CEPNET
Childrens Empowerment in Primary Schools Network

Intellectual Output 3:

CEPNET Teacher Training Guide

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CEPNET Training Approach and Rationale

> "A learning ecosystem is the complex web of resources and relationships that create experiences and interactions that contribute to learning."

Through the CEPNET project, all partners collaborated to create a novel learning ecosystem within their school and wider communities that allowed for the students to examine their role within this ecosystem and come up with new ways to contribute to its sustainable evolution. As project partners, there was a focus on how to develop resources and relationships that could both sustain and promote the CEPNET approach.

Across our four schools, some 40 teachers were directly involved in the implementation of the approach within their classrooms. In some instances, they were supported by an external facilitator over the 12 session programme of activities. In other instances, they were provided with resources and materials and they implemented the approach independently making use of the handbooks and guides. A blended approach took place in some classrooms where the external facilitators participated at certain milestones in the programme implementation.

In each classroom following the completion of two separate cycles of the full CEPNET approach, evaluations were carried out with over 400 participants. These evaluations included the full school community, from students, teachers, principals, parents and school board members. The results of these evaluations have been analysed and a series of evaluation reports produced. These reports highlight important lessons when it comes to the training of future teachers and facilitators.

In parallel to these implementation cycles, teachers were involved in a series of training sessions where they reviewed the CEPNET resources and materials. These sessions allowed for an appraisal of the implementation process and elicited the following key learning points that now inform this document:

- Resources must be practical, straightforward and easy to apply in the classroom
- The approach must allow for flexibility and room for manoeuvre within a pressurised timetable
- While the students must be placed at the centre of the learning experience, the materials must be scaffolded around the teacher's needs
- The training must be interactive and include testimonials and feedback

These parallel processes of implementation, evaluation and pilot testing of the training resources were carried out between the research team and schools, with a specific focus on the Dublin-based school for the final refinement of the training materials contained in this document. Through a series of multiplier events and associated dissemination activities, teachers from other schools were also involved in piloting these training modules and linked resources. Their feedback has helped to shape the content of this document.

Through a lengthy formative evaluation process, teachers have reflected their practical experiences in CEPNET and contributed their ideas on what should constitute this training guide, what it should contain and how it should be structured. It was the wish of the teachers that it should be a flexible, modular tool (both online and offline) that allows independent access to all levels of CEPNET and offers both focused and detailed information. The latter also supported by a variety of different resources (links, videos, articles, student projects).

While the CEPNET approach has been mainly focused on allowing the students become autonomous drivers of the classroom learning agenda, the teachers have been supported through a series of training sessions and showcase events to their peers to drive and shape a dedicated CEPNET learning ecosystem. This document represents the results of that process of teacher-driven reflection and analysis.

Document structure

This Teacher Training Guide - Intellectual Output 3 – as well as being available through this aggregated set of training modules. Following on from the feedback and wishes of the teachers, an online version of the training guide is also available. The modules and resources are available at www.cepnet.eu. Teachers and other facilitators can access a wide range of support materials here that have been developed during the project to allow for a focused and flexible means of building up the capacity to deliver the CEPNET approach.

This document brings together the set of training modules that are focused on the 3 specific phases of CEPNET. Within this document, there are links provided to the site and all content available there. The modules have been created for the purposes of teacher training and have been tested within the participating 4 CEPNET partner schools and with other schools involved in targeted training events.

Before getting into these training modules, the first part of the document initially presents an overview of the project, its objectives, rationale and the context for the approach. The project partnership was based around an education and research partner working in tandem in each country. The partners worked closely to develop a learning ecosystem by bringing school management, teachers and students into strong working relationships and where possible involving the wider local community as external input and expertise was required.

This background section also briefly focuses on the bespoke competence framework in which the CEPNET approach was situated and aligned with the primary school curriculum in each country. The purpose of generating such a framework was to demonstrate that by using the CEPNET approach within and between classrooms, teachers are fulfilling the demands of their curriculum and as a corollary their school plan.

The document then moves to the training modules and breaks these down according to the three phases of CEPNET within the classroom and between classrooms. These modules include practical tips and ideas for how best to bring the CEPNET approach to life. These modules also include the feedback and evaluation data from the school communities to add structured insight into how the CEPNET approach has contributed to skills development, knowledge acquisition and to the shaping and framing of attitudes.

As mentioned, extensive links are included to the CEPNET website, where the value of the approach and methodology are clearly highlighted, with the voice of the students, teachers and principals presenting the narrative.

The final section of the report presents feedback on how the CEPNET approach was applied in each school. Testimonies are provided by teachers, principals and students regarding the benefits and learning outcomes achieved through their participation. These insights are linked back to the CEPNET framework to highlight how the approach successfully delivered on its objectives.

