A hand holding a globe with a sunburst and a red lightning bolt. The hand is positioned at the top right, holding a blue and white globe. A yellow sunburst radiates from the center of the globe. A red lightning bolt is positioned to the left of the globe. The background is white with a torn paper effect.

# CAPACITY BUILDING FOR TEACHING STAFF

**ACTI✓8 &  
PARTICIP8**

PUBLIC REPORT  
ONLINE TRAINING COURSE

CERV-2022-CITIZENS-CIV

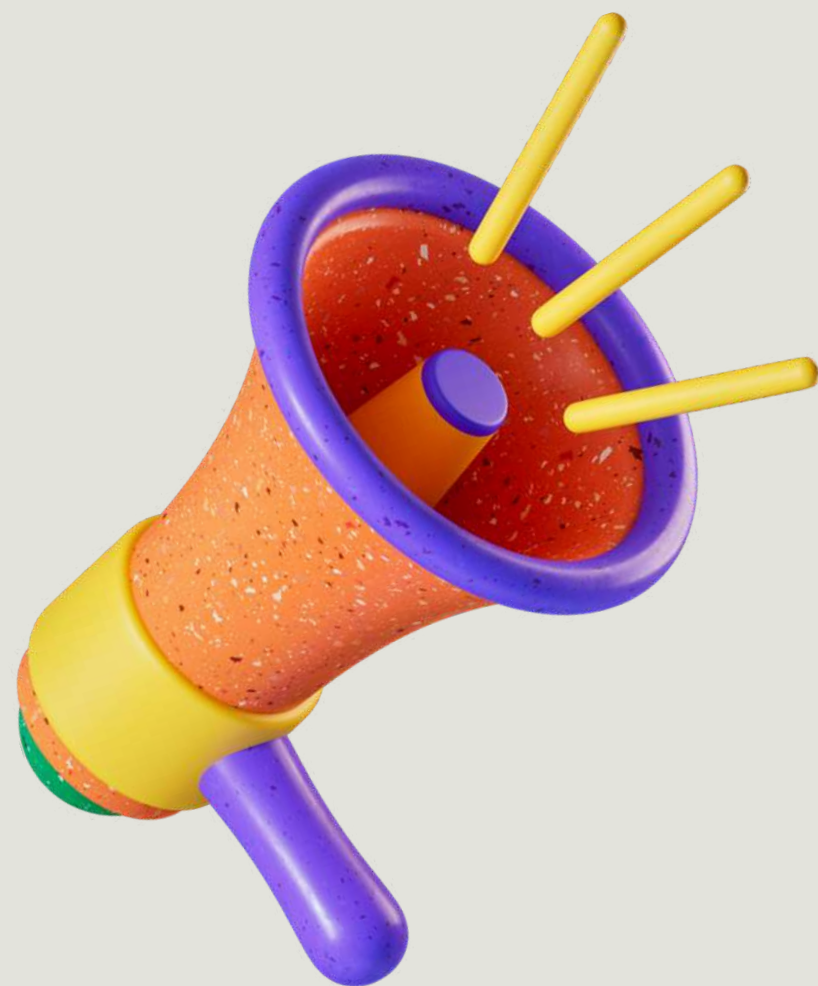


Co-funded by  
the European Union



## **PUBLIC REPORT**

Online training course  
27-28-29-30 March 2023.





# Partner organisations

Coordinator: CESIE – Italy

ESN Dubrovnik – Croatia

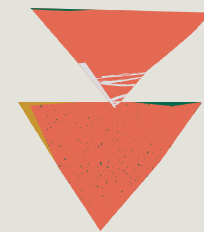
ACP – Greece





# THE GOAL

Project intends to enhance youth engagement, training, education, political culture and awareness of media disinformation and how to respond to it.



Capacity building and mutual learning



# **TABLE OF CONTENTS**



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# INTRODUCTION

## CAPACITY BUILDING IN BRIEF



The capacity building program for teaching staff members and educators was focused on people that work with high school students and are active in citizens participation. The aim was: through the workshop to develop their skills and knowledge related to active citizenship and participation, civic and political engagement, fighting misinformation and democracy and e-democracy. The training aimed to provide participants with the necessary tools to promote civic engagement and participation among youth, particularly in the areas of digital and public citizenship.

