

**KEY ACTION 2
ERASMUS+**

Education for Citizenship 3.0

Erasmus+ | KA2 2021-1-PT01-KA220-SCH-000029497

Project Result #1

**Teachers and educators referential training course on
"Education for citizenship - a whole school approach"**

Project Result #2

**Online pilot training course for teachers and educators on
"Education for Citizenship - a whole school approach"**

Disclaimer

The content of this publication is compiled with care and our best effort, but it is purely informational, we do not accept responsibility for mistakes and unintended inaccuracies.

This project has received funding from the European Union's ERASMUS + Education and Training. However, the content of this publication reflects the opinion of its authors and does not in any way represent the opinions of the European Union.

The European Commission is not responsible for any use that may be made of the information the guide contains

Editorial coordinators

Anna Skocz

Maria Laura Luppi

Mariana Marques

Design

Maria Laura Luppi

Draft Version

August 2023



Co-funded by the European Union

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of European Union.

Consortium partners:





TABLE OF CONTENTS

Education for Citizenship 3.0: Project Overview

Actors of Edu 3.0 project: Partnership

Whole school approach: our theoretical basis

Intellectual Output #1: description & objectives

Countries' Programmes

Portugal

Italy

Poland

Intellectual Output #2: description & objectives

Conclusions

Bibliography

Annexes

EDUCATION FOR CITIZENSHIP 3.0

PROJECT OVERVIEW

Education for Citizenship 3.0 is a project developed by YUPI and AEGondifelos (Portugal), BANGHERANG and Istituto Archimedes (Italy), Primary School in Radziadz and ArtesEdu Foundation (Poland).

The organisations intended to engage in a reflection of their state of the art regarding their **level and quality of democratic culture in the school context**, diving together in the adventure of exploring new possibilities for a shift in the paradigm of equal participation in the school by using the concept of **Whole School Approach** to work Education for Citizenship. Inside this concept of Education for Citizenship, partner identified the needs and interests to explore the topics of Democratic Participation and Environmental Sustainability, by implementing **3 staff training events for teachers and youth workers** and **3 students exchanges** that were essential to train, motivate and engage the human resources to act at local level for the school transformations.

This strategy was accompanied by an impact assessment tool that was created in a national pilot project YUPI and AEGondifelos took part in, that tracks the progress of students in the development of competences of citizenship (skills, knowledge and attitudes) and by this, we could better argument the urgent need and significance of implementing such curricula in schools to achieve an education that prepares young people to live and cooperate in an active society regarding democracy and human rights. The exploration of concepts of practices developed through the Intellectual outputs connected with the topics, aims at structuring information that will allow a new training opportunity for many teachers inside and outside this project because Education for Citizenship is a new curriculum in schools and due to its complexity and need to interact with the civil society, there is a strong need to develop pedagogical materials that can continue to support further effect and impact.

ACTORS OF EDU 3.0 PROJECT PARTNERSHIP



YUPI is a NGO of 300 members under 30 years old with strong motivations to participate actively in the civic society and cooperate with the local community and broadens its activities to an European dimension.

Agrupamento de Escolas de Gondifelos (AEG) is a public school group located in Gondifelos (city of Famalicão) AEG was created in 2000 and serves a socially, economically and culturally disadvantaged population.



Bangherang is a non profit organisation that works in the youth field both on a local and international level, trying to foster active democratic participation acting as a buffer between Local Institutions and young people.

IIS Archimede is a public High School located in San Giovanni in Persiceto (BO) and it involves 1300 students. IIS Archimede has been operating in the area of democratic culture and education for citizenship for almost 20 years with constant focus on dedicated projects.



ArtesEdu Foundation is a non - profit organisation supporting local non- formal education and international cooperation of schools in Żmigród commune. We bring active participation of civil society to practice and share European values, building up our community.


School in Radziadz is a small rural primary school with around 75 pupils. The school's activities are focused on the needs of the children, their family and local environment.





WHOLE SCHOOL APPROACH ON EDUCATION FOR CITIZENSHIP OUR THEORETICAL BASIS

The **Whole-School Approach** is:

- One of the lenses proposed by the Citizenship Education Strategy for understanding how the school can be a place for learning and living citizenship.
 - An approach that promotes democratic practices that involve students, teachers, non-teaching staff, families and the local community in collaborative processes of learning and building citizenship.
 - An approach that has 3 focuses: Teaching-Learning; Democratic environment and governance; Collaboration/cooperation with the community and families.
- 

TEACHING & LEARNING

Focus 1 of Whole School Approach for Education for Citizenship

The school's formal programme, including curriculum and lesson planning, teaching and learning methodology and extracurricular activities, provides **opportunities for learning about democracy and human rights at a formal level**. In the curriculum, competences for democratic culture might be incorporated into the school's academic programme: in the form of a new subject or course; into different curriculum subjects; as a cross-curricular theme incorporated into all or some curriculum subjects.

