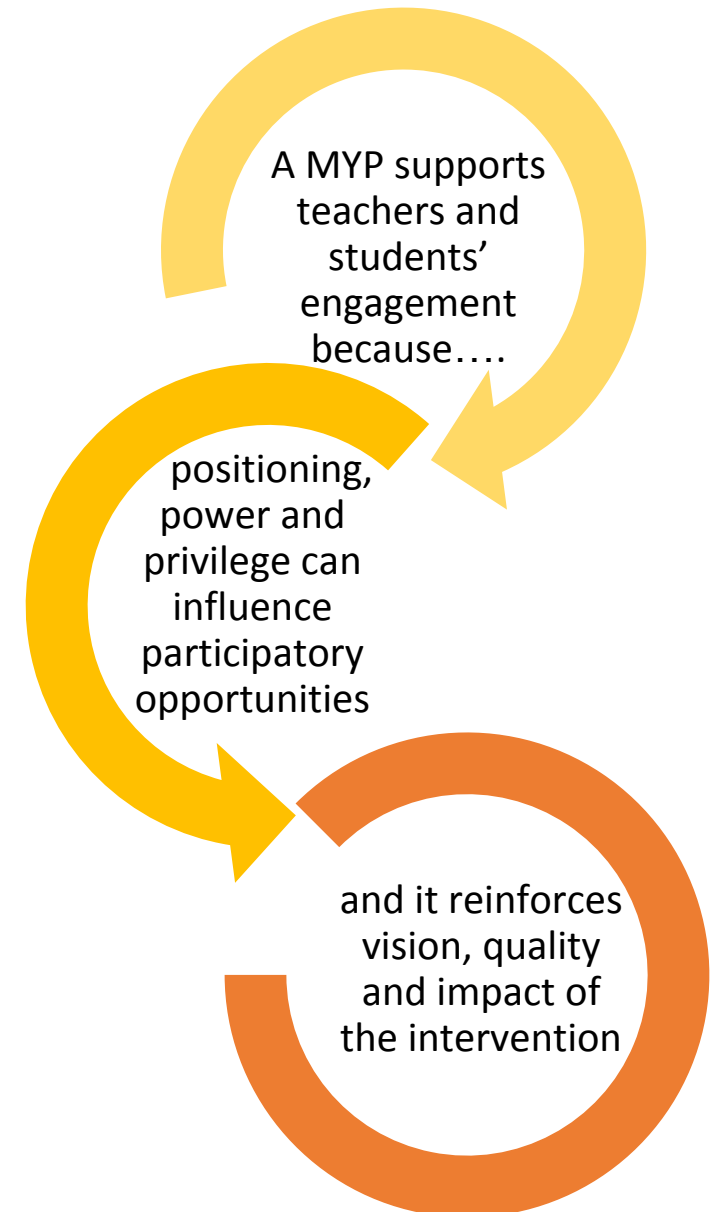
Internet and digital social networks

•(Handbook, p.2)

What is a Model of Youth Participation (MYP)?



What is a MYP for?



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).