Various topics were covered related to active citizenship, including ways to encourage young people to get involved in their communities, understanding the importance of civic participation, and how to organize campaigns and events to promote civic engagement. The training also emphasized the need for digital citizenship, which included topics such as the need for digital citizenship, which included topics such as e-democracy.

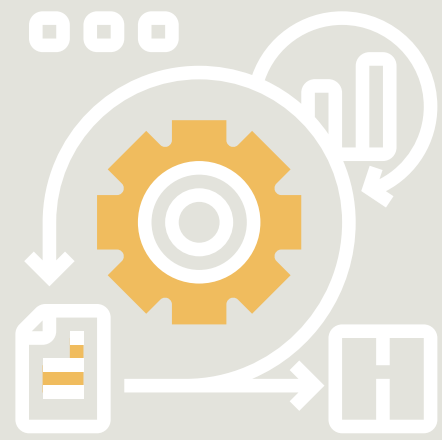
The program covered the topic of fighting misinformation, which involved educating participants on how to identify and combat fake news and propaganda. This included training on fact-checking, media literacy, and effective communication strategies.

Overall, the capacity building program aimed to equip teaching staff members and educators with practical skills and knowledge that they could implement in their work to promote civic engagement among the youth.

# OBJECTIVES



The aim of the activities was to equip the teaching staff members and educators that is working with youth, with the necessary skills, knowledge, and tools to promote civic engagement among the youth. The activities included training development, capacity building, and mutual learning. The training course was designed for teaching staff members and educators and was conducted online over a period of 4 days, with a total of 164 participants. To facilitate interaction, the training was organized into smaller groups to encourage sharing, conversation, and exchange of ideas.



# METHODOLOGY

The teaching method used throughout the process was based on non-formal and informal methods, approaches and activities, cooperative and peer-to-peer learning, brainstorming, and participatory and collaborative learning. The activities were structured in a way to gradually build knowledge and understanding of the topics covered.

The training sessions were designed to be interactive, involving the participants through a collaborative and peer-to-peer approach. This was done to ensure a continuous engagement of all participants and to make the learning process as participatory as possible. The methodologies used included non-formal education.



# CAPACITY BUILDING FOR TEACHING STAFF



## The agenda

Capacity Building and mutual learning for teaching staff is an online training with a focus on the following topics:

**misinformation, NGOs participation in EU policies creation, active citizenships, value of voting in representative democracy, using new tools for e-democracy.**

Detailed agenda for the **one-day training**:

### **Welcome and introduction:**

- Introduction and presentation of trainers
- Icebreaking activities and presentation of participants
- Presentation of AP8 project
- Presentation of Capacity Building structure, main goals and expectation

- **Active citizenship and participation**

(How to participate and engage, active citizenship, protect human rights)

- **Module 2: Civic and political engagement**

(democratic societies, teamworking and cooperation, transparency, fairness, nurturing civic and political engagement in children and youth)

- **Module 3: Forming an opinion on key issues and misinformation**

(Disinformation, propaganda, how to find reliable resources, media literacy activities)

- **Module 4: Democracy and e-democracy**

(Voting, understanding the European institutional framework - politics, law, economy, society)