CEPNET Overview and Competence Framework

Background to CEPNET

The CEPNET Project has worked with over 400 students and 40 teachers in primary school settings with the aim of introducing them to new approaches in relation to promoting empowerment and self-activation within the classroom.

As part of this project, the students carried out self-directed project based activities, looking at issues in their lives that connect them to ideas of global citizenship and the UN's sustainable development goals. They discussed and debated these issues, before carrying out action research projects on topics that motivated and interested them. They then presented their findings to a wide range of different audiences. This included members of the school community, as well as members of the wider community.

The methodology used during CEPNET is based on a prior project, where over 2000 young people from across Europe worked together to develop and refine a means of advocating and communicating their concerns and voices about issues that were affecting them. Through this earlier project, these children and young people influenced change in their schools and colleges, set up activist groups and became leaders within their communities. They also discovered innovative ways of taking a stand and expressing their opinions.

CEPNET has based itself on the research team and the learning from this earlier project and has transferred it to the specific environment of the primary school. Throughout the CEPNET project, the primary level students have shared experiences and interacted with their peers from schools in Ireland, Italy, Austria and the north of Ireland.

The teachers got to collaborate widely within this primary school network, as they shared their tips and techniques in making children and young people into the leaders and active citizens of tomorrow. In the background, research teams in each country provided support to the teachers and document the results.

The CEPNET Competence Framework

It was very important for both the research and practice dimensions of the CEPNET project that the work would be situated within a meaningful competence framework. Partners wanted to be able to test their work against a set of criteria and indicators in order to demonstrate the power

and impact of the CEPNET approach with the students and beyond within the school community. With this aim in mind, a bespoke CEPNET competence framework was developed and used as a guiding set of ideas for the project implementation phases. At each step of each cycle, there were opportunities created for reflection and evaluation as to how the skills, attitudes and knowledge of the students were being affected and enhanced. Outcomes were measured through the evaluation work and the feedback loops put in place, including through the CEPNET student council.

This section now explains how the framework was developed and the importance placed on developing skills, promoting knowledge acquisition and shaping attitudes and values. There are a wide range of competence frameworks being applied in all of our primary education systems, focusing on how best our children and young people can develop transversal competences and skills while in the latter stages of their primary education career. These national frameworks tend to make use of international indicators, including those developed through the UN and EU. This section looks at the common elements of these developments and how we can make use of this learning within how we can implement our CEPNET methodology.

Rather than re-inventing a new framework, the CEPNET model makes use of these overarching approaches and is designed to help our teachers and educators to examine the stimulus of the Sustainable Development Goals to allow for our students to further progress their attainment of transversal competences. The aim of our framework is that it can be used at a very practical level in the classroom, allowing students to clearly understand where they are at and where they would like to get.

Through the CEPNET website, you can find a range of specific supports, tools, activities and resources that have been tested within the classroom.

By implementing the methodology (in part or in full), we are provide a parallel support to teachers as they work to equip their students with a set of core competencies as articulated by each national framework. By core competencies, we are referring to the essential knowledge, skills, concepts, dispositions, attitudes and values which enable the children to adapt and deal with a range of situations, challenges and contexts.

Our SDG focus means that by using these training modules and supports, your students will be supported to navigate a wide variety of contexts and situations, to be able to interact and engage with the world around them and come to an appreciation of its value and their responsibilities as custodians of it.

The figure above highlights the key elements of the CEPNET competence framework. It is clear as we look at the breakdown of the competences as they are defined and articulated in each country, that there is strong common ground. It is within this overlapping set of skills, attitudes and knowledge, where we have developed and tested our methodology. It is through this sharing of perspectives that we can examine these new approaches and in turn train our teachers as to how we can embed these in our own practices.

The figure below unpacks these 6 core competences that support and underpin our CEPNET vision.