Teaching and learning methodologies and learning environments potentially **have a great impact on the development of competences for democratic culture in learners**, in particular by giving learners opportunities to learn through experiencing democracy and human rights in action in the classroom.

This can be done by:

- **ensuring the classroom is a safe space** where students feel able to discuss their views openly, even when their views may be controversial, by creating an open, participative and respectful classroom environment that allows all class members to share their experiences, to express their own opinions and emotions, and where the students participate in the setting and respecting of ground rules, such as listening to and respecting others;
- **creating opportunities for students to participate in their own learning**, e.g. through peer assessment, student-generated questions, or co-research;

TEACHING & LEARNING

Focus 1 of Whole School Approach for Education for Citizenship

- **facilitating forms of co-operative learning** across the curriculum through the use of different forms of group and team work, e.g. paired, small and large group work;
- finding ways for teachers to **work collaboratively to include CDC across the curriculum**, to reflect on how their practice may facilitate, or hinder, equity and equal access to learning, and engage in action research to develop ownership of approaches for the inclusion of CDC in their teaching and assessment practices;
- creating opportunities for students to acquire **positive high-quality participation experiences** through projects in which the experiences are focused on issues that are of importance to the students themselves;
- providing students with the **opportunity to find out about and explore alternative ways of perceiving issues**, enable them to consider and discuss alternative perspectives with others, to participate in group and institutional decision making and to take part in action that is aimed at producing change on the issues concerned.

Extracurricular activities are important arenas for developing and practising democratic competences, and for active engagement in school and societal issues. For instance:

- **plan and run a whole-school or part-school activity on an aspect of education for democratic citizenship and human rights**, e.g. an outreach programme or a study of economic conditions in the neighbourhood;
- **organise out-of-lesson** groups, activities or projects relating to **education for democratic citizenship and human rights**, e.g. a discussion group;
- **debating** society or young citizens' action group.

DEMOCRATIC ENVIRONMENT AND GOVERNANCE

Focus 2 of Whole School Approach for Education for Citizenship

The **organisational culture of a school** can help people in the school community to play a role in the way the school is governed and managed – through its approach to leadership, vision, system of governance and decision-making processes, student participation and general working atmosphere. A **democratic approach to school governance** helps create a culture of openness and trust in the school and improve relations between its members. An **inclusive school ethos** which is safe and welcoming, where relations between staff and between staff and students are positive, and where everyone feels they have a part to play and their human rights are respected, will better facilitate development of competences for democratic culture. To this end, school administration, teachers, parents, students and other stakeholders may join their efforts to make school governance and environment more democratic, including its approach to management and decision making, school policies, rules and procedures, student participation and general school environment. Such efforts may include concrete actions as suggested below:

- Leadership and school management (including school planning, evaluation and development)
- Decision making
- Policies, rules and procedures
- Student participation

COOPERATION WITH THE COMMUNITY

Focus 3 of Whole School Approach for Education for Citizenship

A **school's relations with the wider community** – including parents, authorities, NGOs, universities, businesses, media, health workers and other schools – can help to **foster a culture of democracy in the school**. Schools that partner with NGOs, for instance, can benefit from such actions as increased training opportunities, visiting experts and project support. Close links with the community can also help schools address relevant community issues. Schools can cooperate with the community in a number of ways.

Parents and community participation:

- Encourage parents or community members with expertise relating to aspects of education for democratic citizenship and human rights to contribute to teaching and learning on a voluntary basis, for example lawyers, health professionals, politicians or charity workers
- Facilitate student projects designed to solve community problems or challenges, for example relating to personal safety, youth crime, or old or vulnerable citizens, etc.

School to school partnership:

- Set up or join a network of schools for sharing resources and experiences.
- In the case of culturally or religiously homogeneous schools, establish co-operative and learning links with other schools to enable students to have meaningful interactions and contact with students from other ethnic backgrounds and religions.
- Facilitate online dialogue with students in schools in other countries to discuss social, cultural and global issues from a variety of national and cultural perspectives, and perhaps to take action together on those issues that are of mutual concern to the students.