How to choose 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?**

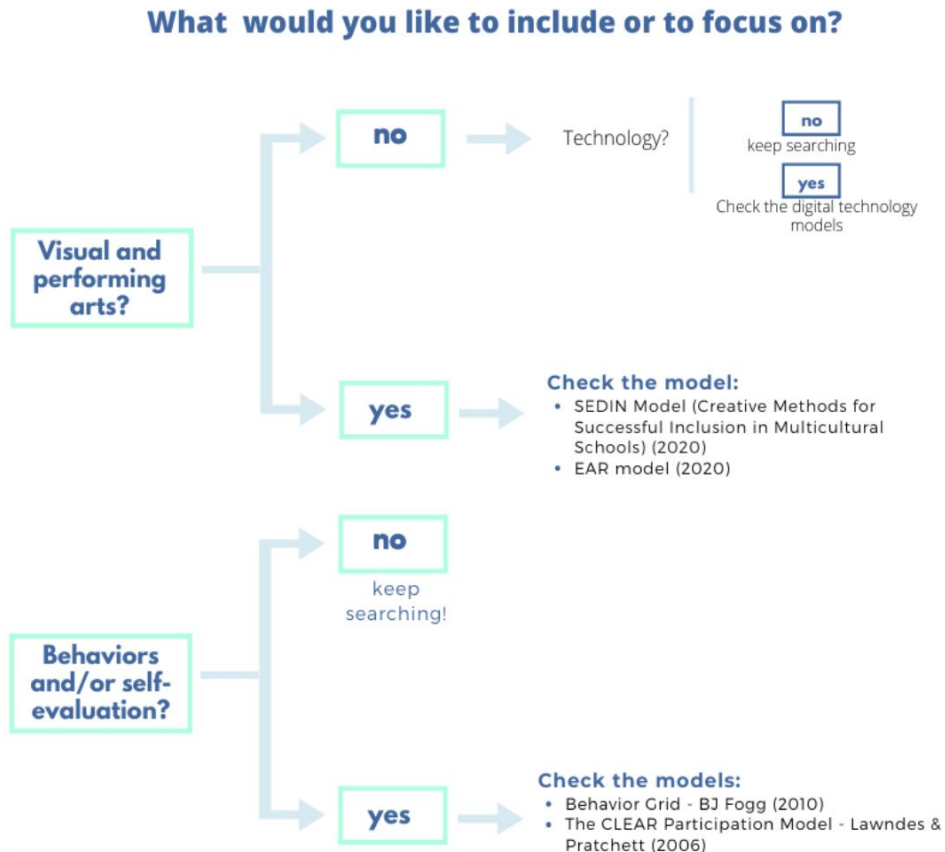
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How to choose a MYP?

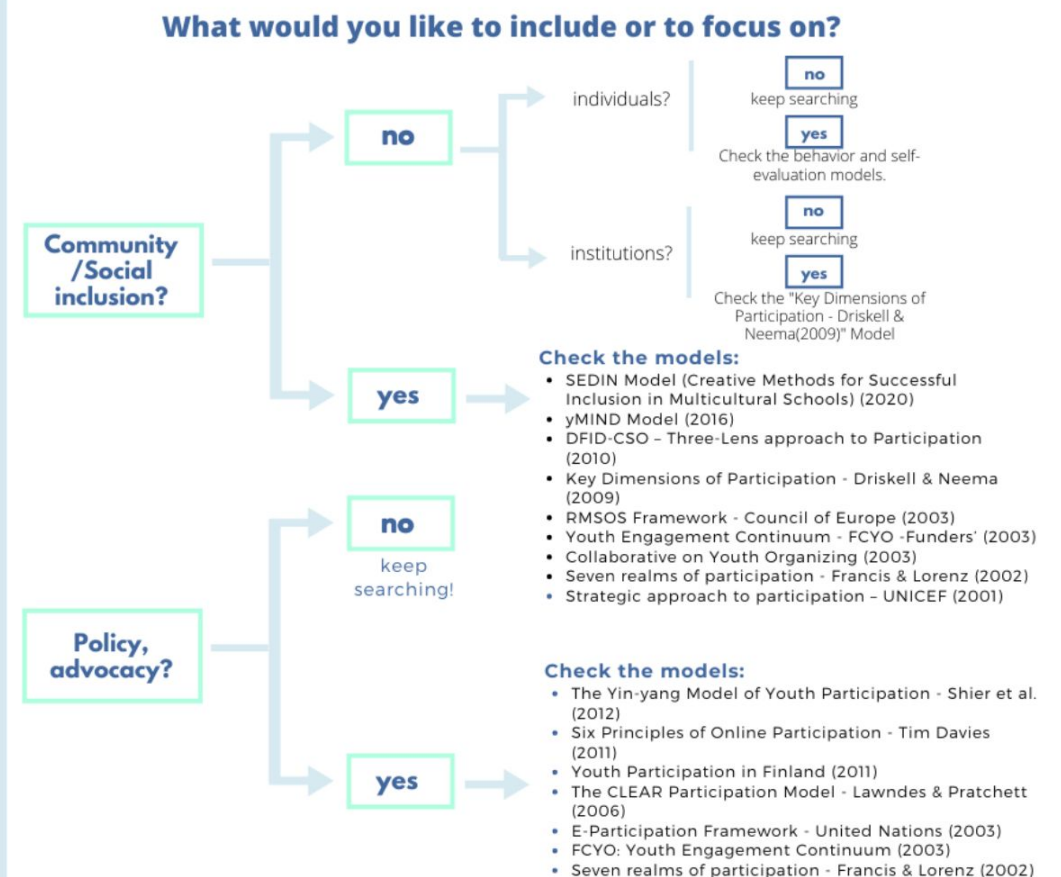
BE PART developed a decision-tree

(Handbook, pp. 12-14)