End of the training

Evaluation and goodbyes

# CAPACITY BUILDING FOR TEACHING STAFF

## Schedule

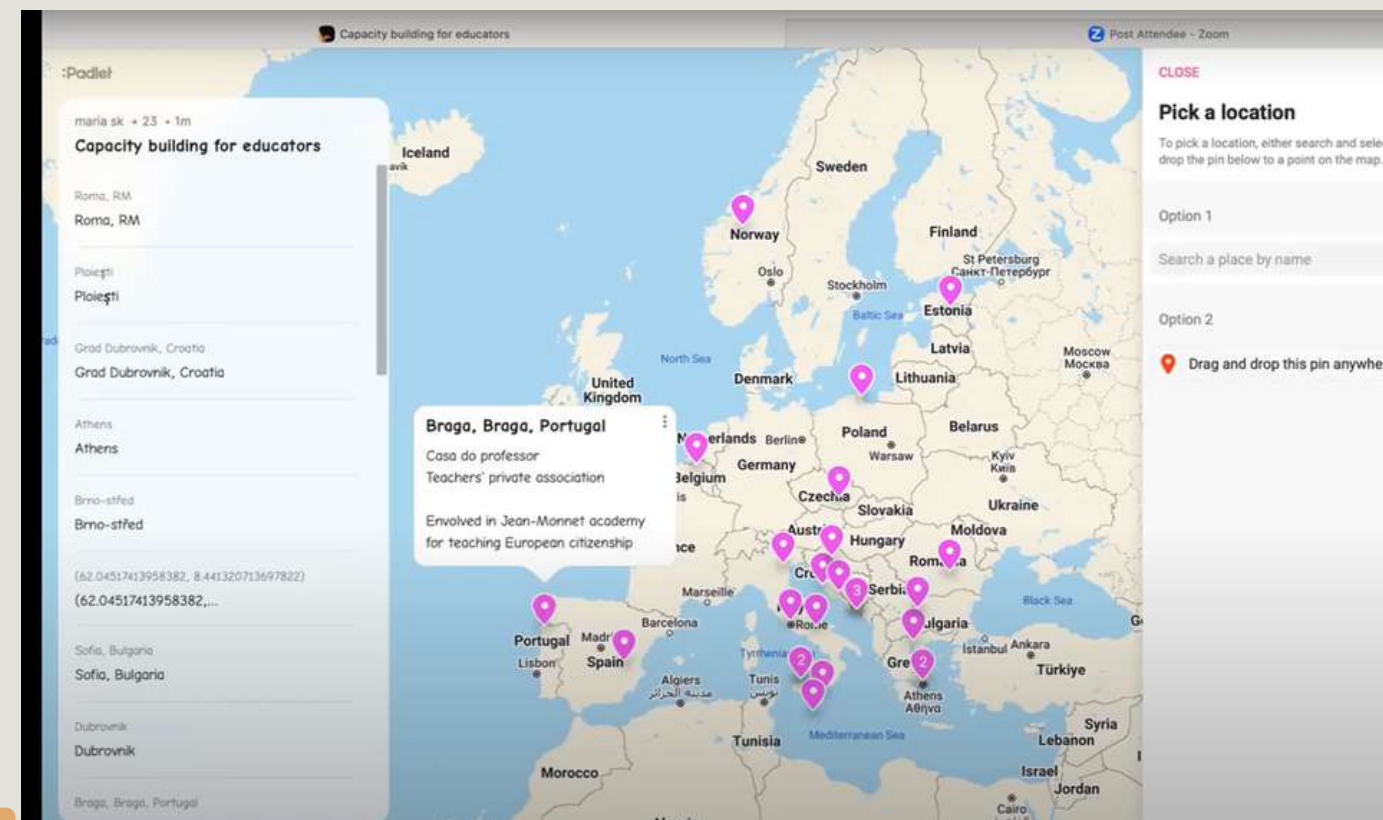
### **27<sup>th</sup> – 30<sup>th</sup> of March 2023**

15.00 – 15.30	Introduction	
15.30 – 16.00	Module 1: Active citizenship and participation (Learning how to participate and engage, citizenship, participation, human rights etc. ...)	ACP
16.00 – 16:30	Module 2: Civic and political engagement (democratic schools, teamwork, cooperation, transparency, fairness, nurturing civic and political engagement in children, youth)	ACP
16.30 – 16.40	<i>Break</i>	
16.40 – 17.10	Module 3: Forming an opinion on key issues and misinformation (disinformation, propaganda, how to find reliable resources)	CESIE
17.10 – 17.40	Module 4: – Democracy and e-democracy (voting, understanding the European institutional framework -politics, law, economy, society etc)	ESN
17:40 – 18.00	Evaluation and goodbyes	ESN, CESIE, ACP

# ACTIVITIES IN DETAIL

## ICE BREAKING AND GROUP BUILDING ACTIVITIES

The workshop days started with an introduction from the project coordinator and partners. The trainers introduced themselves and their responsibilities in the project. After the initial welcome and introductions, the project was briefly outlined. In order to break the ice and make an introduction to the topic, the interactive digital tool "Padlet" was used. Participants were called to add a pin on the padlet map (link: <https://padlet.com/mariask1996/capacity-building-for-educators-q48wlgz3wb3xlo31>) that indicated their origin and add content there, related to active citizenship and participation. Participants were free to share their thoughts with the rest of the team. This introductory round helped in creating a relaxing atmosphere, promote dialogue and self-confidence and enhance cross-cultural communication.