COOPERATION WITH THE COMMUNITY

Focus 3 of Whole School Approach for Education for Citizenship

Partnerships with community institutions:

- Develop partnerships with, for example, NGOs, youth organisations, higher education institutions, etc., to enhance aspects of the school programme of education for democratic citizenship and human rights in and out of school.
- Develop partnerships with local authorities to encourage participation of students in formal governance structures representing young people, for example youth councils or local municipalities, and to encourage local authorities to seek out proactively the views of students on civic matters that have relevance to the lives of young people, in order to foster their active citizenship and political participation.
- Develop partnerships with religious and belief organisations in their local community, to facilitate student visits to religious institutions and places of worship, and visits by members of faith communities to the school.
- Develop partnerships for action with advocacy groups promoting human rights, e.g. LGBTQ, anti-racism, women's rights, children's rights and other issues that students express their interest in.

A WSA is guided by the vision that **the culture of democracy and human rights is best learnt through a democratic development initiative**, with coordinated actions and partnerships with all stakeholders in all areas of school life. Shared participation in decision-making and school governance, for example, helps all school actors, and young people in particular, to acquire practical knowledge and develop confidence in democratic and participatory processes. Students who feel part of a school community enjoy good relationships with their families, carers and teachers are more likely to succeed and teachers are more likely to perform better academically and be happier with their lives.

What is the added value of adopting a whole-school approach in order to develop a democratic school culture and competences for democratic culture in learners?

Competences for democratic culture are important for learners, but also for schools as an institution and for the community as a whole. If they are to participate effectively in a culture of democracy and live peacefully together with others in culturally diverse democratic societies, citizens need to be able to recognise and practise democratic principles. These principles are set out formally in the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education.

For **democracy and human rights to become a reality in daily life** in a society, they should become a reality in daily life in schools. Schools are where young people often get their first opportunity outside the family to develop and practise the democratic competences that they need for active engagement and living together in diverse societies. Making democracy and human rights a reality in the daily life of schools is not only a question of classroom teaching. It is a function of all aspects of school life. Participation in shared decision making and school governance, for example, helps all school actors, and in particular young people, to gain practical knowledge of and develop trust in the democratic and participative processes. It encourages them to practise their own democratic competences with increased confidence. A **whole-school approach to CDC** ensures that all aspects of school life – **curricula, teaching methods and resources, leadership and decision-making structures and processes, policies and codes of behaviour, staff and staff-student relationships, extracurricular activities and links with the community** – reflect democratic and human rights principles. In turn, this may create a safe learning environment where these principles can be explored, experienced and even challenged in a peaceful way. Engaging the whole school in creating a positive and safe learning environment might also influence student achievement positively and even increase their life satisfaction. Students who feel part of a school community and enjoy good relations with their parents and teachers are more likely to perform better academically and be happier with their lives.

INTELLECTUAL OUTPUT #1

DESCRIPTION & OBJECTIVES

Project outputs presented below shall contribute **for a better conceptual and practical understanding of possible cooperation between non formal and formal educational systems** in different realities in what concerns Education for Citizenship.

These materials are useful not only for advocacy in our organizations and education systems, but also for other partner organizations and for the European Commission to reflect about this practice, creating guidelines and showcasing best practices.

The results can **support the youth work** at different institutions, bring strong arguments to youth workers and teachers and guarantee a **better educational support system** to young people **benefiting from the formal and non formal sector**.

It can support us in influencing policies of Education (inclusion and consolidation of such curricula).

There is the strong need to develop pedagogical materials that can continue to produce effect after the activities of the 'Citizenship 3.0' project are complete.

The exploration of concepts of practices developed through the intellectual outputs connected with the topic of participation and citizenship, aims at structuring information that **will allow a new training opportunity for many teachers inside and outside of the 'Citizenship 3.0' project** because Education for Citizenship is a new curricula in schools and due to its complexity and need to interact with the civil society.

It is also important to highlight the fact that there is few theoretical background and information about cooperation of **formal and non formal systems of education in Europe** where it has been produced educational materials, therefore this publication contributes to understanding of this concept and bringing it to a more practical dimension through its implementation.

Five stages of application of the WSA in the school environment

Below are five steps a school can take **to become more democratic through applying a whole-school approach** to the development of a democratic school culture and the development of competences for democratic culture in learners.

Step 1. Conduct a situation analysis to identify how principles of democracy and human rights are integrated into school life, including strengths and weaknesses, and with the participation of all stakeholders (e.g. whole-school assessments, SWOT analysis).

Step 2. Identify potential areas of change and develop an action plan with concrete activities you will undertake to achieve these changes (e.g. CDC as the expected learning outcome).

Step 3. Implement the action plan involving the school community.