SELECTING A YOUTH PARTICIPATION MODEL



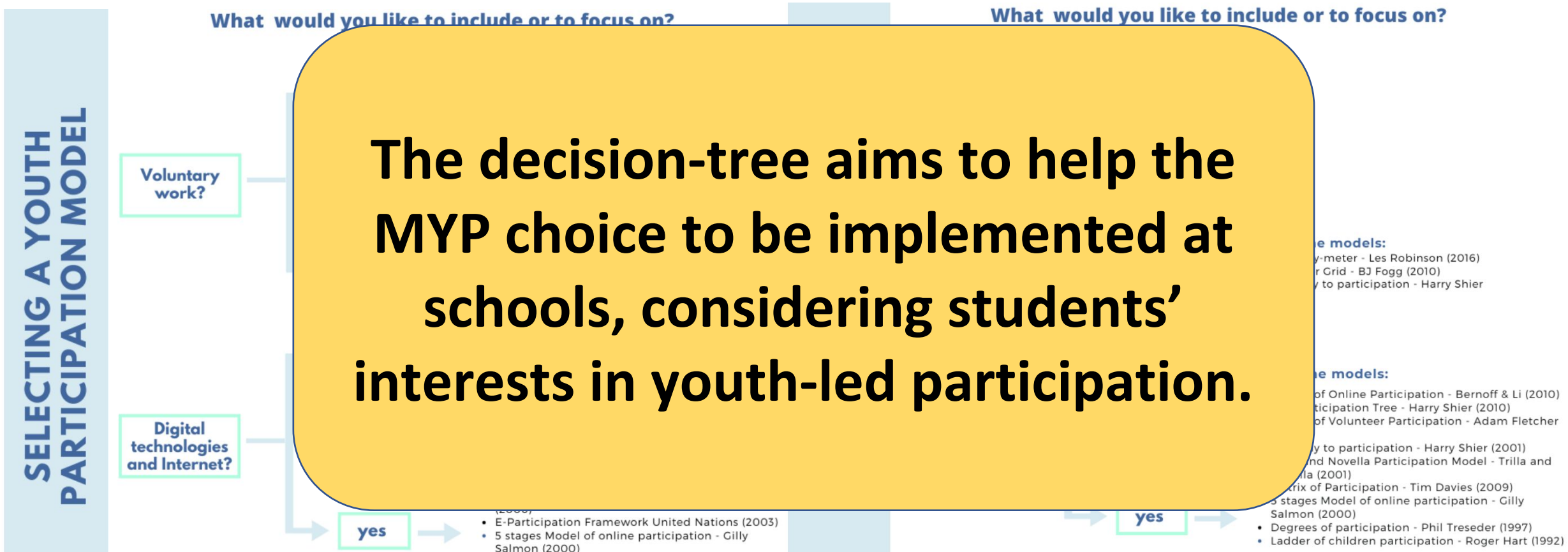
SELECTING A YOUTH PARTICIPATION MODEL



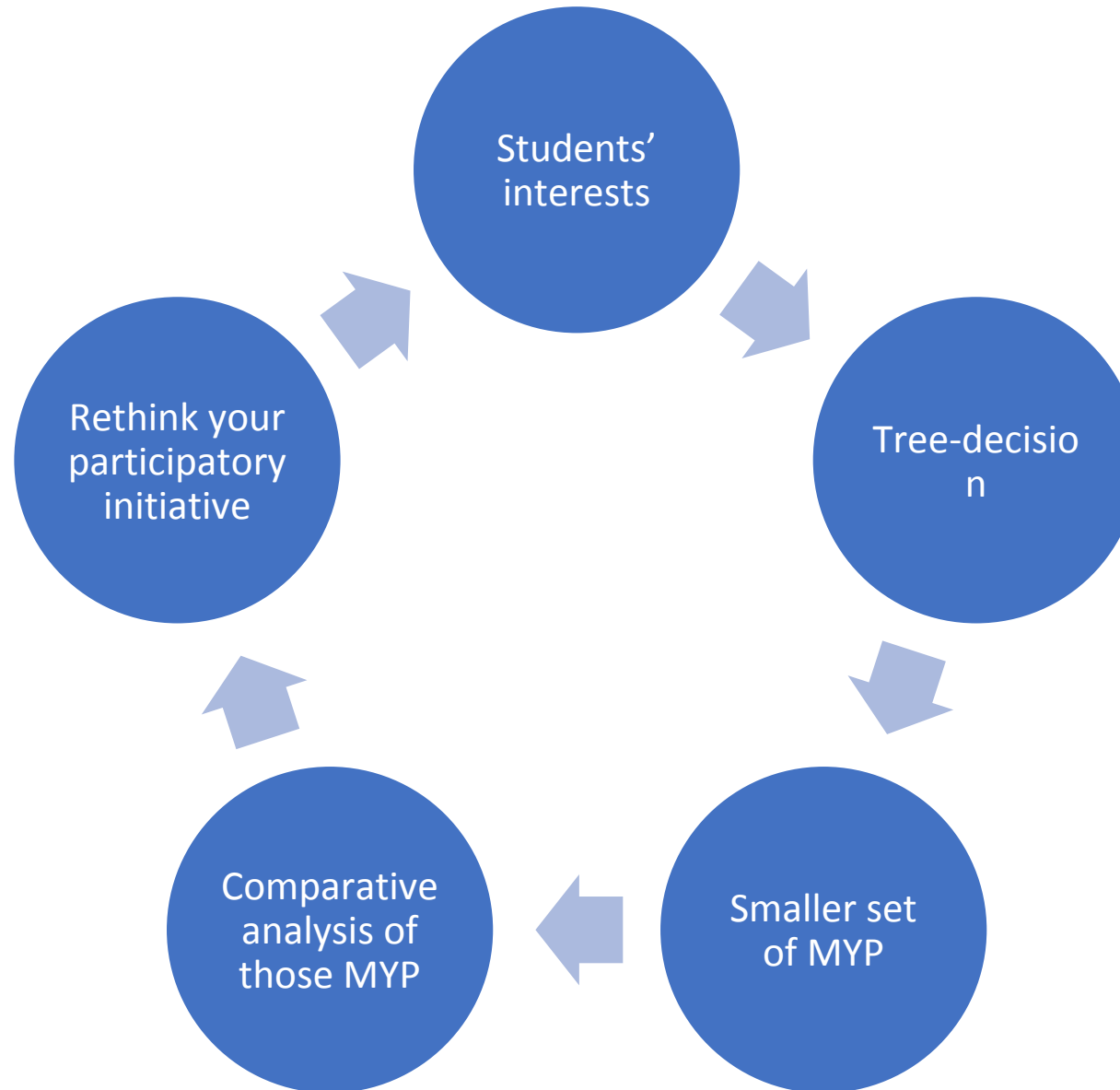
How to choose a MYP?

BE PART developed a decision-tree

(Handbook, pp. 12-14)



In sum, how to find a MYP?



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	<ul style="list-style-type: none"> ▶ Digital participation ▶ Co-management ▶ Co-production ▶ Deliberative participation ▶ Participation spaces 	<ul style="list-style-type: none"> ▶ Use of new methodologies to encourage traditional participation
Non-innovative forms	<ul style="list-style-type: none"> ▶ Youth councils and similar structures ▶ Youth activism and protest 	<ul style="list-style-type: none"> ▶ Voting ▶ Membership of political parties ▶ Trade union membership

"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".