# ACTIVE CITIZENSHIP AND PARTICIPATION

## OVERVIEW

The training was initiated with a reference to the origin of some words related to the topic of the workshop. A discussion about the word "idiot" opened, with the participants sharing their knowledge. The first part had an introductory role on the training and gave the participants a general idea of what is coming next. A major part of the first session included open questions which aimed to promote participants' engagement and interaction. The reason behind some questions that were set was also to let the participants reflect on themselves, think if they are active citizens in general and more specifically - if they consider themselves as active educators.

Let's Learn some Greek

ιδιώτης, idiōtēs

Aristotle used the term "idiot" (Greek: ιδιώτης, idiōtēs) to refer to a person who did not participate in the political process or who lacked interest in the affairs of the community. In his book "Politics," Aristotle used the term "idiot" to describe someone who was indifferent to the common good and who focused solely on their own personal interests. According to Aristotle, such individuals were not truly citizens because they did not contribute to the well-being of the community. He believed that the ideal citizen was one who was actively engaged in the political process and who worked to promote the common good, rather than just pursuing their own self-interest.

Are you an active citizen?  
Are you an active educator?

# CIVIC ENGAGEMENT AND KEY DEBATES

## OVERVIEW

The training continued with the presentation of same types of civic engagement such as activism, community service and volunteering, social entrepreneurship, political engagement, civic learning etc. The trainers noted the fact that the way and level of participation is changing and can be influenced from different factors, including technology or education.

### - Basic definition - Active participation

Active participation refers to the engagement of individuals in the social, economic, and political affairs of their community. It involves taking an active role in decision-making processes and working towards the betterment of the community as a whole.

Active participation can take many forms, including volunteering, community organizing, political participation, advocacy, and social activism. It requires individuals to be informed about the issues facing their community and to actively seek out opportunities to make a positive contribution.

Active participation is an important aspect of democracy and is essential for creating an inclusive and responsive society. When individuals are engaged in the affairs of their community, they are more likely to feel connected to others and invested in the well-being of the community as a whole. They also have a greater sense of agency and influence over the decisions that affect their lives.

### Key debates regarding active participation

There are several key debates regarding active participation and civic engagement, including:

**Who should participate:** There is ongoing debate about who should be included in the definition of "citizenship" and who should be excluded. Some argue that citizenship should be based on legal status and that non-citizens should not be included in discussions about civic engagement.

**How to measure participation:** There is debate about how to measure the level of participation in engagement activities. Some argue that traditional measures such as voter turnout or attendance at meetings are not adequate measures of engagement, and that alternative measures such as social media engagement or online activism should be considered.

**The role of technology:** There is ongoing debate about the role of technology in civic engagement. Some argue that social media and other online platforms provide new opportunities for engagement and activism, while others worry that these platforms may be contributing to a decline in face-to-face interactions and a decrease in the quality of civic discourse.

**The role of education:** There is ongoing debate about the role of education in promoting civic engagement. Some argue that education can play a crucial role in promoting the skills and knowledge necessary for active participation, while others question the effectiveness of traditional educational approaches and call for alternative methods of promoting engagement and participation.

Based on this, the conversation was led in some major debates that are going through and are related to active citizenship and participation. More specifically the key debates are:

- **Who should participate**
- **How to measure participation**
- **The role of technology**
- **The role of education**

The discussion was followed by examples from the partner countries, explanation and discussion between the partners.

# CIVIC EDUCATION

## OVERVIEW

The second part of the training was dedicated to the Civic education, a topic that is relevant with the target group of the capacity building. As the participants of the training were educators and teaching staff working with youths, it was extremely important to provide them with the basic knowledge and practices that they can adapt in their teaching methods. Three important aspects of citizenship education were discussed:

### So, what is civic education?

1. Citizenship education refers to instructional practices, representing a variety of learning activities, which promote democratic thinking.
2. Citizenship education involves role play, such as debate, where youth can critically engage and understand abstract concepts of democracy.
3. Citizenship education can include service learning programs where youth address community needs through design and implementation of a service project. \*

# CIVIC EDUCATION

## PROMOTING LIBERAL DEMOCRATIC VALUES - IDEAS FOR IMPLEMENTATION

The lecture continued with one of the trainers analyzing what liberal states and democratic values stand for. Also, they provided some viral ideas that the educators could use for implementation with youths. The aim of this specific part was to help the participants make the connection between everyday life, socio-political decisions, critical thinking and encourage democratic dialogue. It was underlined the importance of the empowerment of youths as well as to encourage them to identify a social problem or need and create an action plan to fight for it through cooperation and working with others. The theoretical part was enhanced with different examples.