Step 4. Evaluate progress and assess the impact of your work.

Step 5. Share lessons learned with all stakeholders involved in your efforts as well as with other schools and plan further actions accordingly.




INTELLECTUAL OUTPUT #1

COUNTRIES' PROGRAMMES

In this project, each national partner has developed an analysis of needs and interests of teachers training and designed a **tailor-made 6 hours training to be delivered together by staff of the NGO and the school to the teachers involved in each school.**

This 6h training happened before the online training course composed by teachers of all countries and it aimed at introducing the concepts of **Education for Democracy and Sustainability in each school**, motivating a critical reflection of those involved about the importance of education for citizenship and ensuring access to tools and methods to explore these topics in the classroom or extracurricular activities.





PORTUGAL



Duration: 6hrs

Goal: To reinforce the importance of non formal education methodology as the most coherent methodology to explore Education for Citizenship and Human Rights Education in school; bring awareness of the power structures and dynamics of the school system to lead to a reflection and empowerment of how to engage students in a more active participation in the school context.

Session 1 - 20 min

WELCOMING

Introduction of the goals and plan of the training & welcoming to the participants.

Materials

PPT presentation with objectives and program

Session 2 - 40 min

WARM UP

Each participant gets one paper with a table with X columns and X rows with one question in each box. The objective of the game is to find out who answers each question in the group of participants by asking each person. When a row or column is answered, the participant shouts "Line!" for a prize and also when all boxes have a name/answer and the participant should shout "Bingo".

At the end, check each question and invite for small sharing of ideas to get to know the group and relate to the topic of Participation.

Materials

Pens and papers with bingo (1 per participant) - check annex with an example of the Bingo of Participation

Session 3 - 60 min

DEEPENING DEMOCRACY

A small group of participants is asked to volunteer (7 is a good number) and they sit in a smaller circle (the rest of the group remains in the outer circle). In the middle of the inner circle there is a pumpkin that is revealed for all at the same time and the facilitator expresses: "You all saw this pumpkin at the same time and you all want it desperately. It is not possible to cut the pumpkin, therefore in the next 10 minutes you should decide who gets it all." No more instructions should be given and the time starts counting.

After 10 minutes, the facilitator can guide the conversation using these questions:

- 1- How do you feel right now with this decision? (inner and outer circle)
- 2- What happened? What did you observe in the beginning, middle and end?
- 3- How did you agree to agree/decide? Who decided finally and what happened to make it possible to have one final decision?
- 4- What can be different next time?
- 5- How do you see this exercise reflects some situations in real life?

The facilitator can make a summary of interesting comments or observations done at the activity and relate this activity with the topic of Democracy and Participation.

Materials

Pumpkin, chairs (same number as participants), one blanket to cover the pumpkin in the beginning of the activity

Session 4 - 90 min

LADDER OF PARTICIPATION

The ladder of participation (Roger Hart, 1992 adapted from Arnstein's Ladder of Citizenship Participation) was introduced with examples from each degree of the ladder in the school context as described in the article.

After the presentation the participants joined in groups of 3 each:

They had to match some given examples of each level of the ladder with its terminology (for example the "X" situation is the description of "Manipulation") and used post-its to display in the board their correspondences;

In the second exercise they debated to find out some examples of participation in their school that could be included in 3 different levels of the ladder.

At the end we firstly checked the levels of the ladder and its description and, after that, all groups presented their examples to the others and there was a debate about the current situation of some activities in the school and how they could improve the quality of participation and engagement of students in the school life.

Materials

Article: <https://organizingengagement.org/models/ladder-of-childrens-participation/>

Papers with description of examples and papers with the terminology of each level of the ladder (for matching)

PPT presentation with the Ladder of Participation

Post-its (big size) and markers/pens

Session 5 - 90 min

ANALYZING OUR REALITY

The team that implemented the questionnaires to students, teachers and parents about their perception of participation in school, have presented the results.

After the presentation, the group was introduced to a “World cafe” methodology where there were 3 tables for discussion with one question/sentence in each table that teachers needed to debate and register their main ideas and comments:

- What are the most interesting results from the questionnaire (I was not expecting, I thought differently,..)?
- What are the results I already expected and why?
- How can we improve the engagement of students, teachers and parents in the democratic life of the school?
- Being an active citizen at school is.... (brainstorm and collect many ideas)

After 15min the participants choose another table for debate and do 1 or 2 rounds, depending on the interest.

At the end of the 2 or 3 rounds in total, we ask each group to select a representative and share the main outcomes of each paper to the whole group and we debate for clarification and/or continuing the learning by sharing.