- Navigating- media and information literacy
- Interpreting- critical thinking
- Interacting with others- interpersonal skills
- Interacting with self- intrapersonal skills
- Creativity and agency- innovative thinking
- Taking responsibility-global citizenship
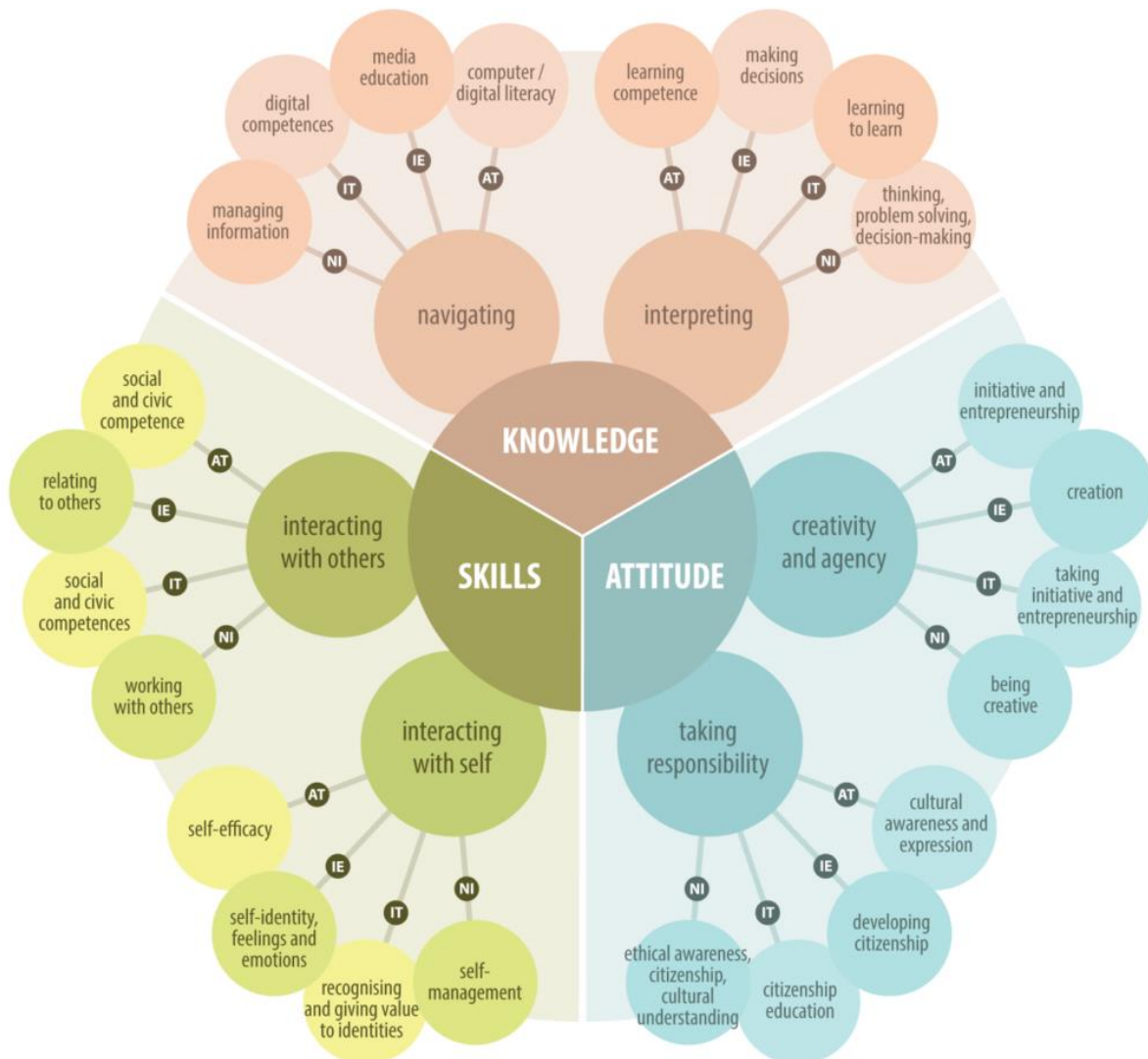
These key competences present an overlap between skills, attitudes and knowledge. For example, the emphasis is on locating, critiquing and using knowledge as well as appreciating knowledge for its own sake. In this way, our competences enable and foster deep learning while also contributing to holistic development.

The competences will be embedded across all CEPNET project phases, ensuring their relevance across national curricula while providing continuity and connectivity in children's learning as they progress through primary school.

A key focus within this competence framework, given the importance of the SDGs within our overall approach, will be how we can foster within children the knowledge, skills, concepts, attitudes, values and dispositions that motivate and empower them as citizens to take positive actions to live justly, sustainably and with regard for the rights of others.

We are using this framework as a means of scaffolding our engagement with our schools, teachers and students. We consistently return to this to see when we spin the wheel at the core of this framework, what new is emerging in relation to how our participants have progressed.

We are always seeking to understand the extent to which we have helped to encourage children to question, critique and understand what is happening in the world within a framework of human rights, equality and social justice.

Through the project structures, our participants are asked to help us to understand how they see notions of wellbeing, resilience and self-care. They assist us in framing the project's achievements in fostering self-awareness and promoting the importance of children seeing themselves as capable and resourceful, as well as positive and engaged in their learning.

These practices and values are already in place in our schools, so when we use the CEPNET project resources to discuss and situate democratic practices at the centre of the learning process, we will be providing extra supports to the schools and teachers in their ongoing work with their students. By focusing on such competences, the CEPNET project will be explicitly seeking to develop children's capacity and motivation for active and meaningful participation in society at local, national and global levels.