### Promoting Liberal Democratic Values

- Ask them what are our common values. Introduce young people to those values through a cool examples
- Discuss current socio-political issues and help youngsters understand why are they so important for all of us.
- Ask youth questions about current events in a manner that facilitates critical thinking skills
- Validate the lived experience and perspective of youth in relation to social and political issues.  
*Avoid being dismissive or ignoring their thoughts.*
- Encourage them to research important socio-political issues in order to form their own well-informed opinions and encourage democratic dialogue
- Empower them to challenge the unfair Status quo.  
*Encourage youth to critically examine 'the way things are' by asking questions that highlight diverse viewpoints or facilitate perspective taking.*
- Encourage youth to identify a social problem, or need, in their communities and brainstorm an action plan that involves working with others.  
*Children, adolescents, and adults not only evaluate acts as right or wrong but also take the extra step to rectify inequalities, protest unfair norms, and resist stereotypic expectations about others. Over the course of development, reasoning and judgments about resource distribution and other moral issues become increasingly sophisticated.*

# PICTURES - EXAMPLES

Bare-legged revolution!?

## Teenage boys wear skirts to school to protest against 'no shorts' policy

Dozens of pupils at Isca academy in Exeter stage uniform protest after school insists they wear trousers despite heatwave



Isca academy say boys from every year group have been taking part in the uniform protest. Photograph: BBC/Alamy

Some had borrowed from girlfriends, others from sisters. A few had gone the extra mile and shaved their legs. When the Isca academy in Devon opened on Thursday morning, an estimated 30 boys arrived for lessons, heads held high, in fetching tartan-patterned skirts. The hottest June days since 1976 had led to a bare-legged revolution at the secondary school in Exeter.

As the temperature soared past 30C earlier this week, the teenage boys had asked their teachers if they could swap their long trousers for shorts. They were told no - shorts weren't permitted under the school's uniform policy.

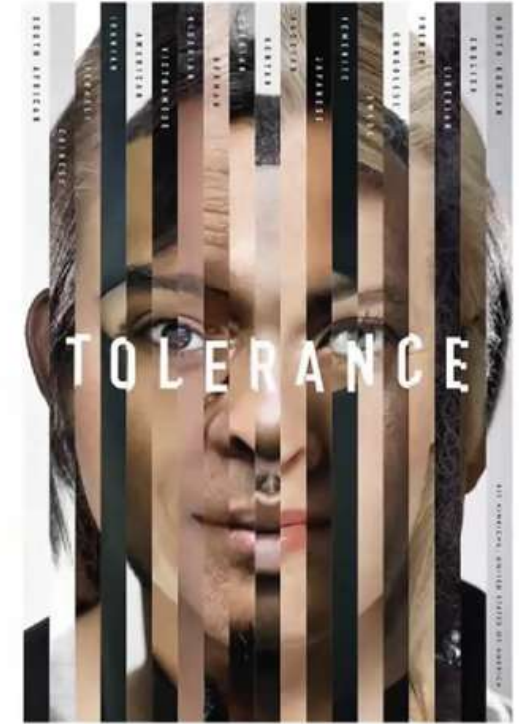
When they protested that the girls were allowed bare legs, the school - no doubt joking - said the boys were free to wear skirts too if they chose. So on Wednesday, a handful braved the giggles and did so. The scale of the rebellion increased on Thursday, when at least 30 boys opted for the attire.

The Guardian

<https://www.theguardian.com/education/2017/jun/22/teenage-boys-wear-skirts-to-school-protest-no-shorts-uniform-policy>