Materials

PPT with results from the questionnaire

Tables and chairs for dividing the group in smaller groups

A6 or A7 papers and markers in each table

Session 6 - 45 min

ME AS AN ACTIVE CITIZEN

Each teacher gets one paper and draws their own “river of participation” registering the milestones of their past life in terms of active citizenship and participation (inside the school but especially in own family, society, in relation with others).

After some personal time of reflection and drawing/writing, we invite teachers to choose one person to share the work and reflect on each one’s personal path of participation.

At the end we invite all participants to list some suggestions or ideas on how to engage themselves into meaningful participation in the school life and also their students and peers.

Materials

Paper (1 per person), coloured markers, scissors, glue, textiles and other creative materials for the creation of the “river”

Session 7 - 45 min

EVALUATION

There were 5 posters on the wall with the drawing of a dart board and one topic in each paper:

- Usefulness of the training
- Methodology used
- New information and inspiration for my practise
- Trainer performance
- My contribution in the group

Each participant is asked to sign (with a mark) the position that reflects their own evaluation in each board according to that topic (if in the centre it is very good, if far from the centre it means it was very bad).

Materials

5 posters with dart boards (1 dart board each)

Pens



ITALY

Duration: 6hrs

Goal: To familiarise teachers with non formal education methodologies, introduce them to the concept of democratic participation and lead them to reflect on the level of participation within their school context.

Session 1 - 40 min

WELCOMING

Introduction to the actors involved and welcoming to the participants.
Presentation of the trainers/facilitators and other actors involved in the project.

Materials

PPT presentation

Session 2 - 40 min

PRESENTATION OF THE PARTICIPANTS

Noun Acrostics.

Each teacher is asked to write a noun or adjective for each letter of their name. The noun/adjective must tell something about themselves.

Materials

Postit
Pencils

Session 3 - 10 min

PRESENTATION OF THE TRAINING

Make participants aware of the training programme and involve them in explaining the objectives with interactive presentation of the training through a PPT.

Materials

PPT presentation

Session 4 - 10 min

SELF REFLECTION

Introduction to self reflection with “Blob Tree” tool.

Materials

Blob Tree copies

Session 5 - 20 min

PRESENTATION OF THE PROJECT

Make the participants aware of the origin of the training that they are participating into and the objectives of the project.

Teachers involved in the project present the activities carried out so far, objectives and methodologies.

Materials

PPT presentation

Session 6 - 20 min

PRESENTATION OF THE SCHOOL'S ORGANISATION CHART

Explain in detail the roles and responsibilities of school stakeholders, understand their organisational chart and relationships.

In this way, talking about participation puts participants in a position to know how the school functions from this perspective.

Materials

Poster, Postit, Pencils

Session 7 - 40 min

THE MEANING OF PARTICIPATION

Introduce the topic that will be discussed during the day through an interactive activity and discussion that can bring out different opinions.

Agree-Disagree dynamic.

- School spaces influence how you experience it/work in it/study in it
- The teacher's work is individual work
- Teachers participate in collegial bodies as auditors
- The school enables students to learn how to be active citizens

Materials

Papers with the sentences

Papers AGREE- DISAGREE

Session 8 - 5 min

DIVISION IN GROUPS

Division of the participants in two different groups in which they will be divided after the coffee break.

Each teacher must pick a candy and keep the wrapping paper.

Depending on the colour, participants will be divided into the various working groups.

Materials

Candies of two different colours

Session 9 - 40 min

PARTICIPATION INSIDE THE SCHOOL

Group 1

Goal: to reflect on the figure of the teacher, not only from the professional point of view.

Be more effective in communication and in achieving individual and collective goals.

Step 1: Learning river - each participant is to make a river path on a sheet of paper that resembles his or her own teacher's path as much as possible. Dwell on: important moments, influence of people, obstacles, losses, successes, etc. The paper can be shared voluntarily.

Step 2: Yes, I did it - observe the picture, define a title to give the drawing, imagine what might lead the student to climb one rung at a time on the ladder

Step 3: SELF-EFFICACY activity focus on everyone's role as a teacher

Step 4: What could actually be put into practice at Archimedes. Define concrete actions to be brought to plenary on PAPER to be used for group agreement.

Group 2

Goal: make participants aware of the concept of school participation and attendance.

Define the basic needs related to teacher participation in school.

Step 1: Draw the ladder of participation on the ground and give participants signs with the various steps provided by the ladder to place them in order. If there are errors, define the number of errors and give opportunity to correct (Mastermind)

Step 2: Match the definitions to the signs on the ladder

Step 3: Try to position yourself on the ladder as a citizen and citizeness. Think of two personal examples that you could place one at a low level on the scale and one at a high level.