To summarise

What is a Model of Youth Participation (MYP)?

is a theoretical framework



What 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

Any doubts about MYP selection, please contact:

2 Gymnasio Geraka → **Action Synergy**

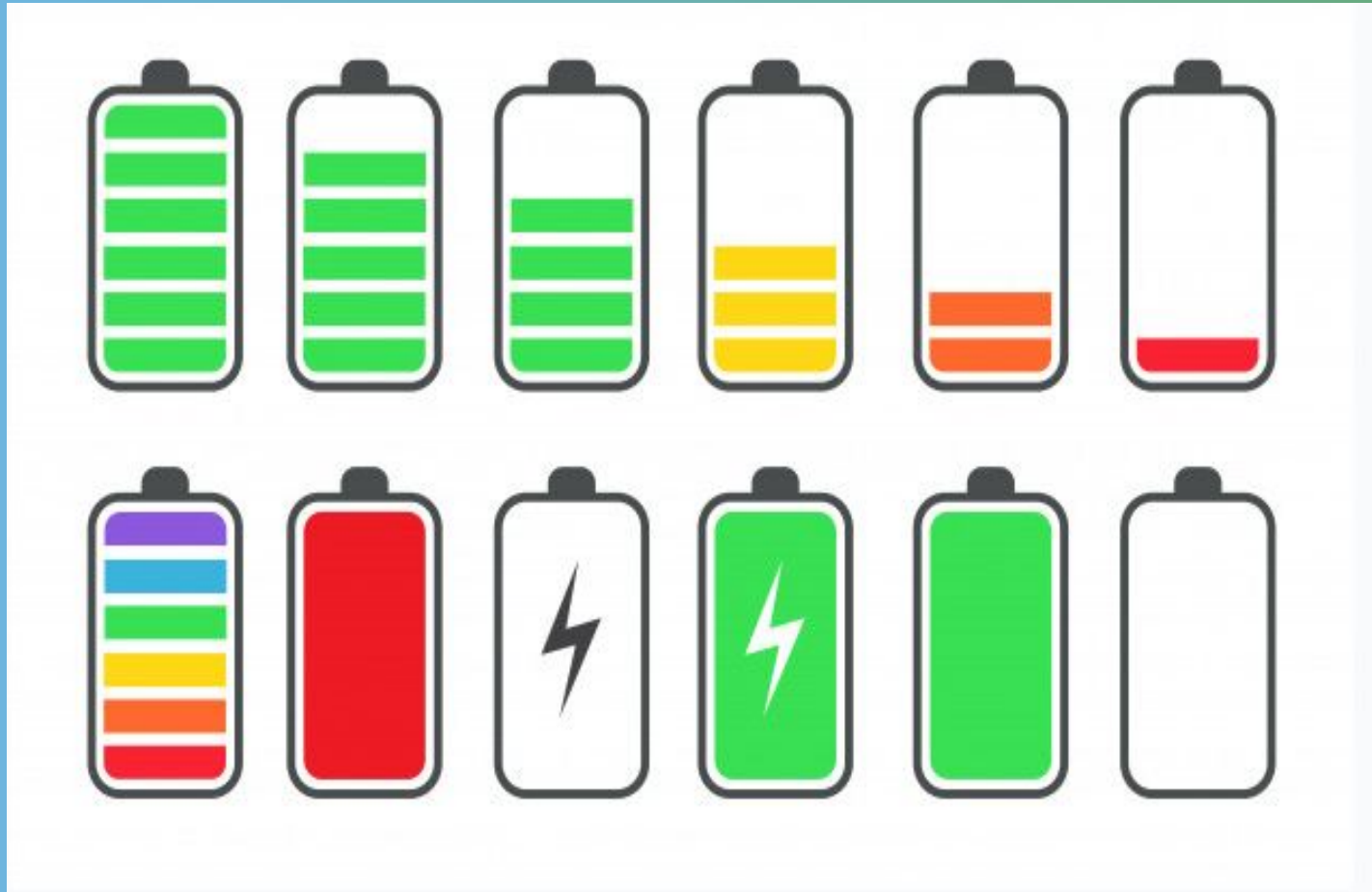
Escola Virolai → **Platoniq Sistema Cultural**

Escola Secundária de Paços de Ferreira & Valmieras Pargaujas
sakumskola → **CIIE/UPorto**

On behalf CIIE/UPorto team – Rita Barros
ritabarros@fpce.up.pt



ENERGISER! / ACTION SYNERGY



Share in the chat
a photo from the
internet of a place /
monument / sightseeing
that is near to where
you are now!

