European Literacy and Citizenship

Handbook

CONTENTS

TARGET AUDIENCE

Teachers, parents and school students in the same group, complemented by the participation of non-teaching staff, school heads and local politicians.

OBJECTIVES OF TRAINING CONTENT & EXPECTED OUTCOMES

AIMS OF THE COURSE

To develop knowledge about active citizenship and European democracy, raising awareness of the importance of participation in democratic processes and developing skills for active, participative European citizens.

Raising awareness about European democracy and skills development around that can support the democratic operation of schools and families and as a final goal can help schools and families in raising children of the present to become active European citizens of the future.

The special organisation of mixed groups of professional and non-professional educators, school management and children is aiming at building mutual respect and mutual learning.

LEARNING OBJECTIVES

- increasing knowledge about basic history, geography and the EU – how we arrived to the here and now
- developing democracy practice and knowledge about fundamental rights and duties
- broadening entre/intrapreneurship, Lifelong learning and intercultural knowledge
- developing intercultural communication skills (different SES, culture, beliefs, etc.)
- developing ICT practice with special focus on social media

EXPECTED LEARNING OUTCOMES

- higher level of knowledge about the operation of institutions - national and European
- being able to live in a democratic way in your own environment, especially the family and school
- raising awareness of the European, national and local democracy
- innovative approach to education and life
- valuing knowledge learnt informally and non-formally
- increased employability
- increased openness and respect for otherness resulting in better cooperation
- increased awareness of the digital age, its advantages and threats
- increased awareness of local civil society and local/national participative initiatives

PROGRAMME OF THE TRAINING ACTIVITIES (DAY BY DAY)

The module consists of 8 sub-modules that can be organized in the order of choice by the training provider, depending on the interest of the group and the arrangement (5-day course, 2-weekends course, 6-8 afternoons course) – the activities listed under each sub-module are to be used as a menu, *activities in Italics can be done online, with the outcomes published in the Facebook group and on the blog*

SUB-MODULE 1 - INTRODUCTION
ACTIVITIES
- setting up a secret Facebook group for the training
- setting up a blog for the training
- personal introductions of the training participants in two steps – 1. *introduction of the school they come from by creating a model together* 2. personal introduction in pairs, using each others' identities and *introduction by an important personal object*
- trust-building training activities

SUB-MODULE 2 – PUTTING YOURSELF ON THE MAP
ACTIVITIES
- My Granny's life is part of European history exercise (in Shared histories)
- *Visiting Europe* – a virtual visit to the European Parliament and knowledge sharing about basic information on the EU using online information
- *Small group research and presentation activity on different aspects of the EU using trigger questions* (eg. How does the EU help me to study in another country? What happens if I break ma leg at an excursion in another country?...)
- Putting myself on the map - creating the onion of concrete and abstract identities, finding synergies and controversies – family, school, area, town, country, EU

SUB-MODULE 3 – RIGHTS AND DUTIES
ACTIVITIES
- *Introduction to human rights*, with special focus on the UN Convention on the Rights of the Child and the UN Convention on the Rights of Persons with disabilities
- Understanding the rights of the child, the rights and duties of parents and teachers – using 1. available UNICEF resources and 2. case studies, based on concrete issues in the country of the training, in the schools participating, hot topics in the media

SUB-MODULE 4 AND 5 – WORKING TOGETHER AND ENTERPRISING
ACTIVITIES
- Presentation of basic knowledge on organizing events and self-organisation
- *Introduction to the Entrepreneurial Skills Pass initiative*
- Improving school together – find something that need improvement in the school and find a solution together using crowdsourcing, handicrafts activities or any other unique solution
- Organising a school event of their choice – using the event-orgainisation checklist

SUB-MODULE 6 – US AND THEM

ACTIVITIES

- Exercise on stereotypes – listing stereotypes, review of relavant videos and literature, finding the roots of stereotypes to eliminate them
- Introducing another culture in a role play activity – based on assigned identities for groups and including traditions, wear and food
- Six thinking hats exercise on local, national and European conflict situations
- Sub-module 7 – Active citizenship
- Activities:
- Brainstorming on examples of active citizenship
- Case studies of issues to be solved through active citizenship and instances when it is not possible
- *How elections work* – school level, local, national, European – small group research and presentation
- My MP/MEP and me – how can I influence decision-making
- Modelling elections and creating election rules together – finding traps and eliminating them, using devil's advocate flash cards
- Volunteering – a way of gathering experience at different ages
- Mapping civil society initiatives and organisations as well as participatory initiatives relevant for the participants

SUB-MODULE 8 – DEMOCRACY AT HOME AND AT SCHOOL

ACTIVITIES

- Roles in the family
- Role play activity modelling typical family situations – changing viewpoints
- Set of rules for the home and the school – wishes, rights and responsibilities
- Common misconceptions with special focus on privacy, responsibilities and respecting each other's rights
- Dependence and independence – what responsibilities are appropriate for different age groups – discussion, case studies and ideas to change practice
- *Introduction to Partnership School, school leadership and shared responsibilities*

BACKGROUND MATERIAL

AND SAMPLE ACTIVITY DESCRIPTIONS

FOR TRAINING ORGANISERS

INFORMATION ON COURSE SESSION SETTINGS

Before the session a secret Facebook-group is set up for the training participants that will be used for communication and sharing information during the training. For those adult participants who need help with this, a student is assigned as peer supporter.

The training sessions are either organized on two consecutive weekends (with or without accommodation organised), on 5 consecutive days in a camp-like format or on 6-8 afternoons (depending on how many activities are carried out online).

ICT and internet will be extensively used during the course, this is something to be taken into consideration when organising a course.

RESOURCES TO BE USED

- Shared histories for a Europe without dividing lines
  http://www.coe.int/t/DG4/EDUCATION/HISTORYTEACHING/Projects/SharedHistories/SharedHistories_en.asp
- On the UN Convention on the Rights of the Chil
  http://www.e-activist.com/ea-campaign/action.retrievefile.do?ea_fileid=14113
- UN Convention on the Rights of Persons with Disabilities
  http://www.un.org/disabilities/convention/conventionfull.shtml
- Parents' Rights Charter | http://euparents.eu/Parents_Rights_Charter
- Organising voluntary and out-of-class school activities | http://www.resourcecentre.org.uk/information/
- Virtual visit to Parlamentarium | http://www.europarl.europa.eu/visiting/en/visits/parlamentarium.html
- The European Union in brief | http://europa.eu/about-eu/index_en.htm
- Edward De Bono: Six Thinking Hats
- Code of Good Practice on Civil Participation in the Decision-Making Process by the Council of Europe
  http://www.coe.int/en/web/ingo/civil-participation
- Ladder of Participation | http://lithgow-schmidt.dk/sherry-arnstein/ladder-of-citizen-participation.html
- Children's Participation | http://www.unicef-irc.org/publications/pdf/childrens_participation.pdf
- Global Citizenship Education
  http://www.demokratiezentrum.org/fileadmin/media/pdf/Materialien/GlobalCitizenshipEducation_Final_english.pdf
- School Leadership Toolkit for Equity and Learning | http://toolkit.schoolleadership.eu/
- Virtual visit to the European Parliament | http://www.studio360.be/vrt/european_parl/

ACTIVITITES FOR TOPIC 1

Introduction

Title of the activity
Find somebody, who...

Short summary of the activity
The participants will get to know the others.

Aim of the activity
- to learn not only the names, but also the background of the other participants
- to make participants aware of the diversity within the group

Time necessary for the activity
5 minutes

Necessary preparations
- Tools or props necessary: copies for participants, pens
- Preparations by the trainer before the training: Copying the template

Step-by-step description of the activity
1. Spread the template among the participants including the trainers.
2. Participants should approach each other and find somebody with the given characteristics and note the first names.
3. Each participant should get as many different names as possible on his/her sheet.

Desired outcomes
Mapping the participants in a virtual landscape of professional backgrounds.

Template
Find somebody, who …
- … speaks more than 2 languages
- … is a vegetarian
- … rides to work by bike
- … is planning next holidays abroad
- … volunteers in a NGO
- … wears glasses or lenses
- … is a hard rock fan
- … has moved more than 5 times in his/her life
- … does not like dogs
- … can play the piano
- … is left-handed

Title of the activity
Hopes & fears

Short summary of the activity
Participants may anonymously express their expectations, fears and precariousness for the training.

Aim of the activity
Trainers (and other participants) may (better) estimate attitudes, values, prejudices and mind-sets of the participants.

Time necessary for the activity
10 minutes

Necessary preparations
- Tools or props necessary: flipchart papers, pens, post-it notes
- Preparations by the trainer before the training: Put two big flipchart papers on the wall

Step-by-step description of the activity
1. Each participant gets several post-its in two colours.
2. Each participant writes his/her hopes and fears on the post-its. One colour has to be assigned for hopes, the other one for fears. There is only one statement allowed per sheet.
3. Put the post-its on the flipchart papers and try to group them.
4. Spend some time on regrouping the post-its and try to create 3-4 main groups of issues.
5. Do not comment on the statements now, but keep the flipcharts until the end of the training (and then ask the participants to review their statements and to eliminate or relocate them or even add another one, if appropriate; you may also ask them to explain why this happened, if they are ready to do so).

Desired outcomes
Participants will have a reinforced understanding why they've joined this training.

Short summary of the activity
A given list of do's and don'ts will be reflected on its suitability and feasibility for the group.

Aim of the activity
- To agree on a common understanding that clearly defines the basis and ways of working together, build mutual respect and understanding.
- Starting point of all activities and discussion is: All participants are equal, not depending on age, gender, profession, cultural background etc.

Time necessary for the activity
5 minutes

Necessary preparations
- Tools or props necessary: 2 flipchart papers with 10 do's and 10 don'ts, adhesive dots in 4 colours; f elt pens
- Preparations by the trainer before the training: nothing specific

Step-by-step description of the activity
1. All participants are invited to carefully read the do's and don'ts
2. Then they should mark up to three in each category in the four colours:
3. Colour 1 for those issues that are easy to follow
4. Colour 2 for those issues that are difficult to follow
5. Colour 3 for those issues the participant totally disagrees
6. Colour 4 + extra space on the papers for what is missing
7. Regarding the results discuss what urgently has to be changed in any case

Desired outcomes
Reinforce the mutual respect and acknowledgment of diverse backgrounds, experience and competences. Raise awareness and mutual understanding for further activities.

TEN DO'S AND DON'TS

Do treat all participants as equals – not dependent on age, gender or profession.	Do not exclude any participant or make assumptions what he/she can or can't do.
Do try to develop a culture of mutual respect, a safe environment where everyone feels comfortable about expressing their opinion.	Do not allow anyone to exclude, ignore, pre-judge or disrespect anyone else.
Do encourage discussion and questioning, but do keep a timeline.	Do not allow lengthy presentations and do not allow to interrupt each other.
Do make links with the reality of the participants and the target group.	Do not refer to generalisations which are not verified by hard facts.
Do abandon dogma! Do allow to question "established truths".	Do not "preach" or "talk them down" or shout.
Do be honest and respect other opinions.	Do not force anyone to declare her/himself, if she/he does not want to.
Do trust the others.	Do not condemn any statements as "useless", "irrelevant" or "stupid".
Do take other suggestions seriously.	Do not allow mocking.
Do be flexible and creative.	Do not stick rigidly to what was planned.
Do allow emotions and time out.	Do not give up, if discussions tend to go in a "wrong direction", blind alley or roundabout. (Show another perspective.)

Adapted from BOOKMARKS, A manual for combating hate speech online through human rights education –
Council of Europe 2014

Short summary of the activity
Participants build a model of their school and highlight what they consider important or characteristic of it

Aim of the activity
- To catalogue the positive aspects of the school for different stakeholders
- To realise that different stakeholder groups will sometimes find similar things important while they may have different preferences.

Time necessary for the activity
30 minutes

Necessary preparations
- Tools or props necessary: paper, glue/sticky tape, LEGO bricks, wooden bricks, wool, pieces of wood and other tidbits, cardboard boxes, scissors, cutters
- Preparations by the trainer before the training: nothing specific

Step-by-step description of the activity
1. The materials are spread on a large table or on the floor
2. The group is divided into small groups according to their stakeholder group (eg. parents, children, teachers) and each group is given a cardboard box
3. The groups are invited to make the box into a model of their school, using the props in 15 minutes – given the short time they are invited to highlight the features most important for them
4. Each group presents their model in 3 minutes
5. The whole group discusses the similarities and differences, highlighting what was surprising or problematic for anybody

Desired outcomes
The activity forms the first step in establishing a trustful relationship for the training and beyond.