By placing the competence framework at the core of our work, we are in fact applying the same urge to discuss, debate, learn and share with each other about how the phases of the project are working and the extent to which we can capture outcomes within our framework. This allows us also to work in partnership with the school curriculum and infrastructure to promote the child's ability to contribute positively and compassionately towards the creation of a more sustainable and just world.

As you move through the following set of training modules to assist with applying the CEPNET approach, these principles and competences are informing and driving the classroom forward. The final section of the document returns to this framework and highlights the

Module 1: Dialogues and Discussion– how to guide

Background to Phase 1

These set of modules set out the main phases of implementing the CEPNET approach in practice, with a focus on how this approach can be embedded in the classroom in a sustainable manner.

Phase 1 focuses on promoting debate and discussion. The ultimate aim of this first phase of dialogues and discussion is to generate conversations and for children to begin thinking about the SDGs and what interests them and then to be able to link these conversations to their forthcoming research projects.

It's important to remember to always consider the Key CEPNET Principles and also to plan sessions well beforehand. See IO1 Teacher's Handbook.

The principles that form the backbone of the CEPNET approach are:

- VOICE: Importance of the children taking the lead, the adults as facilitators; Fostering the voice of the child
- DEBATE: Ensuring debate and discussion about the core issues
- ANALYSIS: Research acting as a tool to promote critical thinking
- WORLDVIEW: Democracy and the role of the children's council; Engagement of wider community where possible; Bringing issues of sustainability into the processes
- ACTION: Active learning and participation at all times; Action as an outcome of the learning

Here we get a simple explanation from our students as to what they understand when they consider CEPNET.

Getting started with Dialogue

Firstly we need to agree 'What is a dialogue and how do you do it?'

Dialogues are:

- About Talking and Listening
- Not just a conversation
- Rooted in democratic discussion, not debate or argument but a group dialogue
- An occasion to allow children to hear, share and consider different perspectives and personal experiences
- An opportunity to discover areas of common interest and/or concern

You as the dialogue facilitator do not need to be an expert on the topic being discussed. Good facilitators help establish a safe environment and space where the children can freely discuss the issues. Facilitators also help the children to understand that the dialogue is a learning experience and not a forum for them to voice their opinions without listening to others. Here, some teachers describe the importance of that dialogue work.

Phase 1 Preparation and Planning

Preparation and Planning	Ensure Consent forms are collected and signed before starting the sessions including video and imaging consent – children, parents/guardians
Things to remember	Links to your curriculum, how does the CEPNET competency framework become relevant, benefits when it comes to informal skills development. Here one of the school principals discusses the importance of the competence framework.
	Creating positive and active learning environments. Think about your school environment and accessibility issues. Choose a room in your school, if possible, that has natural day light, space to move around and is comfortable, but not too relaxing!
	Practical arrangements such as seating, lighting, refreshments, heating, technology, Provide a range of resources for children to record their discussions – e.g. notebooks, pens, flipchart paper, low cost no cost materials for creative exercises, post its etc.
	Allow the children to vary the social constellations of the small groups initially until they come to a natural forming group of interest
	Think about different strategies to get the children involved –
	See Facilitation Methods Resource Sheet and Icebreakers and Energizers
	Provide healthy, low carbohydrates refreshments where appropriate. Consider fresh fruit and water to keep energy levels up!
	Introduce the potential for online discussions and social interaction with other schools – locally, nationally or internationally.
	See IO2 Online Dialogue Guide
	Remain impartial.
	The most important thing to remember is that, as a facilitator, you should not share your personal views or try to push your own agenda on the issue. You are there to serve the discussion, not to join it.
	Create a safe space
	Interrupt expressions of prejudice but don't attack the person making them.
	Strategies include:
	Asking for more information:

"What led you to believe this about____?"

Paraphrasing the feelings you hear expressed:

"I hear you saying____?"

Challenging stereotypes by asking for counter-examples:

"Does anyone have an experience or know of an example that differs from what was just said?"

Keep discussion focused

Don't be afraid of silence! Children sometimes need time to think before they respond. If silence feels awkward to you, try counting silently to 10 before you rephrase the question. This will give people time to collect their thoughts.

Deepen the level of sharing with open questions that will encourage all participants to engage in the discussion – CEPNET Open ended questions to use to facilitate dialogues

Consider a variety of viewpoints.

Clarify and summarize key points.

Create opportunities for everyone to participate

Use comprehensive listening - listening to understand the message of a speaker

Ask open-ended questions that don't lend themselves to easy answers.