Step 4: Returning to the project goals of bringing democratic participation inside the school, think about the scale of participation placed inside the school context. Where does the school rank with respect to the scale? Make a list (4) of things that express participation (class councils, school board, etc.) within the school and place them inside the scale.

Step 5: Think about how to move the various things inside the ladder: what is missing to climb this ladder?

Step 6: What could actually be put into practice at Archimedes. Define concrete actions to be brought to plenary on CARDBOARD to be used for group agreement.

Materials

Learning River image

Papers

Pencils

Participation Ladder

Session 10 - 40 min

DEBRIEFING

Creating group agreement regarding the proposals for change that have emerged.

Step1:

From each group should emerge an outcome with future actions - concrete proposals (max 3) and the groups present them along with the path they took.

Simultaneously: facilitators creates the Mentimeter and then proceeds with voting on the proposed future actions

Step 2:

Facilitators take care of putting the needs that emerged from the groups on Mentimeter and then later ask participants to define in what order to place the actions that emerged. Each participant will be asked to put the needs that emerged in order of: priority and feasibility.

Materials

Mentimeter presentation

Session 11 - 20 min

SELF EVALUATION AND CLOSURE

Facilitating the final self-evaluation through "Blob Tree" tool.

Closure of the training.



POLAND

Duration: 6hrs

Goal: To support school coordinators in involvement of the whole school staff, support understanding of the project settling a common mindset and foster conscious involvement and engagement in the project and its activities.

Session 1 - 1.15h

TUNNING IN

Activity no 1

A short introduction to the meeting, the trainer introduced herself, the teachers introduce themselves and finish the sentence - My name is and I like my school for...

Activity no 2: How are you today?

Step 1 A moment for meditation and calming down the thoughts- 4 min music played in the background. People sit down in a comfortable position, with legs preferably not crossed and grounded, with eyes closed.

The trainer does the same.

Step 2 Participants select a photo from a centrepiece with a candle and the photos around that 'talks' to them most and interpret this photo answering the question 'How I am feeling today'.

Step 3 Participants reflect about the photo and share their feelings with the others.

Activity no 3: Hopes, Fears and Expectations

Participants receive 3 colours of post it notes and write down what they:

- Hope for in this project
- Fear of in this project
- as the resources that they bring in to the project

Activity no 4: Why/ What for are we here?

A smalltalk about why projects like this take place, why Erasmus+ finances such activities, what the general idea of Erasmus+ is and why it is good/important to participate in such programmes.

Session 2 - 1.15h

IMMERSION

Activity no 5: Presentation of the project

School coordinator presents the project, the activities which took place, the goals and the next steps.

Activity no 6: Future planning_How we can make our school more participative?

Participants of the workshop altogether write a timeline of activities scheduled for the school year.

Participants write on a long roll of a paper (timeline/from Ikea) what activities they have planned till the end of the school year (June 2023) each month. How can we make them more participative?

Activity no 7: Closing session_ What do I finish today's workshop with?

Session 3 - 1.15h

SELF EFFICACY AS A LENSE FOR PARTICIPATION

Activity no 1: Intro

A short reintroduction to the meeting, saying hello to the newcomers; the trainer reintroduced herself, the newly joined teachers introduce themselves and finish the sentence - My name is and I like my school for...

Activity no 2: How are you today?

Participants briefly share how they are today.

Activity no 3 Self efficacy

Step 1 A moment for meditation and calming down the thoughts music played in the background. People sit down in a comfortable position, with legs preferably not crossed and grounded, with eyes closed.

The trainer does the same.

Step 2 Participants get divided into 3 groups and select a random photo (uncovered) from the pile of photos and interpret this photo answering the question 'What is self efficacy'. They place photo in the centre and make a mind map around it.

Step 3 Participants share what self efficacy means to them.

Step 4 After sharing participants are presented to a movie about social learning theory and bobo doll experiment.

Discussion:

- what reflection does it bring to you?
- what have you heard about social learning theory?
- how this theory (and the idea of copying behaviours) might be related to the participation in your school?
- do you feel your self - efficacy in the school? How does it work for you? What works? What doesn't?

Step 5 Presentation of self efficacy theory and the 4 components/ influencers of self -efficacy: experiencing success, observing others succeed, persuasive talk (you can do it), emotional state (managing difficult emotions).

Step 6 The 4 components are presented on the floor. Participants choose which one works best for them. They stand next to it. They share their stories - why this one works best for you.