Mascot parade

Short summary of the activity
A more in-depth introduction of participants

Aim of the activity
- To get to know each other better.
- To build trust further partly by deeper knowledge, partly by listening to each other

Time necessary for the activity
30 minutes

Necessary preparations
- Tools or props necessary: everybody is invited to bring an important personal object to the training
- Preparations by the trainer before the training: nothing specific

Step-by-step description of the activity
1. In pairs people tell each other why they have decided to bring the object they had chosen, why it is important for them. Once the introduction was done, they swap objects
2. In plenary everybody is given 1 minute to introduce the object they hold by impersonating the object: I am XY's ... I am important for him/her because... Everybody else is invited to listen and take notes on the most attractive or interesting feature of each object
3. In a second round in plenary everybody is invited to say one sentence on which object they found the most fascinating and why

Desired outcomes
The activity forms a further step in establishing a trustful relationship for the training and beyond.

ACTIVITIES FOR TOPIC 2

Putting yourself on the map

Title of the activity
My Granny's life is part of European history

Short summary of the activity
participants explore family history and produce their version of a certain case, event, tradition

Aim of the activity
- to understand inner diversity of small communities
- to understand that there are many aspects of the same point in history

Time necessary for the activity
- participants produce their own personal history examples and take the necessary time at home
- everybody should be given 5-10 minutes to present their example in the training

Necessary preparations
- Tools or props necessary technical equipment to present the collected inputs (video, audio, pictures)
- Preparations by the trainer before the training: choose the topic carefully; prepare for social diversity of the given community

Step-by-step description of the activity
- participants are given a topic to explore that is not a hot history topic as homework (eg. one day of school when your granny was in primary school, celebrating your birthday when your granny was your age)
- they are invited to interview an old member of the community, their relatives or neighbours in an ideal case, the interview can be a video, an audio recording, a collage, a picture book, etc.
- they are invited to present their work in plenary
- participants are invited to take notes on interesting points and differences from their own
- after each presentation, participants are invited to ask questions of clarification
- after all presentations are done, there is a group discussion on the differences and similarities, the cultural diversity of experiences

Desired outcomes
- participants understand the inner diversity of communities
- there is a deeper understanding of how European history has influenced history and still does our life

Title of the activity
Onion of identity

Short summary of the activity
participants find layers of their identities

Aim of the activity
- to understand that everybody has multiple identities, both abstract and concrete, and they have an effect on each other
- to understand that people's identities may create synergies, but also controversies
- Time necessary for the activity: about 20 minutes

Necessary preparations
- Tools or props necessary: onions of identity for each participant and one large copy for a flipchart, post-its, pens
- Preparations by the trainer before the training: have a list of group membership declarations of participants from the introductory module ready and have a list of concrete and abstract identities ready for school situations

Step-by-step description of the activity:
- in plenary participants are given a short introduction to the onion model of cultural identity
- in small groups they are invited to find two-three common elements for the group and identify the right layer for each, put them on a post-it each
- in plenary they put their identified common feature to the right place of the large onion on the flipchart
- the trainer hands out the second template and everybody is invited to find their layers individually
- this exercise is followed by a pair discussion on similarities and differences
- at the end of the exercise participants are invited to share findings they found surprising and shocking if any

Desired outcomes
- a deeper understanding of similarities and differences
- an understanding of how hidden values affect visible features and behaviour

Templates
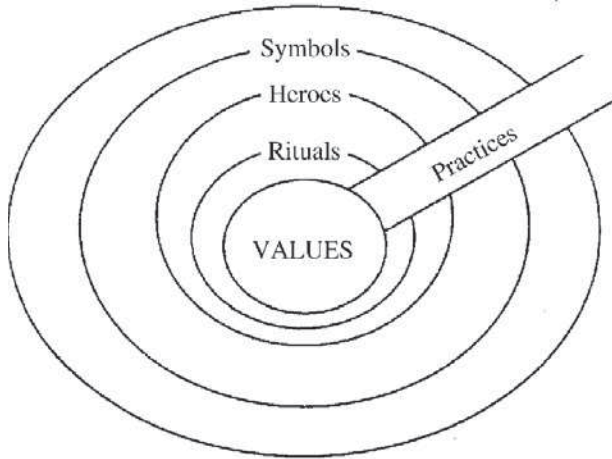
Source: Hofstede (2000)

The outer layers represent cultural artefacts or symbols such as flags, architecture or traditional clothing. Heroes make up the next layer, such as Winston Churchill in the UK, and tend to represent many of the culture's values and beliefs.

The next layer is composed of common rituals and traditions. This could include how people greet each other, eat meals, get married or practise their religion.

In the centre of the onion are the underlying values and cultural assumptions which influence all of the other layers, but they are invisible. These beliefs, norms and attitudes are much harder to recognise without a deeper analysis and thorough understanding of each of these layers and how they interact.

How many layers do YOU have?
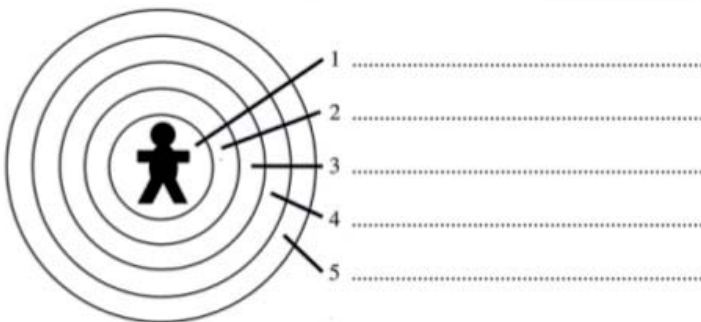
What are the most important things which make up your identity? Write them next to the numbers 1 -5, with number 1 being the most important to you.

Intercultural Communication, Spring Semester 2014   28/03/2014   3

Short summary of the activity
Participants are given research topics to explore on their place in the EU

Aim of the activity
- to understand more about their place in the EU and the benefits of living here
- Time necessary for the activity: about 30 minutes for the presentation, but preferably research and its presentation is done remotely, at home or online that different groups will need different timeframes for

Necessary preparations
- Tools or props necessary: Question cards
- Preparations by the trainer before the training: to decide how to divide the group into small groups and which cards to give to each of them based on their introductions

Step-by-step description of the activity
- The training group is divided into groups of 2-4, in an ideal case people with similar interests
- Each group is given a research topic with a list or related questions and they are given the assignment of making a 5-minute presentation of their topic in the format of their choice, but the trainer tells them a tangible version (a poster, a drawing etc.) is preferred over a ppt presentation so that it can be put on the real or virtual walls of the group
- After doing the research, they make their 5-minute presentations
- Everybody is invited to list questions that arise after listening to the presentations – this may trigger a second round of research

Desired outcomes
- a deeper understanding of the working and benefits of the EU

QUESTION CARDS

some suggested questions:
- What should I do if I want to study in another country's secondary school?
- What should I do if I want to go to university in another country?
- What happens if I break my leg at an excursion in another country?
- How can I become a teacher in another EU country?
- I have a vocational degree, how can I use it for employment in another EU country?
- I move to another country. What are the rules of voting in different level elections?
- What do I have to know if I want to get married in another EU country?

ACTIVITIES FOR TOPIC 3

Rights and duties

Title of the activity
Flower Power

Short summary of the activity
This is a creative activity to show the diversity of the group, but also leads to a short discussion on human rights and child's rights – important for me and for the others

Aim of the activity
- To develop understanding about the connection between human needs, personal well-being and human rights as well as child's rights
- To boost skills to reflect and analyse
- To foster solidarity and respect for diversity

Time necessary for the activity
10 minutes

Necessary preparations
- Tools or props necessary: plain wall for the drawings, 2 papers per participant, coloured felt pens, adhesive tape, flip chart, markers, hand-outs with the template
- Preparations by the trainer before the training: nothing specific

Step-by-step description of the activity

1. Tell the participants that each of them shall draw a flower to represent their own needs as human beings. The flower should have eight petals: basic needs, personal security, financial security, health, friendship, family, esteem, personal fulfilment. The sizes of the petals should correspond with their actual personal situation.
2. Then they should also think about the conditions that they have to exist so that they can blossom as complete human being. For this reason they shall draw leaves around the flower to represent these conditions and to write key words on the leaves. They shall also think of the centre of the blossom.
3. Then ask them to make such a flower for their child/for a pupil.
4. Fix the flowers on the wall. Adults in one line, children in another line, but next to each other.
5. Let the participants discuss in small groups the links between the human rights and the flowers and the blossom as well as the differences between adults and children. Is there any need to develop and/or protect certain rights?

Desired outcomes

Understanding the connection between human needs and human rights and child's rights and to be open-minded for the needs of the others and take action where necessary.
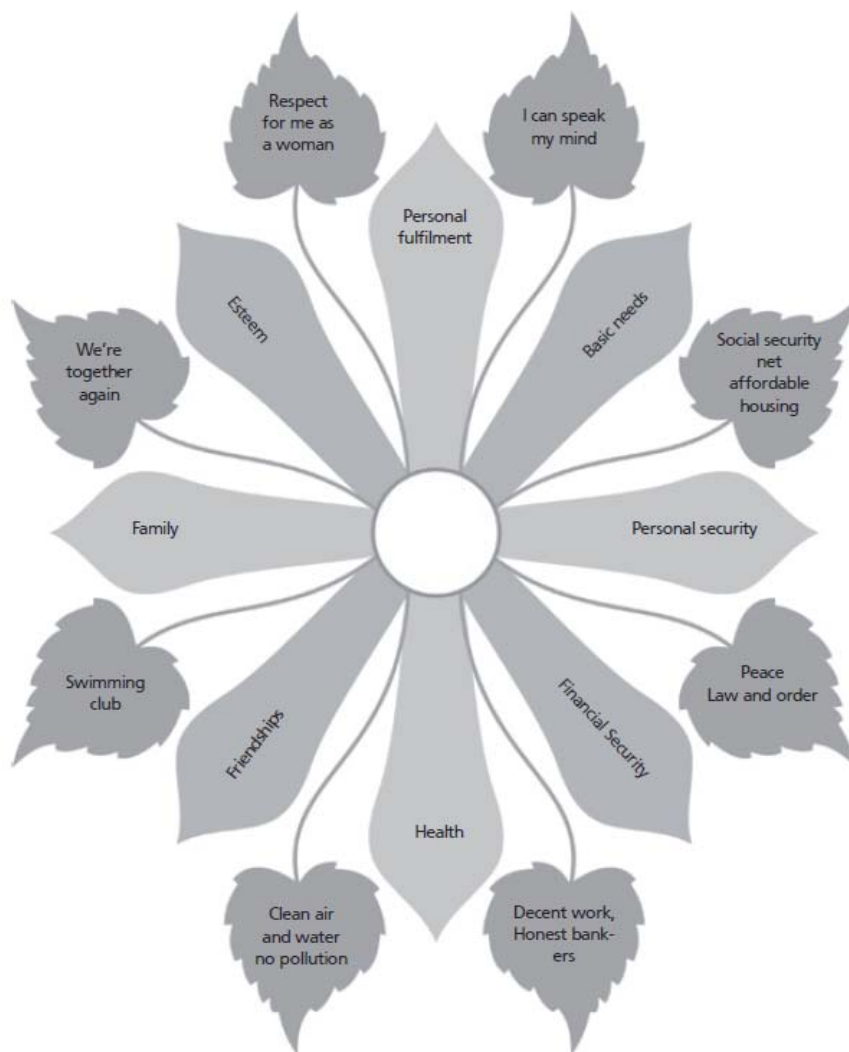
COMPASS – Manual for human rights education with young people
Council of Europe 2012

Where do you stand?