Be aware of the dynamics of cross-cultural communication

Help participants appreciate and respect each other's communication styles. Some cultures value listening more than speaking. In others, taking a stand is of utmost importance. Help participants to realize there is more than one good way to communicate.

Dialogues – consider the length of sessions and how many.

Start and finish on time.

Phase 1 Implementation

This is a loose framework that allows flexibility as different teachers might use it differently, some with lesson plans, some with less prescriptive steps. CEPNET uses a model of student-led planning, which allows you to monitor and review the classroom activities.

Examples can be found on the CEPNET website.

Framework	How to:
1. Welcome to everyone As part of the welcome, think about how to create a friendly and relaxed atmosphere. Well-placed humour is usually appreciated. Getting the room ready Practical arrangements Seating, lighting, refreshments, heating, technology, flipcharts, pens, low cost no cost materials for creative exercises, post its At the beginning of the dialogue, remind everyone that the purpose of the dialogue is to work with one another and to discuss the issues. Also, remind them that your role as facilitator is to remain neutral, keep the discussion focused, and guide the conversation. Start with the **group contract/ground rules** for children, ask the children what they think first and then discuss and agree a final set. Ensure these are displayed at each session and that other ground rules can be added as time goes on. Acknowledge the **hopes and fears** that everyone brings to the table. People will make mistakes or change their minds during the discussion and that's okay. Give some time to this activity as you can gather a lot about the children's thinking at this stage	On CEPNET website, see sample lesson plans with a timeline and structure. Practical steps and ideas as to how to Introduce topics, before children make their choices. Ice breakers/energisers *Make them relevant to the content – keep them short* See resource list of Icebreakers and Energisers **Potential agreed group contract/ ground rules:** Keep an open mind. Listen to others Don't be afraid to ask questions. Disagree respectfully Contribute to the conversation and make space for others. The Vegas Rule (what happens in the dialogue stays in the dialogue). Take care of yourself and take care of the group. Images of hopes and fears
2. Icebreakers and Energizers Use a variety of these frequently throughout the session as you see fit to lighten the mood and get the children up and moving. Keep them short and focused so they don't take over!	See resource list of Icebreakers and Energisers

3. **Presentation of SDGs** Practical learning in relation to SDGS, being able to talk about these and other issues. Sometimes teachers need to read up and learn about the SDGs also. Brief and to the point, no jargon See Italian PPT training session on SDGs	Ensure that the children's understanding, choice and agency are central to all steps in this process and that it is reflected in the methods chosen for particular age groups Use feed documents/ articles, current news items and other resources about the general themes of the SDGs to start the ball rolling – to act as seeds for discussion.
4. **Facilitate the group to prioritize the themes** Assist with the group in moving from general theme to a specific theme and then identifying what is really important for them according to their interest and relevance. • Identify aspects they want to explore further • Focus on skills of self scrutiny, self organisation • Using Enabling Questions/open ended questions, questions for disagreements	Using participatory methods of presentation See examples of facilitation methods Examples of the kinds of stimulating sparks for conversations, team building exercises Use resource CEPNET Open ended questions to use to facilitate dialogues
5. **Facilitate rich conversation to explore the prioritized themes** This is important so that children can speak up about what concerns and interests them. The rich conversation of the dialogues allows for instant feedback. It is rich when senders and receivers can process several verbal and nonverbal cues. It is rich when the focus of communication is on an individual.	Use online methods from IO2 Use resource CEPNET Facilitation Strategies Links with other schools made easy, how do schools access other schools. Explained by school principal in this video
6. **Working with a non-supportive group – troubleshooting** Overall, during the Phase 1 of CEPNET there will be times when children are less interested and/or involved. You as the teacher know your children best and will know whether to postpone the session or address the non-participation or challenges from some of the children • Be honest / level with them. • Try to have clear open discussion about the issue – inviting solutions from the group. • Refer to the ground rules and agree again so that	See teacher video – tips and tricks

there is a clear contract / expectation. • Try not to take any challenges personally. Perhaps there are some underlying issues – gather information on this. • Shared control of CEPNET – clear that expectation is participation by all the children. • Remain calm • Accept and know your group. • Use humour. • Identifying strengths. • Try to understand and consult.	

Module 2: Research– how to guide

Background to Phase 2

Phase 2 is primarily focused on carrying out research in the classroom.