Manuel Errada - Spain



Kir Hovrichs - USA



# FAKE NEWS

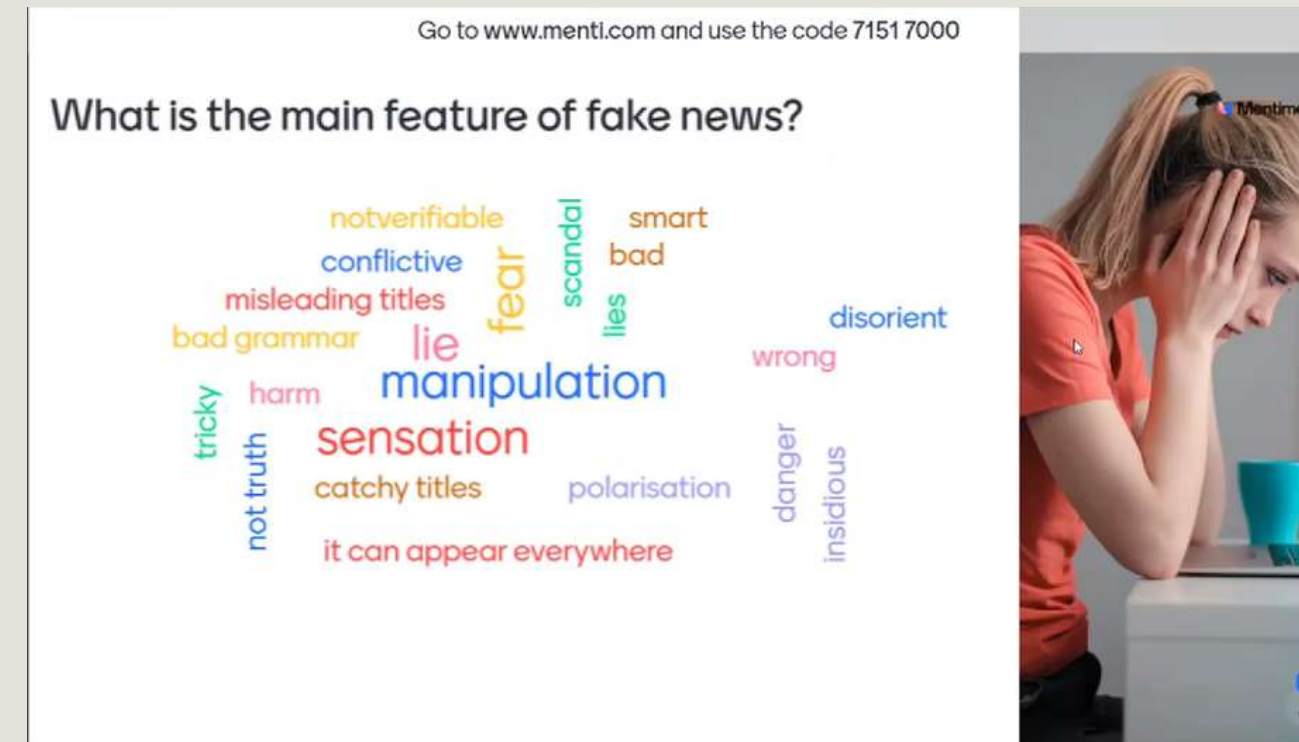
## OVERVIEW

**The main objectives of the module were:**

- Develop participants' knowledge on the topics: fake news, misinformation, disinformation, propaganda
- Learning more about the debunking process
- Active citizenship and media literacy

## INTRODUCTORY ACTIVITY

The third session was dedicated to the topic of fake news and misinformation. An introductory activity gave the chance to the participants to reflect on their knowledge, thoughts and feeling on the topic. With the use of the digital tool called "Mentimeter", the participants visualized their thoughts on sub-topics like: main features of fakes news, ways to counter them and vote on which are the mostly affected topics by fake news, according to their opinion.



# FAKE NEWS

## THEORITICAL FRAMEWORK

After the warming up session it was necessary to present some basic definitions related to the Module 3. The aim was to ensure that the basic definitions are clear, as they form the base of the whole topic. The trainer explained the difference of the terms: misinformation, disinformation and malinformation and provided information about the meaning of the fake-news, mentioning that fake news are partially or totally untrue, intentionally or unintentionally disclosed through the web and characterized by apparent plausibility. Finally, the main characteristics of fake news were communicated with the participants.

- **Mis-information:** type of inauthentic information produced or shared without the intention of doing misleading use of information
- **Dis-information:** type of inauthentic information (false or manipulated), created with the aim of harming others
- **Mal-information:** type of information that is based on reality but is used to inflict harm on a person, an organisation or a country

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PARTICIP8

### Style - main characteristics

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- There are fake news consisting only of a written text

- There are fake news in which the text is supported by a picture (usually the most powerful ones)

- Fake-news that works with the phenomenon of “clickbating”: along with the text of the fake news a link to another webpage is shared and the one who has shared the news earn in terms of ads.