Short summary of the activity
Participants take a physical position on a barometer and reflect their opinions

Aim of the activity
- Participants are invited to reflect prejudices and stereotypes towards certain groups
- Participants shall deepen their understanding of participation
- Participants shall improve listening skills and boost critical thinking

Time necessary for the activity
20 minutes

Necessary preparations
- Tools or props necessary: adhesive tape (take one that can be removed without glue rest!)
- Preparations by the trainer before the training: fix it on the floor and mark it with **+** and **-** at its ends

Step-by-step description of the activity
1. Read aloud the statements one by one.
2. After each statement the participants shall move along the barometer corresponding to their opinion. They are not allowed to speak until everyone has taken a position.
3. Randomly the trainer asks a few participants to explain their opinion.

Desired outcomes
Participants become more aware of their own prejudices and might scrutinise their opinions and modify their actions.

Statements

- Children have no rights to get involved in family decision making. Parents know best what is best for children.
- To participate at school means to talk a lot in class.
- Every child is allowed to participate in the school parliament/school board/school council with equal rights.
- There is well-proven evidence that parental involvement results in better academic outcomes for the children.
- Parents are the primary educators.
- It can be dangerous for children to express their views on school issues.
- Children cannot teach parents, grandparents or teachers. This is the privilege of the adults.
- Not all children have the same right to participate. Poor children, disabled children, children with deficits in the majority language or children with separated parents cannot participate as much as others.
- Parental involvement is LLL for themselves and essential part of active citizenship.
- Teachers are always better educators than parents.
- Children/parents who have been in trouble with the law lose their right to participate in any decision-making process.
- Children/parents with another citizenship are not allowed to participate in school councils.
- If all immigrants went back to their own country, there would be enough jobs for everyone.
- Girls are worse at computer games than boys.
- Scientific studies have shown that Europeans have smaller brains than Asians.
- Being gay is a disability which can be cured.

adapted from COMPASITO, Manual on human rights education for children – Council of Europe 2009

and BOOKMARKS, A manual for combating hate speech online through human rights education – Council of Europe 2014

Title of the activity
Understanding child rights

Short summary of the activity
Participants will have to find examples of child rights violations as well as positive examples.

Aim of the activity
- to develop participants knowledge about child rights
- to raise awareness of child rights and threats to them

Time necessary for the activity
20-25 minutes

Necessary preparations
- Tools or props necessary: flashcards with discussion questions and rights areas (multiple copies of the latter)
- Preparations by the trainer before the training: good knowledge of the UNCRC and local regulations, too, if possible

Step-by-step description of the activity
- Participants are put in 3 small groups and each group is given one of the discussion questions. They have a short time to prepare and everybody reports back to plenary. Controversies may need to be clarifies in plenary
- The group is divided into groups of 2-4, each group is given flashcards, 3 cards each, so there will be groups working on the same topic
- Regroup people so that people working on the same right are grouped together, ask them to share their example. Each group chooses the example they like most.
- There is a presentation of one example for each of the seven areas in plenary. Controversies may need to be clarified by the trainer.
- Desired outcomes:
- participants will have a deeper knowledge and understanding of child rights
- participants will understand that rights are not connected expectations
- participants will become more aware of child rights violations

Texts for flashcards

Discussion questions
- What do you think are the threats to children's rights in your community?
- (The Flash Eurobarometer found that 23 per cent of the 15- to 18-year-olds questioned felt that violence against children is the first priority that needs addressing in their country, followed by sexual exploitation of children (20 per cent), drugs (18 per cent), discrimination and racism (14 per cent) and poverty and social exclusion (13 per cent).)
- Have you ever taken action to make sure your child's rights, or the rights of another child, are respected?
- (The Flash Eurobarometer found that 82 per cent of 15- to 18-year-olds questioned said that neither they, nor anyone they knew, had ever tried to seek help when they thought their rights had been violated. Seven per cent said they personally looked for help in such a case and 10 per cent stated that they knew someone who did.)
- Have you ever violated or ignored any child rights deliberately?

Give examples of the following rights, the most common ways to violate them and your solution – from your own practice if possible - to the problem (one example, one violation and one solution each) – one flashcard per right
- Right to your opinions and for adults to listen to them
- Right to choose and practice your own religion and beliefs
- Right to choose your friends and set up groups
- Right to privacy
- Right to a good quality education
- Right to play and rest
- Right to protection from being hurt, in body or mind.

True/false statements to be used as a warm-up activity or basis for creating case studies

1. All parents should be allowed to attend school activities by flexible working arrangements or flexibility on the schools' side
   True

2. Your child has bullied a schoolmate for being Muslim and wearing a scarf. It is within his/her freedom of speech, you don't have to do anything
   False – it is the parents' responsibility to raise their children so that they understand basic rights and their limit of not violating another person's right

3. To decide to choose home-schooling is a basic right of parents
   True

4. Parents have the right to read letters addressed to their children without the children's consent
   False, it falls under the right to privacy of your child

5. It should be a parents' decision to make an informed choice and refuse a vaccine
   True

6. School heads should decide on what is best for your child at the school
   False – it is a fundamental parental right, but responsible parents will listen to trusted professionals

7. It is up to the parents to decide if they want to cooperate with the school they chose for their children
   False – cooperation with the school is a basic parental duty

8. Your child is especially talented in mathematics. The only school providing special education for such talent is a private school with a tuition fee. Your child can be denied schooling there if you cannot afford to pay for it.
   False – your choice should only be restricted by the best interest of the child (as it is also ensured by the Charter of Fundamental Rights of the European Union, part of the Lisbon Treaty)

9. You have chosen a church school for your child. Your child decides to skip religious education and not go to mass. It is your basic right to order him/her not to do so.
   False – it would violate the child basic right to the freedom of religion and thought

10. You have a lot of questions about parenting, you are not sure if you are making the right decisions for your child. The government should provide free and anonymous (meaning that your questions have no consequences that threaten your right to raising your child) services to help you.
    True

Convention on the Rights of the Child (CRC)
(Child-Friendly Version)

Article 1 | Definition of a child:
Until you are eighteen, you are considered a child and have all the rights in this convention.

Article 2 | Freedom from discrimination:
You should not be discriminated against for any reason, including your race, colour, sex, language, religion, opinion, religion, origin, social or economic status, disability, birth, or any other quality of your or your parents or guardian.

Article 3 | The child's best interest:
All actions and decisions that affect children should be based on what is best for you or any child.

Article 4 | Enjoying the rights in the Convention:
Governments should make these rights available to you and all children.

Article 5 | Parental guidance and the child's growing abillities:
Your family has the main responsibility for guiding you, so that as you grow, you learn to use your rights properly. Governments should respect this right.

Article 6 | Right to life and development:
You have the right to live and grow well. Governments should ensure that you survive and develop healthily.

Article 7 | Birth registration, name, nationality and parental care:
You have the right to have your birth legally registered, to have a name and nationality and to know and to be cared for by your parents.

Article 8 | Preservation of identity:
Governments should respect your right to a name, a nationality and family ties.

Article 9 | Separation from parents:
You should not be separated from your parents unless it is for your own good (for example, if a parent mistreats or neglects you). If your parents have separated, you have the right to stay in contact with both of them unless this might hurt you.

Article 10 | Family reunification:
If your parents live in different countries, you should be allowed to move between those countries so that you can stay in contact with your parents or get back together as a family.

Article 11 | Protection from illegal transfer to another country:
Governments must take steps to stop you being taken out of their own country illegally.

Article 12 | Respect for the child's opinion:
When adults are making decisions that affect you, you have the right to say freely what you think should happen and to have your opinions taken into account.

Article 13 | Freedom of expression and information:
You have the right to seek, get and share information in all forms (e.g. through writing, art, television, radio and the Internet) as long as the information is not damaging to you or to others.

Article 14 | Freedom of thought, conscience and religion:
You have the right to think and believe what you want and to practise your religion as long as you do not stop other people from enjoying their rights. Your parents should guide you on these matters.

Article 15 | Freedom of association and peaceful assembly:
You have the right to meet and to join groups and organisations with other children as long as this does not stop other people from enjoying their rights.

Article 16 | Privacy, honour and reputation:
You have a right to privacy. No-one should harm your good name, enter your house, open your letters and emails or bother you or your family without a good reason.

Article 17 | Access to information and media:
You have the right to reliable information from a variety of sources, including books, newspapers and magazines, television, radio and the Internet. Information should be beneficial and understandable to you.

Article 18 | Parents' joint responsibilities:
Both your parents share responsibility for bringing you up and should always consider what is best for you. Governments should provide services to help parents, especially if both parents work.

Article 19 | Protection from all forms of violence, abuse and neglect:
Governments should ensure that you are properly cared for and protect you from violence, abuse and neglect by your parents or anyone else who looks after you.

Article 20 | Alternative care:
If parents and family cannot care for you properly, then you must be looked after by people who respect your religion, traditions and language.

Article 21 | Adoption:
If you are adopted, the first concern must be what is best for you, whether you are adopted in your birth country or if you are taken to live in another country.

Article 22 | Refugee children:
If you have come to a new country because your home country was unsafe, you have a right to protection and support. You have the same rights as children born in that country.

Article 23 | Disabled children:
If you have any kind of disability, you should have special care, support and education so that you can lead a full and independent life and participate in the community to the best of your ability.

Article 24 | Healthcare and health services:
You have the right to good quality health-care (e.g. medicine, hospitals, health professionals). You also have the right to clean water, nutritious food, a clean environment and health education so that you can stay healthy. Rich countries should help poorer countries achieve this.

Article 25 | Periodic review of treatment:
If you are looked after by local authorities or institutions rather than by your parents, you should have your situation reviewed regularly to make sure you have good care and treatment.

Article 26 | Benefit from social security:
The society in which you live should provide you with benefits of social security that help you develop and live in good conditions (e.g. education, culture, nutrition, health, social welfare). The Government should provide extra money for the children of families in need.

Article 27 | Adequate standard of living:
You should live in good conditions that help you develop physically, mentally, spiritually, morally and socially. The Government should help families who cannot afford to provide this.

Article 28 | Right to education:
You have a right to education. Discipline in schools should respect your human dignity. Primary education should be free and required. Rich countries should help poorer countries achieve this.

Article 29 | The aims of education:
Education should develop your personality, talents and mental and physical skills to the fullest. It should prepare you for life and encourage you to respect your parents and your own and other nations and cultures. You have a right to learn about your rights.

Article 30 | Children of minorities and native origin:
You have a right to learn and use the traditions, religion and language of your family, whether or not these are shared by most people in your country.

Article 31 | Leisure, play and culture:
You have a right to relax and play and to join in a wide range of recreational and cultural activities.

Article 32 | Child labour:
The government should protect you from work that is dangerous to your health or development, that interferes with your education or that might lead people to take advantage of you.

Article 33 | Children and drug abuse:
The Government should provide ways of protecting you from using, producing or distributing dangerous drugs.

Article 34 | Protection from sexual exploitation:
The government should protect you from sexual abuse.

Article 35 | Protection from trafficking, sale, and abduction:
The government should make sure that you are not kidnapped, sold or taken to other countries to be exploited.

Article 36 | Protection from other forms of exploitation:
You should be protected from any activities that could harm your development and well-being.

Article 37 | Protection from torture, degrading treatment and loss of liberty:
If you break the law, you should not be treated cruelly. You should not be put in prison with adults and should be able to stay in contact with your family.

Article 38 | Protection of children affected by armed conflict:
If you are under fifteen (under eighteen in most European countries), governments should not allow you to join the army or take any direct part in warfare. Children in war zones should receive special protection.

Article 39 | Rehabilitation of child victims:
If you were neglected, tortured or abused, were a victim of exploitation and warfare, or were put in prison, you should receive special help to regain your physical and mental health and rejoin society.

Article 40 | Juvenile justice:
If you are accused of breaking the law, you must be treated in a way that respects your dignity. You should receive legal help and only be given a prison sentences for the most serious crimes.

Article 41 | Respect for higher human rights standards:
If the laws of your country are better for children than the articles of the Convention, then those laws should be followed.

Article 42 | Making the Convention widely known:
The Government should make the Convention known to all parents, institutions and children.

Articles 43-54 | Duties of Governments:
These articles explain how adults and governments should work together to make sure all children get all their rights.

Source: COMPASITO – Manual on human rights education with for children, Council of Europe 2009

ACTIVITIES FOR TOPICS 4&5

Working together and enterprising

Title of the activity
A desirable school for everybody

Short summary of the activity
Two groups with different backgrounds work on challenges and opportunities for different groups. They will be merged on different levels and reflected.