During Phase 1, the student develops an idea or interest that can be turned into a research question. Their focus now changes from debate and discussion to articulating a question that they want to answer. Phase 2 then supports them to become critical, start thinking more deeply about the subject and to work out what they would like to research. Some students may prefer to work in a group, some individually.
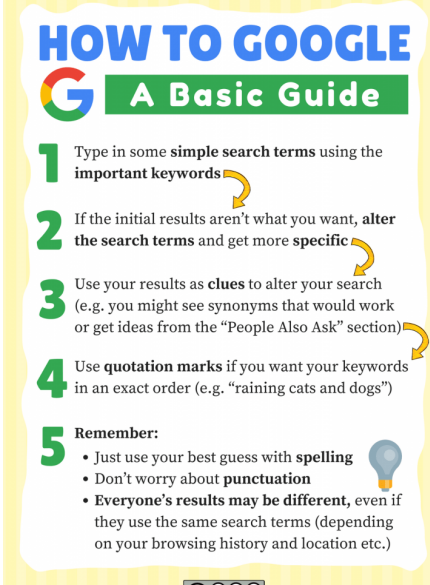
As the research focus becomes identified, the teachers and researchers step back. Where support is asked, it can be provided, but the aim is that the children will take on the initiative to find out new information. They will need to describe this and find ways of collecting the information. They will need access to the online world, they may want to carry out a questionnaire, they may need to interview or phone people. The aim of this phase is that they carry out their fact-finding missions themselves.

The aim is that they are gradually building up the material that will allow them to produce a research artefact or product. This can be in a wide range of formats, from the creative approach that might involve song, art or drama, or a more traditional approach that focuses on a report, presentation or document, or indeed an ICT based approach where the result is a podcast or a video or sound recording.

For Phase 2 after the first and second session, lesson plans become less useful as the children are now researching using all the time available for the session. Phase 2 is when we want the children to take their own initiative when it comes to the research. The complete overview can be found here in the Research Phase from IO1 Teacher's handbook.

As explained earlier, the following sections are to be used in conjunction

Phase 2 Preparation and Planning

Framework for Planning	How to
Read up on research process and data collection tools and ensure that there are enough resources for the children to access to gather their information • IPads • Child friendly search engines that you already use in school eg Google – safe search • Books • Magazines • Paper and Printers • Local Community Organisation/Council addresses • NGOs in local or national area • Local relevant businesses • See CEPNET Research Process Template • WYRED Research Toolkit – this covers older children also – however has good guidance on data collection tools	**How to get Started** BEGIN YOUR MOTIVATION — Think about 2-5 things you would like to change, and of people you may want to involve. REVIEW Scan through the list of Research Methods, and match them with your motivation to change things. — THE TOOLS CHOOSE DISCUSS YOUR CHOICE — Identify 1-2 methods you find most appealing. Discuss them with your Coordinator, to fully appreciate what they entail GO! TAKE THE FIRST STEP — Use the step-by-step guide to get started. Give yourself a timeline, and periodically review progress with your Coordinator. RECORD Remember to record every step you take, and to write down lots of information. This will make it easier to create the final report, in whichever format you have chosen, and to track back your work, if needed. — RECORD AND REPORT PUBLISH PUBLISH YOUR WORK - CONGRATULATIONS! YOU ARE NOW A PUBLISHED AUTHOR!
The Google Search Education website provides lessons at different levels and includes slideshows and videos. It's also home to the A Google A Day classroom challenges. The questions help older students learn about choosing keywords, deconstructing questions, and altering keywords. This site also can provide some guidance if the students want some extra support. Take a look here to learn more about "instant searches" and here for 12 simple search tips, which can be useful once students master the basics too.	**HOW TO GOOGLE** **A Basic Guide** 1 Type in some **simple search terms** using the **important keywords** 2 If the initial results aren't what you want, **alter the search terms** and get more **specific** 3 Use your results as **clues** to alter your search (e.g. you might see synonyms that would work or get ideas from the "People Also Ask" section) 4 Use **quotation marks** if you want your keywords in an exact order (e.g. "raining cats and dogs") 5 **Remember:** • Just use your best guess with **spelling** • Don't worry about **punctuation** • **Everyone's results may be different,** even if they use the same search terms (depending on your browsing history and location etc.) kathleenamorris.com @kathleen_morris
Planning for and organising online interchanges between groups of children and other schools locally, nationally of internationally	Erasmus E Twinning Importance of connecting with other schools- principal experience IO2 Online Dialogue Guide