MODELS OF YOUTH PARTICIPATION (MYP)

The EAR MYP

Example by Action Synergy



The EAR MYP

The Model is aiming to introduce the **dialectical method** in school education as a key feature that promotes the active participation of students in a democratic society, with **theatre techniques** such as forum theatre, participatory theatre and documentary theatre.

CHECK THE LINK IN THE CHAT!



EAR MYP: How to use this framework in your school? (1)

(1) THE MAIN CONCEPT

where young people start from a concept (e.g. justice, rights, freedom etc) and try to find the real meaning of the concept in real contexts.

(2) STIMULUS

where a newspaper article, a poem, a text of literature, a photo, a letter, a diary, an object, a song, a video, a film related with the main concept is discussed between the young people.

(3) THEATRE TECHNIQUES

where they explore the topic through experiential theatrical activities of different kind, whether it is theatre of the oppressed or other methods.

(4) DEBRIEFING

where young people step outside their roles as actors and discuss first how they felt and then how they feel now.

(5) DIALECTICAL DISCUSSION TO EXPLORE

where young people make a dialectic discussion based on essential questions that develop critical thinking skills.

EAR MYP: How to use this framework in your school? (2)

(6) RESEARCH BY YOUNG PEOPLE

where young people work individually or in small groups, based and guided by the questions that their classmates asked in the previous stage, in order to find more evidence to support a view (even a slightly different one from their own initial opinion). Learners become self-directed and autonomous learners and research in books, the internet, literature, videos, comics, etc.

(7) DISCUSSION IN PLENARY

where different groups, according to the views reflected, present their opinions and ask for real critique and feedback.

(8) PERSONALIZATION

where the discussion becomes personal, so that young people may be more involved and mobilized.

(9) ATTITUDE CHANGE

where young people record their feelings and opinions now, after working on a topic.

(10) ACTION PLAN

where young people create their personal or group action plan, in order to manage this topic when it will occur in their lives.

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

Implementation Phases, Templates, Action Plan, Reporting

1. Inception Session

Creation of Fellowships (WHO WILL PARTICIPATE, INTEREST, KNOWLEDGE AND SKILLS)

2. Preparation Session

Designing the activities → MYP action plan design and development (MAJOR PROBLEM(S), DEADLINES, CHALLENGES, ACTIONS STEP BY STEP, RESOURCES)

3. Cooperation Session

Looking for support→ (OUR SCHOOL COMMUNITY & OUR LOCAL COMMUNITY - WHEN AND HOW CAN WE INVITE)

4. Implementation Session

Action Planning and Monitoring→ (OBJECTIVES, DEADLINES, RESPONSIBLE PERSONS, ACTIVITIES, GROUND RULES, OBSTACLES, MONITORING PROCESSES)

5. Evaluation Session

Assessment and rescheduling→ 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?
- ...

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

WORK ON
YOUR ACTION
PLAN!

Go to your
break
out room (2
groups)



Example of Reporting back to the project

Students

will write the Implementation Report based on their experiences and activities throughout the project life.

Each part of the Implementation phase of a Model for Youth Participation will be recorded via:

written report, photos, videos, and documentation concerning its dissemination, or any other way seems appropriate to the group of students.

Teachers

will review the report, add their own notes and views and complete the reports with extra materials like their own Implementation Diary and the different resources that they have provided to the students (texts, lists, materials, bibliography, etc.).

Example of Reporting back to the project

A. PHASE 1:

Please continue the phrases below, in order to give us a clear picture of what has been done and how, by whom, and when. Refer to any doubts and challenges you have phased in any of the different sessions.

The phases below is only a suggestion and **you may change whatever you need to change** in order to write a text that describes best what you want to narrate and present.

1. We have first met in.....

on.....and were all together
.....

Our project team included students with different background and culture, such as
..... The percentage of girls and boys
as..... and we even had some students

The students who participated showed their real interest in the project aims through
.....

and they declared that they will do their best to serve the aims of the project, as
they.....etc

Example of Reporting back

B. Resources – Support we needed for all actions

	Materials	Spaces	Human resources	Support by
External				
Internal				



DO YOU HAVE
ANY QUESTIONS?



THANKS FOR YOUR TIME AND
ATTENTION!

SEE YOU NEXT MONDAY :)

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Platoniq