Aim of the activity
- To become aware of the needs of certain groups
- To support and develop various perspectives and approaches of different groups
- To find new solutions and benefits for all, even very small ones

Time necessary for the activity
20 minutes

Necessary preparations
- Tools or props necessary: flipchart paper, markers and felt pens, post-its in two colours, pens
- Preparations by the trainer before the training: nothing special

Step-by-step description of the activity
1. Divide the participants in two groups. Take care that in every group there are participants with as different backgrounds as possible.
2. One group shall think of opportunities school democracy, the other group shall dedicate their work to challenges. They will write each statement on a single post-it.

3. In plenary the groups will put their ideas on the flipcharts representing different levels: classroom – school – school environment.
4. Short discussion, if a statement will apply to more than one level or even if a statement might be a challenge and an opportunity at the same time under different perspectives and circumstances.
5. Desired outcomes:
6. The participants understand the diversity of the whole school, the needs of various groups in these settings and the different perspectives how to recognise and to handle these issues.

Title of the activity
My favourite school event

Short summary of the activity
Participants choose a school event and organise it (on paper or in reality) together in groups of different stakeholders

Aim of the activity
- To better cooperate and collaborate across stakeholder groups, to better understand its benefits
- To access challenges and threats about school events to organise a safer one
- To understand planning and execution more

Time necessary for the activity
90 minutes

Necessary preparations
- Tools or props necessary: flipchart paper, markers and felt pens, post-its in two colours, pens, copies of the event checklist
- Preparations by the trainer before the training: have a list of typical school events in the given context ready

Step-by-step description of the activity
1. Form small, mixed groups of 3-5 the participants, each groups should have a mixed background
2. Each small group is given an event and an event checklist
3. The small groups develop their event plan
4. Each group is given the event plan of another group to play the Devil's Advocate and make a SWOT analysis of the plan
5. The plans and SWOTs are discussed among the groups
6. If possible participants should make the event a reality and assess it afterwards

Desired outcomes
In a best case scenario collaboration results in great real events. Under normal circumstances participants will understand the complexities of organising events and the advantages of organising them by cross-stakeholder-group teams

Event Checklist

Event Name:

Host Name:

Date:

Time of the Event:

Terms defined: Leads are the team leader unless otherwise noted, Names are the names of the people completing the task, such as volunteers. Contact the individuals who are assigned these tasks if you have questions, and the leader if you can't reach the team member. List of items is only an example.

BEFORE (24 hours prior)	Lead	Names	Complete
Confirm a setup team has been established			
Confirm with venue when setup team will arrive			
Get name tags/print name tags			
Work with venue on providing Audio/Video support			
Establish who will be checking people in (x 2)			
Confirm with auctioneer/speaker when they will arrive			
Establish who will help set the room, bar, and food areas			
Establish floaters to help fill gap areas (x 2 event team)			
Electronic equipment functional			
Pay staff/venue/related bills			
DURING			
Sound and video check			
Special decoration check			
Food and beverages			
Check-in table (x 2)			
Provide intro to event			
Mingle with the attendees			
Take photos / Video			
Set up decorations			
For auctions, accept payments			
AFTER			
Make sure the area is cleaned up before departure			
Make sure all electronics/chargers are returned			
Collect attendee evaluations (Web survey)			
Compile data from the event			
Write thank you notes for attendees			
Evaluate effectiveness of the event (debrief meeting)			
Track revenue			

Panelists or Special Guests:

Registration link:
Special promo link:

Venue Address:

Rough Schedule:
eg.
5:30 p.m.   Setup team arrives
5:50 p.m.   registration area open
6:00 p.m.   doors open
6:00-6:30 p.m. open/networking
6:30-7:45 p.m. panel discussion and Q&A
7:45 p.m.   networking
7:45 p.m.   clean up area

Press List

Please direct press to XYZ.

| Name	Media	Contact	Link?

VIPS

Please direct press to XYZ. These guests are VIPS because: (donors, alumni, guest speaker, etc.)

Name	Title	Contact	Notes

The **Entrepreneurial Skills Pass** (ESP) is an **international qualification** that certifies students (15-19 years old), who have had a real entrepreneurship experience, have gained the necessary knowledge, skills and competences to start a business or to be successfully employed.

ESP includes a full-year in-school **mini-company experience**; a **self-assessment** of entrepreneurial competences; an **examination of business, economic and financial knowledge** and the possibility to **access further opportunities** offered by small and large businesses, top higher institutions and international organisations across Europe.
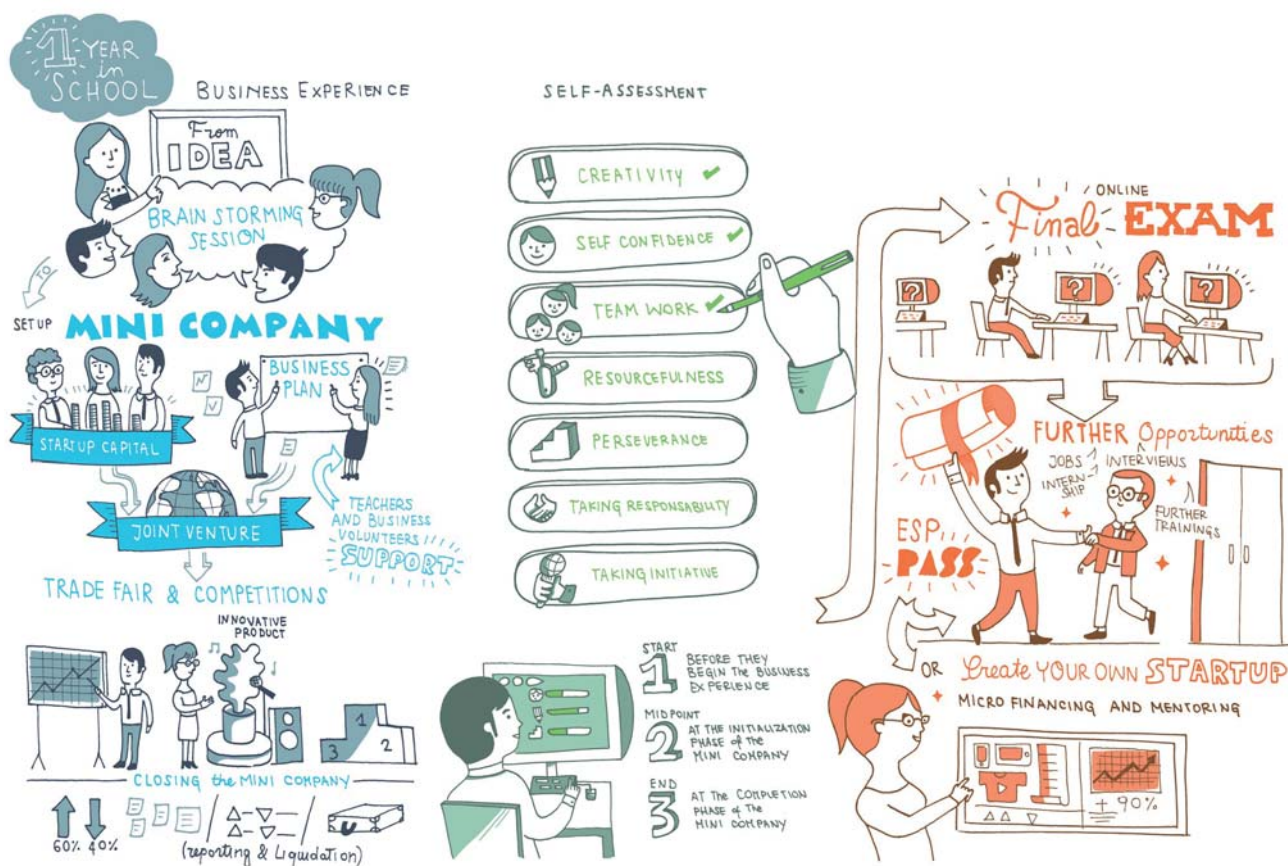
ESP is a certification that students can add to their CV and use to pursue further education, to enter the world of work or to start their own business. For schools and teachers, the ESP is a **full package to support entrepreneurial learning outcomes** and to provide students with the skills and competencies employers are looking for.

Source | entrepreneurialskillspass.eu

ACTIVITIES FOR TOPIC 6

Us and Them

Title of the activity
Not Me!

Short summary of the activity
Through practical quick activity the participants will understand that we all have some prejudices. They will also understand the differences between prejudice, stereotyping and discrimination.

Aim of the activity
To raise awareness and help the participants realise that prejudice and stereotyping affect all, but that we have to acknowledge this and rationally work to minimise/eliminate them from our behaviour towards others

Time necessary for the activity
15 minutes

Necessary preparations
- Tools or props necessary: paper and pens for each participant and flipchart paper and markers for the facilitator
- Preparations by the trainer before the training: Preparation of the list of at least 20-25 words depicting the visual characteristic, group of people, nationality, religion, and other terms that usually lead to prejudicial or stereotyped attitude among people (football fans; women drivers, Americans, nail biters, blondes, refugees, Roma, people with glasses, immigrants, lesbians, gay people, obese person, Christians, Muslims, Jews...). Handouts with the definitions of the words prejudice, stereotype, and discrimination should be prepared for each participant.

Step-by-step description of the activity
- Each participant takes a sheet of paper and a pen. The facilitator calls out the words from the list below quickly one after the other. Participants should write down the first word that comes to their mind. Don't censor replies, write quickly. Once the reading of the words is finished, the facilitator should ask the participants to say out loud what they have written for each of the words (only those who feel like sharing their notes) and should write their words on a flipchart paper.
- Upon finishing the exercise, the facilitator should ask the participants which of those words would be an example of a prejudice, or stereotype. After the group discussion, some definitions of the prejudice, stereotype and discrimination should be read and given to the participants as handouts
- Desired outcomes:
- The participants realise that each person has some prejudice and stereotypes about certain characteristics, background or abilities. The point is that we need to be aware of them and be careful how we go about them.

Title of the activity
First Memories of Difference

Short summary of the activity
Through practical actions the participants recall personal experience of differences and their feelings related to the experience. Through the discussion afterwards, they also have a chance to recognise how their children may feel either through being different, or by being in the same class/grade/school with different children.

Aim of the activity
To raise the awareness of the participants about positive and negative approaches to differences and how it impacts on a child.

Time necessary for the activity
30 minutes

Necessary preparations
- Tools or props necessary: eg. projector, scissors, etc.: none
- Preparations by the trainer before the training: none

Step-by-step description of the activity
- Facilitator divides the participants in 2 groups. All members of one group form a circle and all members of the other group makes an outer circle. Participants in the outer and inner circle face each other. The first topic that each pair (the participant from inner and outer circle) discuss is: "My first memory of being different at school". Five minutes are given so that both participants can share their stories. When the time is up, the inner circle moves one step to their right and so does the outer circle. A new set of pairs discusses "My first memories of meeting someone with a disability". After five minutes, both circles move two steps to their right. The third set of pairs discusses "My first memory of becoming aware that we live in a divided society".

- When the time is up, all participants return to their seats and the group discussion is held about the experiences: which ones were positive, which ones were negative; do we remember more the positive or negative experiences; has any of these experiences changed one's behaviour afterwards...

Desired outcomes
The participants are aware of the importance and consequences of the first experiences of differences.

My Label, My Child and I

Short summary of the activity
Through practical work, the participants will come up with a list of the common values regardless of their background, ability or situation

Aim of the activity
To raise awareness and help the participants realise that regardless of any background, ability or situation there are common values that need to be respected for the well-being of both children and adults.

Time necessary for the activity
30 minutes

Necessary preparations
- Tools or props necessary: adhesive tapes, paper, flipchart paper and markers
- Preparations by the trainer before the training: Preparation of the labels that can be stuck on the participants' foreheads for each participant and writing an attribute on each label. The possible attributes include: Muslim girl, Muslim boy, Roma boy, Roma girl, obese child, blind child, athletic/good at sports child, good at math child, forgetful, cute girl, lazy child, a child from a different country, gay son, lesbian daughter... It is very important to have equal number of "positive" and "negative" labels prepared.