Phase 2 Implementation

Framework for Implementation	How to
1. Refining the research question As the students are now considering their "big interest" and trying to modify this into a specific research question, support can be provided to help them come up with clear questions, getting them to be as realistic as possible as they narrow down the focus. This sample lesson plan offers some structure. See template for the CEPNET Research Process – this allows the groups to forward plan to the presentation stage and can be completed throughout the 4 weeks of the research phase – and helps in selecting the type of artefact they will chose to reflect their findings	What are individual and groups of children really interested in finding out about their topic/area of interest? Mindmapping- this is a useful tool to focus in on area of interest – see examples below. Encourage children to be selective in the information they need to gather. This video offers a good introduction.
2. Selecting the research method Selecting the data collection technique Defining roles within their group, allocating responsibilities and looking at a realistic timeline	Designing and developing research tool/tools Group discussion – who is going to do what? Skills audit – who is good at what? Keeping records
3. Carrying out the research While most of the research work and tasks can be carried out in the classroom time slots that have been allocated to delivering CEPNET, there may also be the need for some research time at home. This can be hopefully followed up with parents or guardians.	Using the selected data collection tools Using questionnaires/ audits/ interviews/ survey monkey/ writing letters Using the Internet Keeping records
4. Brainstorming and Giving Ideas Some teachers felt it was useful to show the children other schools projects on the CEPNET website or projects from previous cycles in their own school.	CEPNET website and archive of projects From IO2 Teachers Handbook
5. Considering the final project How the children choose to pull the information together will again be down to them. • They may want to make a poster, produce a PowerPoint	Teachers discussing these issues

presentation or even a report on their new information.	
• They may be more creative and use rap, rhyme or art.	
• They may use more digital tools, such as a podcast, video or a sound recording.	
• As they look to create a means to demonstrate the results of their research, again, the adult is in the background, offering support when asked.	

Module 3: Presentation– how to guide

Background to Phase 3

Phase 3 provides the space for the students to now think about how they will organise action associated with the learning. Some students may have already started this through Phase 2, others may have waited until the research work is completed before they start planning on what they will do with it in terms of a presentation.

A key feature of the methodology is that the students are involved in a process that is leading them to take action. They have already discussed and debated the issues, before finding their specific interest. They have then taken that through a phase of research to find out something new. They may have carried out this research with a group of friends or on their own. They may have interviewed or surveyed members of the school community or the wider area. They may have developed their research results into a report or a poster or a video.

Phase 3 Preparation and Planning

Phase 3 is very important in allowing the children to plan how they will take their new learning and share it within their world.

Phase 3 now focuses on what they will do with this research product. They may decide to link it to a school event, where they can present their findings. They may seek to present their work to a political or social or sporting body in their community. They may upload their podcast to a national website and give an interview to a radio show. They will decide how they want to take action. Again, the adults can provide support, but in the background.

Framework for Planning	How to
There will be some considerations to bear in mind when planning a large school-based event from the teacher's perspective. - Will this take place in school or in a local venue? - Will it be a blended event (available to virtual participants as well as live)? - Who will be invited? - How to let the children take ownership of this?	See IO1 Teachers Handbook

Phase 3 Implementation

Framework for Implementation	How to
1. **Organising the showcase or celebratory event.** By now groups of children have decided on how they are going to present their findings They should be going beyond thinking about the potential	Teachers explaining the importance of the Showcase Sharing of experiences Why do it?

audiences with whom they wish to share their findings to the planning and organising of the event, whether this be an internal school showcase or a celebratory event involving the wider school and local community	
2. Articulating the Project findings Working on and practicing the skills needed to present to a wider audience • Groupwork: listening to and helping each other; • Creativity; • Mixing IT skills with manual work; • Linguistic skills; • Giving value to diversity; • Opportunities to experiment with ICT possibilities – eg green screens	There are a whole series of examples of student projects, with artefacts and presentations. Check them out here
3. Practising the presentations The students will possibly need some support in working through their presentations	Checklist of things to think about • Who is it for? • What do they need to hear? • What are the main points to get over? • How are you going to communicate it? See CEPNET Presentation Skills
4. Making sure that everything is in place Allowing time to work on and finalise the chosen artefacts ensuring there are plenty of the relevant resources to create the model, powerpoint, drama, song, podcast or whatever it may be.	CEPNET videos of children presenting their work
5. Sharing the results SHOWCASE – sharing results of research See samples/videos of children's presentations on website	There are some specific student projects that are worth reviewing with the class so that they can get some ideas for presentation: SDG5 Gender Equality – a news interview SDG 15 Life on Land White Rhinos

Considering the role of Evaluation– how to guide

Evaluation and Review

These CEPNET 6 core competences support and underpin the project vision.

- Navigating- media and information literacy
- Interpreting- critical thinking
- Interacting with others- interpersonal skills
- Interacting with self- intrapersonal skills
- Creativity and agency- innovative thinking
- Taking responsibility-global citizenship

These are the competences that you want to measure as the dialogue phase rolls out. A key focus within this competence framework, given the importance of the SDGs within the overall approach, will be how we can foster within children the knowledge, skills, concepts, attitudes, values and dispositions that motivate and empower them as citizens to take positive actions to live justly, sustainably and with regard for the rights of others.