Next, they stay next to the one that works best for their students. They explain/ reflect why.

INTELLECTUAL OUTPUT #2

DESCRIPTION & OBJECTIVES

We have implemented an **online pilot training course for teachers** on Education for Citizenship which aims at allowing the involvement of more teachers in each school involved to understand the concepts and practices of the whole school approach, which raises our possibilities of creating a shift of mindset in the school in what concerns the democratic culture and the approach towards the importance of school in educating citizens in a more holistic view.

Regarding this topic, teachers lack possibilities for engaging in training in this specific subject as well as it is difficult to establish training opportunities together with civil society, which allows the needed diversity of methods and practices that can actually put into place a more holistic approach to education for citizenship.

The fact that this training course has been designed to be online, it allows different teachers to engage and share projects in this area, creating the expected impact of “positive contamination” and allowing visibility and recognition for the teachers with activities in progress.

How?

We have designed and implemented **3 sessions of 2h each** on an online platform (zoom).

Participants should be on an **individual device** (computer, tablet or smartphone) with a good internet connection, audio and camera and each session will be recorded for internal assessment (not to be shared publicly) with exception to the working groups (parallel rooms in zoom) because it is not possible.

For whom?

Minimum of 6 teachers from each school and 2 from each NGO.

All participants should register in a short google form created for that purpose (to be able to share the zoom link, authorization for recording audio and camera, any IT support and sharing materials of the training course before and after).

Specific objectives:

- Get to know and share challenges of Education for Citizenship in each country/school
- Understand the theoretical concept of “whole school approach” and reflect about its impact in the school democratic life/dynamic
- Support the reflection and empowerment of teachers and youth workers for an active role in the democratic life of each school



SESSION 1

Presentation of the training and getting to know

Duration: 2hrs

Goal: presentation of the training course; getting to know each other; introducing NFE methodology; sharing good practises on a local and international level about democratic and civic participation.

- **Presentation** of the online 6hr training course (modules, objectives, support for participation, trainers) - 15 min
- Get to know each other with **interactive activities** (parallel rooms that mix nationalities and ask for specific tasks that motivate sharing of personal/professional experiences about the topic and clarify expectations and concerns of participants) - 35 min
- **Break** - 10 min
- Presentation from 6 pre-identified participants (balance between countries and subjects under the frame of Citizenship) on experiences/activities/programs that have been developed which foster Citizenship and Democratic culture inside the school - 40 min

Note: *the presentations will happen in 2 slots of time (3 presentations in each slot); so all participants will have access to the short summary of the project/activity idea before the training and during the training goes to the "room" of that presentation to take part and ask questions; after that, there is the second round of presentations that work the same way.*

- **Reflection groups by nationality:** what made me curious to know more about? What can we take for my/our work in the school? Sharing in the national group - 20 min

Note: *this reflection group needs to register the keywords on a mentimeter to be shared on the next session.*



Useful Tools



An online platform with breakout rooms



Power Point presentation with modules, objectives, trainers



Mentimeter or Kahoot for interactive activities





SESSION 2

Whole School Approach and Butterfly Tool

Duration: 2hrs

Goal: introducing the concept of “Whole School Approach” and the Butterfly tool. Facilitating the reflection between participants.

- **Keywords** from the national reflection groups implemented at the end of the session 1 - 15 min
- **Presentation** of the guest speaker Mrs. Luísa Black, consultant for Education at European level, History teacher, teacher’s trainer and educational supervisor at the European Wergeland Centre (<https://theewc.org/>) **on the concept of “Whole School Approach”** - 35 min
- Questions & answers - 10 min
- **Break** - 10 min
- Exploring the tool **“Butterfly of the Whole School Approach”** in national groups and assessing perception of teachers of the “strong” and “weak” competences reflected in the school (by students, teachers, staff and Board). One representative for each group presents the results - 45 min
- **Final debriefing** presenting ideas and tools to foster democratic participation inside the school context and the importance of EDC/HRE approach - 15 min



Useful Tools



An online platform with breakout rooms



Power Point presentation with the contents of the training



Butterfly of the Whole School Approach





SESSION 3

Personal development and empowerment

Duration: 2hrs

Goal: Facilitating the individual reflection and stimulating the debate about personal development and empowerment. Recognizing the importance of the development of competences in the educator