Step-by-step description of the activity
- Facilitator attaches a label on each participant's forehead so that the label is not visible to the wearer. Make clear that these labels are being assigned randomly and have nothing to do with participants' actual attributes.
- Then ask participants to spend 10 minutes talking with each other about "future goals for my child" (another general topic can be chosen: „how I would like for my child to live when he/she grows up", the point is that the topic needs to work well in eliciting responses to the labels). Tell participants that they should circulate in order to talk with several different people, and that they should talk to one another according to the other person's labeled attribute being a description of their own child. For example, someone talking to a person labeled "forgetful" might be talking about the goals for a forgetful child.

- After 10 minutes, ask participants to remove their labels. Then ask participants to move around again and talk to other people about the goals for their children according to the labels they have in hands. After 10 minutes let all participants to go back to their chairs and to share goals or the picture of how they would like their children to live as adults. Facilitator should write the descriptions on a flipchart paper. I a group discussion, the common goals or visions of future lives of the children should be devised.

Desired outcomes

The participants realise that people have common values, rather similar wishes and envisaged life for children regardless of the background, characteristics or situation, but that prejudice and stereotypes as well as cultural environment may affect them. The participants should be prompted to work together in order to enable the fulfilment of the goals and envisaged lives for children.

Six Thinking Hats

TM'd methodology by Dr. Edward de Bono

Dr. de Bono's Six Thinking Hats® is a tool that can empower teachers/trainers to motivate students to use critical thinking and problem solving skills, while expressing inner creativity. Assigning each thinking style a colour serves as a visual cue to help participants recognise the thinking skill they are using.

COLOURED HAT	THINK OF	DETAILED DESCRIPTION
	White paper	The white hat is about data and information. It is used to record information that is currently available and to identify further information that may be needed.
	Fire and warmth	The red hat is associated with feelings, intuition, and emotion. The red hat allows people to put forward feelings without justification or prejudice.
	Sunshine	The yellow hat is for a positive view of things. It looks for benefits in a situation. This hat encourages a positive view even in people who are always critical.
	A stern judge	The black hat relates to caution. It is used for critical judgement. Sometimes it is easy to overuse the black hat.
	Vegetation and rich growth	The green hat is for creative thinking and generating new ideas. This is your creative thinking cap.
	The sky and overview	The blue hat is about process control. It is used for thinking about thinking. The blue hat asks for summaries, conclusions and decisions.

The participants wearing the hats of a certain colour will be invited to do the following:
- *White Hat.* Discuss the facts and other objective information about the problem.
- *Red Hat.* Share feelings and emotions about the issue.
- *Black Hat.* Present negative aspects, or worst case scenarios, regarding the situation.
- *Yellow Hat.* Consider positives, or advantages, of the situation.
- *Green Hat.* Consider creative ideas that come from looking at the problem in a new way.
- *Blue Hat.* Sum up all that is learned.

ACTIVITIES FOR TOPIC 7

Active citizenship

Title of the activity
A critical approach to today's school

Short summary of the activity
The participants will explore what they think is wrong in today's school and will try to come up with solutions

Aim of the activity
- to raise awareness of issues with school today
- to understand the possibilities of change and the role of different stakeholders in it

Time necessary for the activity
30 minutes

Necessary preparations
- Tools or props necessary: projector, papers, pens
- picture [source of photo | David Wolfe on Facebook]
- Preparations by the trainer before the training: nothing specific

The fact that millions of school children require medication on a daily basis so they can more easily assimilate into the culture of public schooling does not mean these children are damaged. It means something is very wrong with the whole idea of schooling.
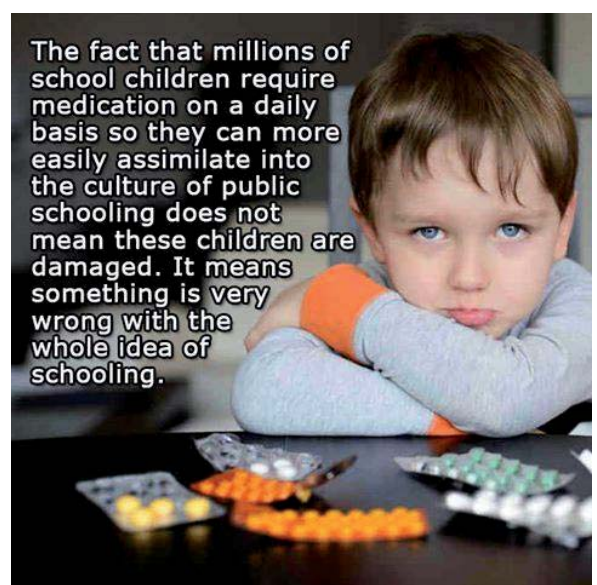
Step-by-step description of the activity
- the group watches this video *Nikhil Goyal on Why kids hate school*
- *everybody is invited to recall the following:*
  - A normal schoolday when you were 10 and a normal working day of your parents when you were 10
  - A normal schoolday of your child now and a normal working day in your life now
  - For child participants the exercise is about a day they have enjoyed and one that was dreadful
- (Q-cards can help: What objects, tools were used in school and at work when you were 10 and what are used today? What was and what is the most common teaching method? What has changed? What did you like most about school? What does your child likes most about school? What did you hate most about school? What does your child hate most about school?)
- In small groups participants choose one challenge that needs to be addressed and discuss it along the following questions:
  - What has changed since you were a child and what need to be changed to make school liked more by children?
  - What do you think you can do about it?
  - What do you think your community (school board, parents' association, student union, teachers' professional association) can do about it in your opinion?
  - What can the media do about it?
  - What other stakeholders can be involved and how? (Think of policy, politics, economy, civil society organisations, etc.)
- Each small group comes up with a proposal for solving the challenge of their choice

Desired outcomes
participants should be able to be critically aware of the problems education is facing and formulate an active attitude towards it

NOMINATIONS

Your organization needs officers, maybe committee members, and other positions decided by a vote of the membership. Robert's Rules sets out several methods of making nominations for positions:

An organization can nominate candidates in several ways:
- By the chair
- From the floor
- By a nominating committee
- By ballot
- By mail
- By petition

NOMINATIONS BY THE CHAIR

This method is used whenever the membership wants to rely on the presiding officer to recommend candidates but also wants to reserve for itself (or its designee, such as the board of directors) the approval of the nominee. This method is applicable when
- Appointing members to committees, if specified in the motion creating the committee, or if prescribed in the bylaws
- Electing a presiding officer in a mass meeting

NOMINATIONS FROM THE FLOOR

Sometimes called *open nominations,* this method is probably the most familiar. It›s used in the vast majority of situations in which members elect their officers at a meeting. Your group's rules and customs determine when floor nominations are accepted. Sometimes nominations aren't taken until the election is pending, and sometimes they're taken at other times, such as at a meeting before the election meeting.

The process of making floor nominations is subject to the following rules:
- Recognition by the chair is not required to make a nomination. However, calling nominations from your seat is often impractical, so you may want to adopt a more formal nomination process.
- Nominations don't have to be seconded, but it's not out of order for members to second a nomination to signal their endorsement.
- A person can nominate himself or herself.
- A member shouldn't offer more than one nomination to a position if there are several seats for the same office — such as for nominees to a board or a committee — until all other members have had the opportunity to make nominations.
- If the bylaws don't prohibit it, a person can be nominated for more than one office and can even serve in more than one office if elected.
- Nominees do not have to leave the room during the nominations, when the vote is taken, or when the vote is counted.

- The presiding officer can continue presiding, even if he or she is one of the nominees for the office.
- A member can rise and decline the nomination during the nominating process.
- After each nomination, the president repeats the name to the assembly.
- Nominations are taken for successive offices in the order they're listed in the bylaws.

Motions to close nominations are usually unnecessary because the nomination process simply continues until no one wishes to make further nominations. When the nominations stop, the chair just declares nominations closed after making sure that no more nominations are forthcoming. Customarily (although it's not required), the chair accomplishes this by calling three times for more nominations.

According to Robert's Rules, a motion to close nominations is out of order *as long as any member wishes to make a nomination.*
- A motion to close nominations is usually not necessary unless it is apparent that members are nominating people just to honor them, and that the nominees have no intention of serving.
- Usually the president closes nominations when no further nominations come forward from the assembly.

NOMINATIONS BY A COMMITTEE

Using a nominating committee to assemble a list of willing and qualified candidates for office can greatly benefit members when the time comes to select their leaders. If the committee does its job well, the membership can enjoy some basic assurance that the candidates nominated have at least expressed interest in the job, have agreed to serve, and are qualified for the offices for which they're nominated.

THE NOMINATING COMMITTEE'S ROLE

The duty of a nominating committee is to find the best candidate for each office. The bylaws should not tie the hands of the committee to find more than one person to fill each slot; the committee should find the best candidate for each office. Persons serving on the committee can be nominated for office.

The secretary should give the committee a copy of the membership list, the bylaws, a description of the duties of each office, and the eligibility requirements. The committee must carefully review the eligibility requirements for each office and see that the nominees meet these requirements. If anyone is elected, and it is discovered after the election that the person is not eligible, the election of that officer is null and void. The committee then has to find a new nominee, and the members have to vote again.

The committee should meet, carefully review the membership list, and select the people who they think will do the best job in each office. A member of the committee should then be designated to call each nominee to see if he or she is willing to serve if elected. If someone is not willing to serve, the committee needs to meet again and find another candidate.

If no candidate is found, the committee can leave that slot open for nominations from the floor. Or, they can tell members publicly that they do not have a nominee for a certain office; this allows members to volunteer. No one should be nominated without his or her consent because, if elected, the person may decline to serve and members will have to hold another election.

A NOMINATING COMMITTEE'S REPORT

The report of the nominating committee is usually given under "special orders." When called on to give the report, the chairman of the nominating committee states the nominations for each office.

> **Chairman of Nominating Committee:** Madam President, the nominating committee submits the following nominations: for president, Alex Shaw; for vice president, Bianca Fernandez; for secretary, Raymond Platt; and for treasurer, Donna Agnese.

Sometimes there is a split in the nominating committee over who to nominate. If a minority of the committee wishes to nominate someone else, the members in the minority can make the nomination when nominations are taken from the floor.

As soon as the committee reports, it is discharged from its duties. Sometimes the committee is revived to make nominations to fill vacancies. After the committee reports, the chair states:

> **President:** The nominating committee nominates Alex Shaw for president, Bianca Fernandez for vice president, Raymond Platt for secretary, and Donna Agnese for treasurer. Nominations are now open from the floor. Are there any further nominations for president?

NOMINATIONS BY BALLOT

This method of nominations is based on the principle of allowing *all* voters to make nominations for all offices by completing a nominating ballot. The ballots are tallied very much like an election ballot, and the report becomes the list of nominees for each office. This method gives voters an idea of the group›s preferences without holding an actual election.

NOMINATIONS BY MAIL

Taking nominations by mail is basically the same as taking nominations by ballot. Take security measures to protect the privacy of the nominating ballot; each member is instructed to fold his or her ballot inside a signed envelope and mail it back in an outer envelope. When the nominating ballot is received, the signed inner envelope containing the ballot is logged in against a list of voting members, and the ballot is deposited in a receptacle for tallying like an election ballot.

NOMINATIONS BY PETITION

Some organizations add nominees to the ballot only if the name is submitted on a petition signed by some minimum number of members. Nomination by petition is another method of nomination by mail; provisions must be made for it in the bylaws, and standard forms must be provided to candidates and electors upon request.

MOTIONS RELATED TO NOMINATIONS

Whenever you need to specify a way to come up with nominees, as you probably will for situations your bylaws don't cover, you use a motion related to the method of nominations. And whenever you want to specify when nominations can be made, you use a motion to *open* or *close* nominations. Collectively, these motions are known as *motions related to nominations.*

A motion relating to nominations

- Can't interrupt a speaker who has the floor or a member making a nomination
- Must be seconded
- Isn't debatable
- Can be amended
- Requires a majority vote (except the motion to close nominations, which requires a two-thirds vote)
- Can be reconsidered if it's a negative vote to reopen nominations

METHOD OF NOMINATIONS

This example is based on moving to have nominations by committee, but the form is essentially the same for any of the methods.

You simply say, "Mr. Chairman, I move that the chair appoint a committee of three to consider and make recommendations on the replacement of Mr. Exeter, who has resigned as chairman of the membership committee." Whatever nomination method you propose, be specific.