# DISCUSSION

Following the theoretical framework participants were encouraged to express their opinion on whether they think that there are intentions behind the creation and dissemination of disinformation.

Multiple opinions were expressed including examples in the political and social sector, that had deeper intentions.

After fruitful discussions the team move in the next part of the topic of disinformation that is related to the challenge of teaching young people to navigate on the internet. This is actually considered one of the great challenges in raising and educating children today. This lead the conversation at the debunking process and the steps that someone needs to follow to spot and debunk fake news.

Every news story, fact or image should be told in a neutral manner.

*What do you think are the motivations and 'intentions' behind the creation and dissemination of disinformation?*

Debunking focuses on the communication process, starting from the finished product (the news), analyzing its content, context and order to identify the reasons behind it and possibly unmask

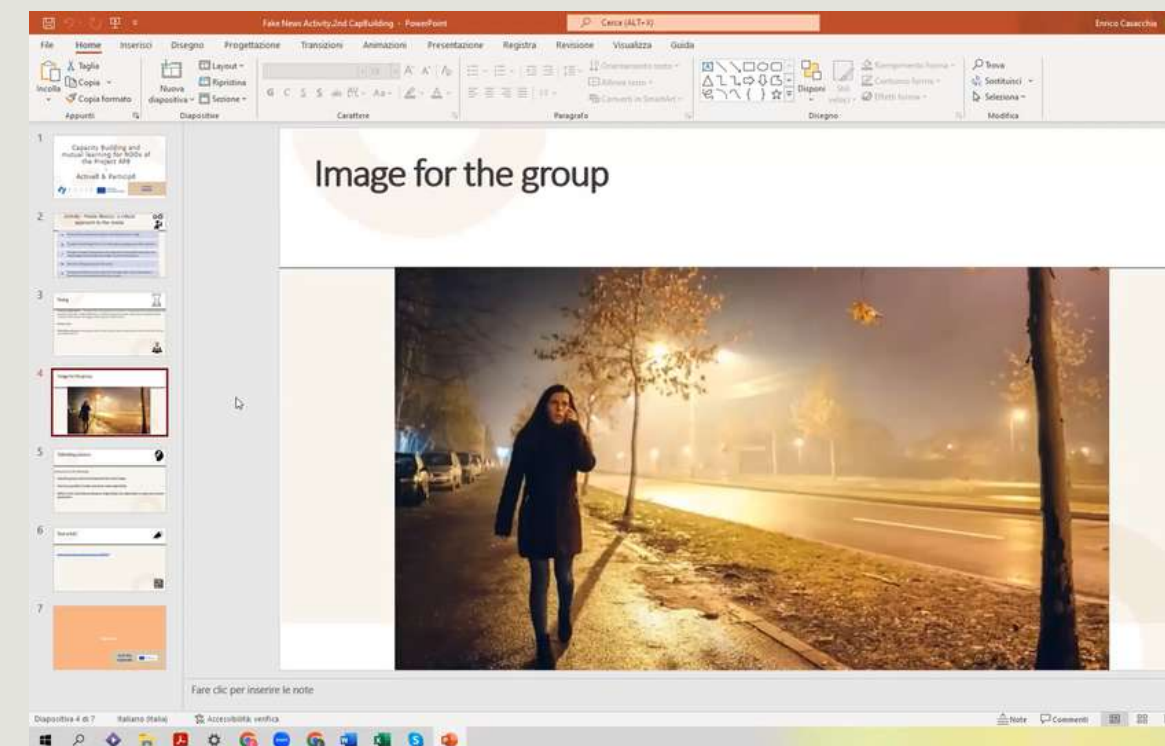
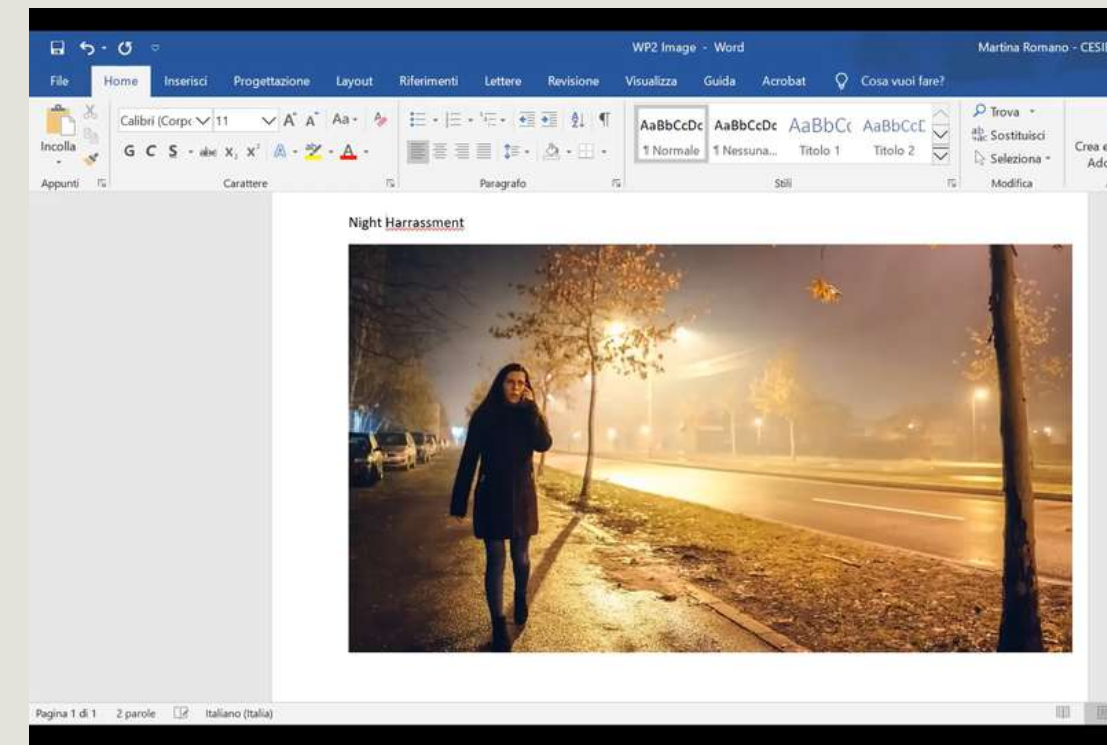