- **Sharing the conclusions** of each national group with the plenary - 30 min
- Questions & answers - 10 min
- **Break** - 10 min
- **Video** on the topic of personal development and empowerment - 10 min
- Presentation of the tool **“Net of personal competences”** and **individual reflection** - 20 min
- Mixed nationality pairs (*it is intended that they don't know each other but can support each other according to the individual reflection results*) - **coaching questions** that they do to each other to support the development of competences - 25 min
- **One word in the group** (sharing one word/feeling/thought can stay after these 6h of training) - 15 min
- **Evaluation** of the online course (sharing the link for the google form evaluation) - 5 min



Useful Tools



An online platform with breakout rooms



Power Point presentation



Video (example): <https://www.youtube.com/watch?v=uzDsT-25w14>



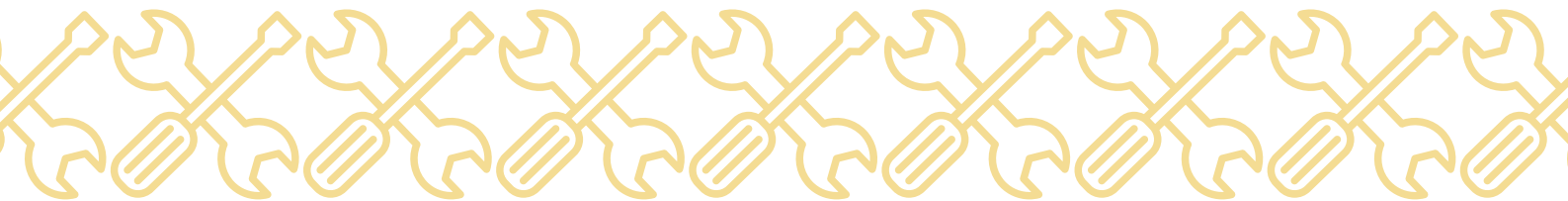
Tool: Self-assessment and peer feedback



Coaching questions



Evaluation form (Google Form)



CONCLUSIONS

All partners in this project placed their **ambitions high in what concerns the cooperation between NGO's and schools** for a common strategy of Education for Citizenship in the school context. We have also **designed tailor-made training courses** after analysing the needs and baseline of knowledge of the topics in each school, originating a very specific set of training activities that is now displayed to be adapted and used in other contexts.

In our evaluation process, the participants and the organisations highlighted:

- The **importance of working with non formal methodology** in this area of behavioural transformations;
- The **cooperation between non formal and formal education** organisations to combine methods and contexts for a more integrated approach;
- The relevance of **creating new training referential in areas of education for citizenship and democracy** (due to the lack of this training in teacher's training);
- The added value of **collaborating at international level for improving content** (and therefore testing the training in diverse cultural backgrounds) and also motivation of collaboration at international level (and recognition that we face common challenges and can work together)
- The **lack of involvement of other stakeholders in the school** which also would benefit but are also essential for the whole transformation aimed (that we would like to address in our future steps).

It is recommended that **all stakeholders in school consider the added value of a whole-school approach** to develop a democratic school culture and competences for democratic culture in learners.

Much research evidence shows that **when learners experience a safe learning environment in which democratic and human rights values and principles can be explored, understood and experienced, they are more likely to:**

- have higher levels of civic knowledge;
- support democratic values;
- develop an understanding of their own rights as well as their responsibilities towards other people;
- become supportive of the rights of others;
- develop higher-order critical thinking and reasoning skills;
- develop positive and socially responsible identities;
- develop positive and co-operative relationships with their peers based on listening, respect and empathy;
- accept responsibility for their own decisions;
- develop positive attitudes towards inclusivity and diversity in society;
- become engaged with political and social issues;
- feel empowered as citizens who can challenge injustice, inequality and poverty in the world;
- engage in democratic activities in the future.

In conclusion, taking a whole-school approach to develop a democratic school culture and competences for democratic culture in learners has **significant potential for supporting young people to become knowledgeable, thoughtful, responsible, engaged and empowered citizens.**

And once we start reflecting about “whole school approach” with teachers, we realize that **this development starts on each educator:** it is the attitude of self-reflection and reference for students that leads the more significant, meaningful, powerful and transformative change in the school dynamic - each person is part of the school system and therefore **we need to start on ourselves and then influence and support others towards a more participatory and democratic life.**



WEB & BIBLIOGRAPHY

<https://rm.coe.int/guidance-document-5-cdc-and-the-whole-school-approach-reference-framework/1680993a71>

<https://fgs.org.pt/wp-content/uploads/2022/09/DentroForaCaixa-net-2.pdf>

<https://rm.coe.int/democratic-governance-of-schools/16804915a4>



USEFUL MATERIALS

Here you can download useful materials:



HERE