MOTIONS TO OPEN OR CLOSE NOMINATIONS

A motion to *open nominations,* when made by a member, is usually a motion to reopen nominations after they have been closed. (The chair usually just announces the opening of nominations at the appointed time when they are in order.)

Members rarely make a motion to *close nominations* because it's never in order to make this motion as long as anyone wants to make a nomination. Also, members rarely move to close nominations because, whenever no further nominations are offered, the chair usually just declares, "Hearing no further nominations, nominations for the office of [name the office] are closed."

NOMINATIONS AND THE MINUTES

The secretary places all nominations in the minutes. If the organization uses a nominating committee and then takes nominations from the floor, the secretary records the nominating committee's report first and then lists nominations for each office in the order they are presented as given by the members from the floor.

CONDUCTING ELECTIONS

The election process may be the easiest part of deciding who handles a particular job in the organization. Robert's Rules on elections are very straightforward after what is often a politically charged prequel of nominating and campaigning.

An election is really nothing more than the handling of an assumed motion, with the question being on whom to elect to fill a position. Like any incidental main motion, an election can be decided by voice vote or by ballot.

ELECTING BY BALLOT

Ballot voting is by far the surest way to allow for the free expression of the will of the membership. When holding ballot elections, you have two procedural options:

- **Nominations for all offices conclude before any balloting begins.** This saves time and allows for polling at a time and place other than a meeting. However, it disadvantages candidates who lose an election for a position decided earlier and then can›t serve a different position.
- When using this procedure, make it clear that a person can be nominated for and elected to more than one office. If a person is elected to two different positions, she can either choose which office to accept or serve in more than one position, if that's allowed.
- **Nominations for each office are followed by the election for that office.** The main advantage here is that it allows members to consider the election results of one office before proceeding to the election of another office. You take nominations from the floor for one office, and when no further nominations are forthcoming, you proceed to the balloting for that office. This method requires more time for the election process, making it probably best limited to smaller groups.

No matter which procedure you use, the order in which you take up each election is the order in which the offices are listed in your bylaws.

Voting by ballot enables a member to vote for a candidate not formally nominated by writing in a name — a *write-in vote*. A write-in vote is a legal vote unless it›s unintelligible or cast for an unidentifiable or ineligible person or for a fictitious character, in which case it›s counted as an illegal vote.

Ballot voting is the preferred voting method in situations in which knowing how all the members voted isn't desirable. You can use a ballot vote to decide either a motion or an election:

- **If the ballot vote decides a motion,** the question is clearly stated by the chair, and you›re instructed to mark your ballot *Yes* or *No* (or *For* or *Against*).
- **If the ballot vote decides an election,** you›re instructed to write the name of the nominee of your choice on your ballot.

It's never in order to vote *Yes* or *No* (or *For* or *Against*) a candidate when electing persons to office. The only way you can vote *against* a candidate is to vote *for* another person.

WHO GETS TO VOTE

Depending on your organization and the decisions being made, balloting may take place during a meeting, or polls may be open during polling periods including times when no meeting is in progress. In either case, you need to appoint reliable ballot counters to hand out and collect ballots and to count the votes.

Only members entitled to vote are given ballots or are allowed to deposit ballots with a ballot counter or place them in the ballot receptacle. If polling is conducted outside of a meeting, members should verify their credentials with election officials when casting their votes at the polls, and members' names should be checked on a list showing who has voted.

The presiding officer votes along with all the other members, although she is *never* allowed to cast a tie-breaker in a ballot vote.

A member has the right to vote until the polls are closed. A late-arriving member can vote only with other members' consent by majority vote.

COUNTING THE BALLOTS

- When counting ballots, ballot counters need to keep a few key points in mind:
- Blank votes are treated as scrap paper and don't count at all.
- Illegal votes cast by legal voters count toward the total votes cast, but they don't count for any individual choice or candidate. Illegal votes are
  - Unintelligible ballots
  - Ballots cast for a fictional character
  - Ballots cast for an ineligible candidate
  - Two or more marked ballots folded together (together they count as only one illegal vote)
- If a marked ballot is folded together with a blank ballot, the marked ballot counts as one legal vote, and the blank ballot is considered scrap paper.
- Each question on a multipart ballot is counted as a separate ballot. If a member leaves one part blank, the votes entered on the other questions still count.
- If a member votes for more choices than positions to be elected, the vote is considered illegal.
- If a member votes for fewer choices than positions to be elected, the vote is legal and those votes count.
- Small technical errors, such as spelling mistakes or marking an X when a checkmark is called for, don't make a vote illegal as long as the voter's intent is discernible.
- Votes cast by illegal voters must not be counted at all, not even included in the number of total votes cast. If it's determined that enough illegal votes were cast by illegal voters to affect the result, and these votes can't be identified and removed from the count, then the vote is deemed null and must be retaken.

AFTER THE VOTE

After the votes are counted, the lead ballot counter reads aloud to the membership the complete report of the vote counts but doesn't declare the result. That job belongs to the presiding officer, who reads the report again to the members, concluding with a formal declaration of the result. The entire ballot counters' report should be included in the minutes of the meeting.

In determining how long to hold the ballots before destroying them, your main consideration is the possibility of needing a recount. After the period during which a recount can be conducted has passed, you don't need to keep the ballots. A decision on how long to keep them can be made at the meeting when the vote takes place, or a short retention period for ballots can be adopted as a standing rule.

ELECTING BY VOICE VOTE

If your bylaws don't require you to conduct an election by ballot, and if candidates are unopposed or there's no major contest for an office, you can save time with a simple voice vote (or *viva voce*). After nominations are closed, the vote is taken on each nominee in the order in which they were nominated.

Because this form of voting favors one candidate over another based on the order of nomination, you should avoid using it except in mass meetings or when there's no serious contest for the office and a ballot is not required. If members don't understand exactly how it works, the ones whose preferred candidate doesn't get voted on are likely to think something is amiss.

ELECTING BY ROLL CALL

If your assembly's members are accountable to a constituency, your rules may require you to conduct your elections by roll-call vote. You follow the same procedures for elections by ballot, as far as arriving at the point of the election is concerned, but instead of casting your vote by ballot, each member announces his vote when the secretary calls that person's name. The secretary repeats the vote after recording it, to ensure accuracy.

DETERMINING WHO WINS

Elections are decided by majority vote unless your bylaws provide differently. In a voice vote, the winner is easy to determine and the vote is over when someone wins the election. When it comes to ballot elections, your election isn't complete until a position is filled, and a position is never filled until a candidate receives the threshold number of votes required for election. In most cases, the threshold is a majority of the votes cast. If you have only two candidates and the vote is a tie, you repeat the balloting until one candidate receives a majority.

Balloting must continue until a candidate receives a majority. It's never proper to drop the candidates receiving the lowest vote totals from a ballot unless they withdraw voluntarily. That means run-offs are just plain out of order. The requirement for election by ballot is a majority, and a candidate has no obligation to withdraw just because he polls low numbers. Your members may wind up voting for Mr. Low as the compromise candidate.

ADDITIONAL POINTS CONCERNING ELECTIONS

Here are some other things to consider during the election process:

- A quorum needs to be present throughout the election meeting. If members leave during the meeting so that a quorum is not present, those offices not yet elected must be put off until an adjourned meeting or until the next meeting.
- Ballot counters should cast their ballots at the same time that the assembly votes.
- If a member is elected and not present and has not previously said that if elected he or she will serve, someone should call the member to see if he or she will accept the office. If not, the members can vote again during that meeting for another candidate.
- If an elected candidate declines the office after he or she is elected and after the meeting has adjourned, another election needs to take place, if at all possible. If the bylaws specifically address this situation, members should follow the bylaws.
- If it is discovered after an election that the person elected does not meet the eligibility requirements, and even if the person has begun to serve, the election is void. The organization must have another election.
- A member can't make the motion to adjourn while the assembly is occupied with taking a vote, verifying a vote, or announcing a vote, except when the vote is by ballot. In a ballot vote, after the ballot counters have collected all the ballots, a member can make the motion to adjourn. If the motion is adopted, the assembly can adjourn before the vote is announced if it has another meeting scheduled. The balloting

committee can still count the ballots. When the next meeting begins, the first order of business is to hear the report of the balloting committee and for the presiding officer to announce the vote that was taken at the previous meeting.

- If counting ballots takes some time, it is best for the assembly to take a recess instead of adjourn.
- In counting the votes, the balloting committee must not confuse a majority vote with the highest number of votes. The person who gets the most votes may not have a majority of the votes. In this case, the members must vote again until one candidate receives a majority vote.
- If there is a question about the way a ballot is marked, the ballot counters should take it to the presiding officer. He or she should present it to the assembly to decide what to do with the vote - whether to count it and toward what name to credit the vote.
- When presenting the nominations or taking the vote for a list of offices, the president should follow the order of offices that appears in the bylaws.
- If a person has been nominated to more than one office and is elected to two offices, he or she can choose which office he or she wants. The assembly then votes again on the other office.
- If a member is not present to choose which office he or she wants to serve, the members vote on which office they want him or her to serve. Members then vote on a candidate to fill the remaining office.
- If members adjourn before an election is complete, they should set the time for an adjourned meeting to finish the election. If they don't set a time for an adjourned meeting, they can call a special meeting (if the bylaws allow this). Or, members can also finish the election at the next regular meeting if the meeting falls within a quarterly time period.
- If members are voting for offices that have staggered terms or that last more than a year, the secretary should include in the minutes when the term expires. The minutes may say, for example, "Eric Olson was elected to the board for two years. His term expires July, 2014."
- If electronic machines are used for voting, they should be programmed so that each segment of the ballot is treated as if it were a separate ballot. Ballot counters present during the voting should be carefully instructed in their duties and should be able to explain to other members how to use the machine. If members haven't used the machine before, it may be wise to show them how to use it the day before the election.

ELECTION ABNORMALITIES

During an election, especially when ballot counters are not trained or when candidates are running in opposition, members may become aware of mistakes or illegal procedures in collecting or counting the ballots. If a member notices a mistake in procedure, he or she should immediately make the chair and assembly aware of his concerns.

The best thing an organization can do is adopt rules that tell how to proceed if a member challenges an election or if a person is illegally elected to office and has begun to serve. Rules may include how long the organization saves ballots and how long members can wait to challenge an election. These rules supersede the adopted parliamentary authority. It is important to remember that once someone is elected, the election can't be rescinded unless there is some provision for it in the bylaws. It is possible that because of a mistake in counting the ballots, or another procedural mistake, someone can be declared elected to office when he or she did not receive the majority votes. Organizations can create and write election rules to correct this mistake.

A common mistake in elections is having too many ballots cast for the number of members present. If this occurs and it does not affect the outcome of the vote, the election is still valid. Often the extra ballot comes from someone who has entered the assembly but has not signed in to the meeting.

Because fraud does happen in the election process, members need to be alert and watchful of the election process. Some practices to watch out for include:

- Ballot boxes being stuffed or written ballots being changed.
- Mail or absentee ballots not arriving on time or mysteriously disappearing when the time comes to count them.
- Voting machines having wedges inserted to prevent the lever from going down all the way.
- Polls closing or opening at times different than the times posted.

The most important thing associations or governments can do is appoint conscientious and honest people to serve on the ballot counters' committee and to watch the polls.

TAKING A RECOUNT

If members question the validity of an election or the procedure in taking the vote, a member should make a motion to recount the votes within a reasonably brief time after the president announces the election outcome. The motion to have a vote for a particular office recounted needs a second, is not debatable, and takes a majority vote to adopt.

After the person elected to office assumes the position, it is too late to nullify an illegal election. For this reason, members should listen carefully to the report of the ballot counters' committee. If something doesn't quite add up, a member should question it during the meeting. If officers assume their duties immediately after the meeting is adjourned, it is then too late to question the election.

UNDEMOCRATIC PRACTICES IN THE NOMINATION AND ELECTION PROCESSES

Members should be alert to some undemocratic political practices in organizations. One example occurs if a person is elected and then resigns, the office is considered vacant, and the president or board fills it by appointment instead of having another election. Doing this may allow an unpopular or hand-picked candidate to get the office even though he or she was not elected.

In writing the nomination, election, and vacancy conditions in the bylaws, the organization should make sure that if a vacancy is created early in the term of office, the vacancy is filled by election instead of by appointment, whenever possible. However, in some national organizations that meet yearly or biennially (every two years), this is difficult.