# GROUP WORK

## A CRITICAL APPROACH TO MEDIA

The third session closed with a practical activity on fake news and disinformation. An activity gave the chance to the participants to think on themselves about what could be considered as fake news and in which term they might come face to face with it in the daily life. They were called to work in groups, collaborate and interact to create an article, based on a photo that was given to the group. Multiple ideas came up, with the participants giving different meaning to the picture and either writing a fake news article or the one they believed is real.

The T



# DEMOCRACY AND VOTING



## OVERVIEW OF THE LAST SESSION

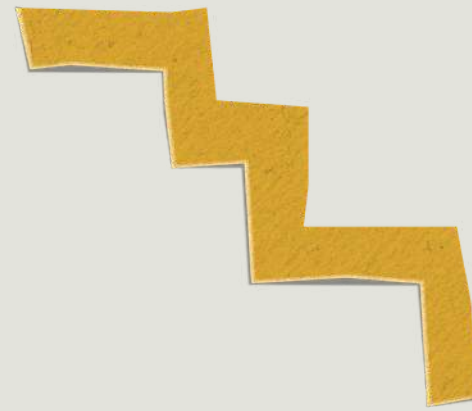
The module "Democracy and e-democracy" was designed to inspire and motivate teachers and individuals who work with youth by providing them with skills, examples, and practices that encourage youth participation and help them understand the significance of voting. The trainer talked about liberal democracy and the challenges that faces, talking about the abuse of liberal interventionism. The aim was that the participants relate to the examples that where given, and understand the base of liberal democracy.





# CLOSING

The feedback were positive and the participants were engaged in the process. The training sessions closed with questions and participants were asked to fill in the evaluation form and express their opinion on the trainings effectiveness.



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# CAPACITY BUILDING FOR TEACHING STAFF

## TIME TO PARTICIPATE



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## Partners

CESIE (Italy, coordinator)

[cesie.org](http://cesie.org)

ERASMUS STUDENT NETWORK (ESN) Dubrovnik (Croatia)

[esndubrovnik.hr](http://esndubrovnik.hr)

ACTIVE CITIZENS PARTNERSHIP (Greece)

[activecitizens.eu](http://activecitizens.eu)



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European Education and Culture Executive Agency (EACEA), CERV-2022-CITIZENS-CIV,  
Citizens' engagement and participation strand

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Neither the European Union nor EACEA can be held responsible for them.

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