Another problematic practice to watch out for is nominating someone for office who is not eligible. When nominations are taken from the floor or when a nominating ballot is used, a good practice is to provide the members with an eligibility list so that they are not nominating people who will not be able to serve. When the secretary mails the members a notice about the nomination and election meeting, the letter can include a request that members who do not wish to be considered for office notify the secretary in writing. When the secretary prepares the eligibility list for the meeting, only those members who are willing to serve are on the list.

Source | Robert's Rule of Order | http://www.robertsrules.com

ACTIVITIES FOR TOPIC 8

Democracy at home and at school

Title of the activity
Evaluate parental engagement scenarios

Short summary of the activity
Given 3 scenarios participants are invited to develop qualitative and quantitative indicators of success

Aim of the activity
To understand qualitative and quantitative evaluation methodology and implement it

Time necessary for the activity
30 minutes

Necessary preparations
- Tools or props necessary: printed versions of the scenarios, of the outcomes, paper and pens for the evaluation planning and the evaluation
- Preparations by the trainer before the training: make sure the scenarios are culturally relevant and modify them before the training if necessary (but no need to make them totally fit, as trainees are invited to do a certain degree of abstraction)

Step-by-step description of the activity
- 3 small groups are formed and each group is given one scenario. Groups can be formed based on the choice of participants or randomly.
- All groups are invited to come up with indicators to measure success of the given scenario. The trainer walks around to make sure there are both quality and quantity indicators – explanation is given if necessary.

- People are re-grouped and given the second version of the scenarios with the outcomes. They are asked to make the evaluation against the indicators set by the previous group, but also to add other elements if they feel necessary
- In plenary, the evaluation is summarised in short, with special emphasis on the indicators used, but not established by the previous group
- The whole group may cast a vote on whether the evaluation was relevant or not

Desired outcomes
Understanding the importance of evaluating not randomly, but against plans, acquiring a methodology for that.

SCENARIO 1
Parents realise that newly arrived migrant parents don't come to school events because they are afraid of the language barrier. The local parents consider interpreters as the only solution. For financial reasons they cannot consider professionals, but seek speakers of both the majority language and the languages of the newly arrived parents to help them out. First they explore the parents' community, then school staff and children over 10 who are already able to help their parents, and they are planning to use the local community as a last resort. They manage to find enough people to cover all necessary languages, manage to have all parents attend one event, but still see that some parents don't come back and the reason is still the language barrier. They had covered all languages by one interpreter each, so there was no problem about the number of support staff. Try to explain what could have gone wrong and what quality indicators should be introduced to solve the issue.

SCENARIO 2
The food on offer in the school cafeteria, while meeting the requirements of healthy eating regulations, does not meet the taste of children and doesn't reflect diverse eating habits and tastes. Most children bring in sandwich and chips or home-made food instead of eating at the school canteen. Some parents buy microwave ovens for the classrooms and the children heat up home-made food in them, eating by their desk or in the corridors. There is a strong demand to provide a longer lunch break so that children can go home or to a nearby cheap restaurant outside of school for their meals. The age group is 6-10 year olds. Some members of the teaching staff don't feel comfortable with letting the children out of school during the school day regardless the wish of parents. While they understand that they must let the children out of the building anytime, they decide collaborate with parents to try and find a solution that satisfies most families and also satisfies those teachers who have safety concern, so that you keep as many children in the school building as possible. They set the target of having at least 50% of the children taking their meals at the canteen and to find solutions that will lead to less than 10% of the children going out of the building for lunch.

   Think of methodology to involve the parents and children in reforming the canteen so that the numbers increase together with the level of satisfaction. Set targets for 1 month, 3 months and a full school year.

SCENARIO 3
The school of your child is facing an inflow of migrant children with limited or no knowledge of the majority language or English. The children are reaching the age when they have to make decisions on specialisation, their basic skills have been assessed before entering your school, and the school staff knows that apart from the language issue, their skills levels meet requirements for their age in the country. While the school offers extra language classes for them (and their language levels increase very quickly), they are also trying to set up a scheme supporting them in their further education. and they must ensure they make the decision together with

their parents the majority of whom have no knowledge of the majority language or English.

Traditional methods haven't worked, regular parent-teacher meetings are not visited by these parents as they are offered only in the majority language, but you are not sure if the barrier is only linguistic or also cultural.

Develop a scheme that ensures all parents are involved in making the right choice for their children. Think about possible language barrier breakers, thinking about potential help from the language community of the parents, other parents in your school and the children themselves. Assuming there are cultural differences, also think about changing your traditional methods for school-home communication, using previously not established communication channels and possible leaving your comfort zone. Think of the fact that these parents are using digital tools.

The aim is to have feedback from at least the parents of 80% of the children and to have an impact of the decision of at least half of them. How would you measure success?

Title of the activity
Successful Educational Action

Short summary of the activity
Participants will learn about and implement the methodology of Successful Educational Action (SEA) developed by Ramon Flecha and his team at CREA

Aim of the activity
- to understand a tried and tested methodology for collaborative action
- to solve problems/address challenges linked to education in a democratic way

Time necessary for the activity
30-45 minutes

Necessary preparations
- Tools or props necessary: flip chart, markers, SEA template for participants, background reading
- Preparations by the trainer before the training: getting acquainted with the SEA methodology

Step-by-step description of the activity:
- participants learn about the SEA methodology
- they identify 3-4 needs
- SEPs are developed in small groups
- they introduce and discuss the detailed plans

Desired outcomes
participants will become able to plan and carry out actions in school and in the family context that are based on values and practices of democracy

SUCCESSFUL EDUCATIONAL ACTION PLANNING

According to research carried out in the framework of the Includ-ED project the following types of action are considered to support educational success of children and that are lifelong learning opportunities for adults at the same time, and thus be called Successful Educational Actions (SEAs):

- actions which improve the educational success of ALL children of a school: these actions should ensure that all children of the school benefits from these actions regardless their conditions.
- actions planned, organised and carried out by families of a school: families should play the leadership role in the actions although other actors, such as teachers or students, can be invited to participate in.
- actions that are part of a wider plan for the involvement of families at school: families of the school should have a plan to develop several AES within an organised framework.
- actions based on the existing resources of the community who is organising them: all these actions should be developed with the resources that are in the community, it is the only way for it to be realistic actions.

The Successful Educational Plan (SEP): how we do it.

KEY 1 / THINK

1. Define what goals we want to achieve.
Consider what we need to do to improve educational success in our educational community and what objectives must be defined to meet these needs.

2. Remember that we have experience and competencies.
We know what to do and who could work with us and help us.

3. Consider what we need.
Resources, people, skills, time, etc. What else? Should we learn something before starting? How do we do?

KEY 2 / ORGANIZE

1. How will we disseminate outputs to reach all families?
Let them know what we want to build. What do we tell to the families? What do we want to ask of them?

2. How do we distribute the work?
Do we form a commission? What time availability do we have? And skills? Do we have allies within the community?

3. What timetable do we propose?
Both for meetings and for the activities we do. How often should we meet: weekly, monthly? When do we start?

KEY 3 / ACT

1. Communicate. Maintaining communication and coordination with the rest of the educational community always helps us, though the beginnings can be difficult.

2. Share the experience. It will be very useful for communicating the results to the rest of the family, strengthening links with the educational community, inviting people not yet involved, etc.

3. Learning. We learn doing and sharing all that we discover! If something does not go right the first time, we must remember that we are learning by doing! Do not be afraid to change or make a mistake.

4 KEY / VALUE

1. Results. What have we achieved and what have we not? Why? How do we feel?

2. "Lessons learned." What have we learned from this whole experience? What has it brought us individually and collectively, as parents' organization?

3. The future. Now what do we do? Do we continue our successful educational actions? Do we want to add more fields, modify some aspects, and continue this first experience of educational success?

Dr. Joyce Epstein's six themes of involvement, the keys to successful school, family and community partnerships

1. **Parenting** | Assist families in understanding child and adolescent development and in setting home conditions that support children as students at each grade level. Assist schools in understanding families.
2. **Communicating** | Communicate with families about school programmes and student progress through effective school-to-home and home-to-school communications.
3. **Volunteering** | Improve recruitment, training and schedules to involve families as volunteers and audiences at the school and in other locations to support students and school programmes.
4. **Learning at home** | Involve families with their children in learning at home, including homework, other curriculum-related activities, and individual course and program decisions.
5. **Decision making** | Include families as participants in school decisions, governance and advocacy through the PTA/PTO, school councils, committees, action teams and other parent organisations.
6. **Collaborating with the community** | Coordinate community resources and services for students, families and the school with businesses, agencies and other groups, and provide services to the community.

TEMPLATE FOR A SEP

1. Detected needs	
2. Specific objective/s	
3. Involvement theme	
4. SEA/s	
5. Resources needed	
6. Participants and target groups	
7. Dissemination	
8. Timetable	
9. Expected results	
10. Evaluation	

EXAMPLE OF A SEP

1. Detected needs	Reading habits and skills appropriate to the different developmental stages
2. Specific objective/s	Improving reading skills of students
3. Involvement theme	Participation
4. SEA/s	Create a literary café for parents, where families can bring their concerns and proposals about reading (propose books, lectures, unforgettable personal stories or reading habits (school library, storytelling, extracurricular activities, book exchange, reading club, literary competitions, theatre, …)
5. Resources needed	Adequate space and resource materials, specific materials (resources in different languages, etc.), volunteers, resources for dissemination.
6. Participants and target groups	P – teachers, parents' organization, volunteers.

T – teachers, parents and students of the school |
| 7. Dissemination | Disseminate before and after each activity organized by the committee. |
| 8. Timetable | At the beginning of the school year, create the commission and organize a schedule of meetings of the literary cafe. It will be monthly or quarterly (depending on availability of volunteers): the first could be in December and could assess how often, start could be in January. At the end of the course, a summary of the sessions (read materials, sharing concerns/solutions; include photos, etc.) |
| 9. Expected results | Increasing of the % of active participation in the parents' organization; increasing of parents' participation in all other activities for reading.

Collect feedback in book format (with photos, stories, etc.) |
| 10. Evaluation | Quarterly: the commission will make an assessment of their work. At the end of each literary café, a rapid assessment of the dynamics of the target.

End of schoolyear: participants questionnaire with evaluation of proposals below, etc. |

INTRODUCTION TO PARTNERSHIP SCHOOLS IRELAND

PARTNERSHIP SCHOOLS IRELAND

Partnership Schools Ireland is a joint initiative by National Parents Council Primary (NPC) and Irish Primary Principals' Network (IPPN).

Better outcomes for children are the main objectives of a "Partnership School", achieved by the whole school community, planning and working together on agreed activities.

In 2014 Dr Joyce Epstein, from Johns Hopkins University at a key note address at National Parents Council Primary (NPC) conference, introduced the Action Team for Partnership programme (ATP). She challenged that the goal of parental involvement should be through the Action Team for Partnerships, should be to support better outcomes for children in education.

Decades of research clearly illustrates that when parents are involved children do better. Dr Joyce Epstein believes that schools should not be just encouraging parental involvement, but working in equal partnership with parents, teachers and the wider school community, to improve outcomes for children.

Through the Partnership Schools Ireland programme the ATP becomes the main focus of the partnership in school. The ATP will work with teachers, support staff, parents, children and community members working together to discuss the current work of the school, to find ways to enhance and add value through specific goals and develop a yearly action plan.

The Partnership Schools Ireland programme is now in its third year in Ireland, with 14 schools participating. It hopes to develop further and involve more schools across the country. The work is a joint project between NPC and the Irish Primary Principals' Network (IPPN).

When setting up the first ATP in the school the Principal chooses the membership ensuring that those involved will be committed to this partnership style of working. Following training the ATP will then:

- Develop a one year action plan with activities linked to goals selected by the partnership: two curriculum, one behavioural and one to improve the welcoming climate in the school
- The ATP will monitor each goal and work together to overcome any barriers in achieving the goal
- Will recruit and invite others to help and achieve goals each year
- At the end of each year the ATP will identify how each goal has benefited the children and progresses the school's partnership progress
- Ensure the board of management, parent association and parents are informed of the ATPs activities and celebrate its achievements

Getting honest input from children, parents, teachers and community members is both refreshing and informative and brings richness and vitality to projects which may otherwise be difficult to achieve.

Assess your school partnership using this tool
https://drive.google.com/open?id=0B0PqKEIWz5CUekdUd2RleVVWS00

BASIC METHODS
USED IN THE TRAINING

Brainstorming

A brainstorming session is a tool for generating as many ideas or solutions as possible to a problem or issue. It is not a tool for determining the best solution to a problem or issue. Effective brainstorming can be accomplished by following simple brainstorming do's and don'ts with the group.

Before beginning any effective brainstorming session, some basic rules must be set. Once the basic rules list is generated, be sure to gain consensus that the session will be conducted according to them, and post them in a highly visible location in the room. The group can create their own rules if the method is used extensively, but there are four key rules that are useful whenever you are conducting a brainstorming session:

1. **There are no dumb ideas.** Period. It is a brainstorming session, not a serious matter that requires only serious solutions. Remember, this is one of the more fun tools of quality, so keep the entire team involved!
2. **Don't criticize other people's ideas.** This is not a debate, discussion or forum for one person to display superiority over another.
3. **Build on other people's ideas.** Often an idea suggested by one person can trigger a bigger and/or better idea by another person. Or a variation of an idea on the board could be the next "velcro" idea. It is this building of ideas that leads to out of the box thinking and fantastic ideas.
4. **Reverse the thought of "quality over quantity."** *Here we want quantity; the more creative ideas the better. As a facilitator, you can even make it a challenge to come up with as many ideas as possible and compare this team's performance to the last brainstorming session you conducted.*

Other brainstorming preparation questions:
- Who will lead or facilitate the brainstorming session?
- Who will participate in the brainstorming session?
- Who can write very quickly to record the brainstormed ideas without slowing down the group?
- Where will the brainstorming session be held?
- What materials are needed for brainstorming (easel, paper, white board, pens, etc.)?
- What is my brainstorming session desired outcome?

Fishbowl

What is a fishbowl process?

Fishbowls involve a small group of people (usually 4-5) seated in circle, having a conversation in full view of a larger group of listeners. Fishbowl processes provide a creative way to include the "public" in a small group discussion. They can be used in a wide variety of settings, including workshops, conferences, organizational meetings and public assemblies. Fishbowls are useful for ventilating "hot topics" or sharing ideas or information from a variety of perspectives. The chairs are open to "visitors" (i.e., members of the audience) who want to ask questions or make comments. They indicate their wish to take the chair of one of the people not speaking at any moment in time by tapping on their shoulder.

When to use it
- As an alternative to traditional debates
- As a substitute for panel discussions
- To foster dynamic participation
- To address controversial topics
- To avoid lengthy presentations.

As a facilitator, how do I implement a fishbowl process?
- Make sure that the physical space permits a fishbowl setup:
- A few chairs in an inner circle (elevated if necessary to be visible to all)
- Concentric rings of chairs and/or round tables around the inner circle;
- Aisles to permit easy access to the inner circle
- Microphones if needed
- Easel stands or paper on walls for written or graphic recording of key ideas is sometimes helpful
- To begin, invite the representatives to sit up front, explain to the group how the process will work, and open the floor with a provocative question, inviting the representatives in the fishbowl to comment.
- You can stop the conversation if you feel it has 'overflown' and introduce a new question

Time necessary
about 90 minutes
- Introduce the method and the objectives/guiding questions of the discussion (5 minutes)
- Fishbowl discussion (60-80 minutes)
- Debriefing (10 minutes).

5 Whys

"If you don't ask the right questions, you don't get the right answers. A question asked in the right way often points to its own answer. Asking questions is the ABC of diagnosis. Only the inquiring mind solves problems."
[Edward Hodnett]

5 Whys is a technique used for analysing a situation and finding the root cause of a challenge. By repeatedly asking the question "Why" (five is a good rule of thumb), you can peel away the layers of symptoms which can lead to the root cause of a problem. Although this technique is called "5 Whys," you may find that you will need to ask the question fewer or more times than five before you find the issue related to a problem.

Benefits of the 5 Whys
- Help identify the root cause of a problem.
- Determine the relationship between different root causes of a problem.
- One of the simplest tools; easy to complete without statistical analysis.

When Is 5 Whys Most Useful?
- When problems involve human factors or interactions.
- In day-to-day life and institution; can be combined with other methods to find solutions.

How to Complete the 5 Whys
1. Write down the specific problem. Writing the issue helps you formalise the problem and describe it completely. It also helps a team focus on the same problem.
2. Ask Why the problem happens and write the answer down below the problem.
3. If the answer you just provided doesn't identify the root cause of the problem that you wrote down in Step 1, ask Why again and write that answer down.
4. Loop back to step 3 until the team is in agreement that the problem's root cause is identified. Again, this may take fewer or more times than five Whys.

Simple example of 5 Whys
Problem Statement: You are on your way home from work and your car stops in the middle of the road.
1. Why did your car stop?
  – Because it ran out of gas.
2. Why did it run out of gas?
  – Because I didn't buy any gas on my way to work.
3. Why didn't you buy any gas this morning?
  – Because I didn't have any money.
4. Why didn't you have any money?
  – Because I didn't have my purse on me.
5. Why did you not have your purse on you?
  – Because got up too late and left home too hastily.

Role play

Role-play training is an important part of our training program. Some people find it difficult to take these exercises seriously. That is a real shame, because if done right, role-play simulation can be one of the best learning techniques, participants of a well thought-out role-play simulation can learn and experience things no book or computer program could ever teach them. Although you, as a trainer, can't force people to "love role-playing", you can adopt a structured process that encourage participants to engage and learn from the exercise.

Start with these simple steps

Step 1. | Know your course participants
Before creating your role-play exercise, you need to know whom you will be training, and therefore whom you will be asking to participate in your role-play simulation. Knowing the power balance and hierarchy within a group is crucial if one is to conduct a successful exercise.

Step 2. | Keep it familiar
Nobody likes generic simulations! When writing your case and roles (i.e. briefing material), you have to make sure that the subject and context of the simulation is familiar to the participants of the role-play. There are two good ways of doing that:

A) Base your custom role-play on an actual case that happened locally, but not actual anymore. Just make sure that you pick a case that is at least 5 years old and that you change the names and numbers involved. That way none of the participants will (most likely) remember the actual case.

B) Take a generic role-play simulation and "tweak" it. Find a relevant case that fits your general needs and simply edit it, until it fits your exact needs. There are many examples available in books or on the internet

Step 3. | Organize
Lay out a plan for the entire role-play facilitation process. If you don't provide structure to the exercise no one will and the whole thing will go south really fast.

You need to think about how much time you need to go through each step of the role-play process. How should the participants be matched? How long should participants be allowed to study their briefing material? How much time should there be for actual role-playing? Are you going to have one long role-play session or several shorter simulations with breaks in between? How much time should you set aside for the debrief? A well-structured process will not only help you as a trainer but also show participants that you know what you are doing.

Step 4. | Brief participants
Before the actual role-playing begins participants should have time to study their briefing material and fully understand any rules and caveats you as a trainer might impose on the exercise.
Nothing turns off (already reluctant) participants like having to stop the role-play half way through because someone misunderstood the rules! All participants need to me 100% clear about the rules from the get go! You should set off extra time for this, because there is always someone who "doesn't get it."

Step 5. | Observe and take notes

Some trainers like to get involved in the actual role-play, but it is better to be an observer only. As a trainer you should sit back, observe and take notes – do not interfere.

Let people interact. Your most important job as a trainer during this period is to take notes. How are the individual participants handling the simulation? Are they moving towards the desired outcome?

Step 6. | Debrief

Once the role-play is over it is crucial to conduct a well-planned debriefing. The debriefing of participants is where 50% of the learning actually happens. This is where participants get to reflect and learn from what transpired during the role-play.

You need to think carefully about what questions you ask and how much time you dedicate to each issue – and whatever you do, take notes! Sometimes it might be a good idea to focus on what participants did wrong – sometimes that approach would be downright counteractive. Forgetting about a serious issue and then scrambling to include it before your session is over is also something that will leave participants annoyed and not looking forward to your next exercise.

Step 7. | Write a brief or lessons-learned report

As the participants leave the room, you are (hopefully) left with a bunch of detailed notes. Notes that tell you all you need to know about where participants were, where they are now and how they got there.

These lessons-learned should be gathered into a brief or lessons-learned. Such a brief or report should/could (depending on the situation), be shared with the participants of the course and/or used as a basis for further activities.

Case studies

A case study is a representation of a real-life or life-like situation. It is a representation rather than a description because it does not have to be text-based and it can contain multiple resources. A case study is a model that includes a sufficient level of detail for the learning and teaching purpose. The model is a situation or scenario based on events in the real-world. Although narrative case studies are the most common form of case study, they do not have to be limited to text-based descriptions. A case may represent a single event or provide an account of a series of actions over a period of time.

It is a method of problem-based learning that encourages trainees to actively engage with material, cooperate with peers and receive feedback. It provides an opportunity to practice skills such as problem solving, interpersonal and teamworking skills Objectives in using case materials should be action-oriented for best results, eg. to explore, to analyse, to discuss.

Elements of a Case Study
- Scenario (the context): it should be based on a real life or realistic situation, some facts may have been changed to preserve anonymity or to simplify the case;
- Statement of the issues (the focus of the case): within a typical scenario, there are a number of possible issues to consider, so it is the trainer's job to define which ones to tackle when working on the case study;
- the task (the open problem): ask simple questions that determines how the group is going to deal with the

case, the target that they need to reach, trainees need to be given clear instructions about what they are required to do with the case material;

- any resources needed for the task- this can be concrete data, legal regulations or similar parameters that give the framework for the case;
- additional supporting materials (artefacts) such as documents newspaper articles or videos may also be provided.

Activities using the case study can include for example

- Analysis: trainees can individually analyse the main issues in a situation.
- Role play: trainees are assigned roles in the case study to explore different views.
- Webquest: trainees search the Internet to find further information about an issue.
- Diagnose a problem: trainees diagnose the underlying problem based on the case material. This requires them to identify the relevant and irrelevant data in the case.
- Jigsaw: trainees are each assigned a section of a larger case study or separate tasks within the case and then have to bring the findings together in a workshop or presentation.

Creating and using a secret Facebook group

Steps of setting up the group
1. Make sure all training participants are registered on Facebook and that everybody is friends with at least one other training participant.
2. Click the green Create Group button.
3. Give the Group a name and choose the icon with the dropdown arrow.
4. Add any members who are your Facebook Friends by typing their names. You'll see their account pop-ups; select to add them to the member box. Ask them to add others you are not friends with.
5. Select the Privacy Setting and click the Create button.

Nobody on Facebook can see a secret Group other than those in the Group. This Group will not appear anywhere on your profile, and only those within the Group can see who the members are and what is posted.

USEFUL TIPS FOR THE GROUP

Write a Great Intro Blurb
On the right hand side of the group page is a section called 'About'. As your group will be secret, this blurb is only visible to members. The place where you set the basic focus, tone and expectations of the group is the intro blurb. You are limited to 3000 characters so make them count. It is also recommended to mention when the group was started, who started it and who the current admins are, just for transparency sake. You should also cover any member admission conditions you may have in place so that it is clear and there are no embarrassing declinatures (or worse, ejections) required.

Write Clear Guidelines & Pin Them

It is very important that group members have clear rules they can reference if they have a question about how the group operates and what your expectations are of them as members. There are several ways to create the guidelines/rules. Once they are created it is best to go into the 'files' section of your group and create a Facebook document with the guidelines in it. Once you save the document, it will automatically create a post to the group referencing that document and you can then pin that as the top post. When that post is clicked, members are then taken to the document which is much more readable than a standard post would be. It is also easier to update later should it be required than a standard post.

In mixed training groups it is very important to set communication rules as people participating are usually in a hierarchy, they have an everyday communication, but Facebook uses other standards. The most important rule of thumb is that a teacher or a parent is an equal participant to minors, eg. it is never acceptable to correct a spelling mistake in a comment.

Intervene Early

If you see a post/thread running amok and generally causing a major disruption to the group as an Admin, intervene early. You can be firm without sounding heavy handed. It is also an important prerequisite to choose your Admins carefully.