Evaluation and Review	How to
There are many examples of creative ways to gather children's thoughts on their learning, such as • Rating Scale • The Body Exercise • On line surveys • Checklists • Target Board evaluations • Jelly Bears tree • Graffiti Wall/Comment Board • Spider Diagram • Continuum	See CEPNET Participatory Evaluation Methods Description Example of a collective 'target board' so responses are very visual
Gathering feedback from the children in relation to how they have experienced each lesson and each phase	IO1 Teachers Handbook Evaluation Templates CEPNET Evaluation Reports

The Value of the CEPNET Approach

These modules have been designed to support the teacher and facilitator to bring the CEPNET approach to life within the classroom. By bringing these modules together in this document, it is hoped that teachers can use this resource to open up new ways of working within their classroom. It was considered as a useful extra dimension to also include here direct feedback from teachers and school principals about the value placed on using the CEPNET approach.

These testimonials set out to give first-hand experience and insights, whereby teachers and principals explain how they will continue to use these ways of working with their students into the future, across subject areas and within new classrooms.

By exploring further about these outcomes and by linking to our competence framework, the aim is that we can demonstrate how attitudes, skills and knowledge have been impacted by bringing this approach into the class and letting the students take charge of their learning and shape how they wish to respond to the challenges of building a more sustainable world.

Our students also offer their feedback about what they have learned from their experiences and how they intend to take this learning into their future.

This final section of the training guide examines how the key dimensions of the student competences have been affected.

Skills Development
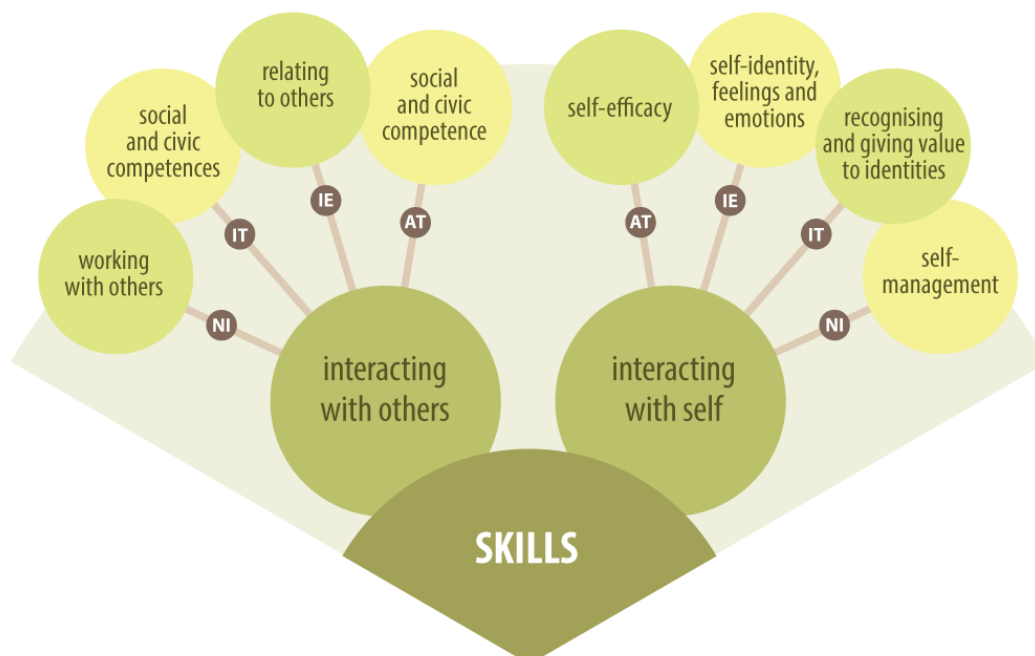
Beginning with how participation in the CEPNET project has helped in the development of specific skills, especially in relation to how our students worked collaboratively within their groups, as well as how they became more self-organised at an individual level.

Our starting point within our primary classrooms is that we need to consider that our students are still developing the necessary skills to be able to engage in genuine dialogue and debate and to work collaboratively and effectively with each other. Many of the skills connected to our competence framework, based on the curricular priorities in each country, focus on how we can best listen to each other, encourage discussion, be critical of ideas (and not each other…) promote ways of negotiating and tease out differences of opinions.

Interacting with Others

These are skills that can be taught through the CEPNET phases. More importantly these skills can also be reflected upon by the students and teacher through group discussion at specific points of transition between the phases.

During the project, we ran two cycles of these CEPNET phases (dialogue-research-sharing) and conducted evaluation work with the students, teachers and parents. Teachers reflected on how they had noticed changes with some of their students as the approach became embedded in their classrooms. According to one of our teachers:

> "Already at the end of the first cycle, I had noticed that in a good number of children extremely proactive attitudes towards the chosen activities had emerged. These attitudes also emerged in other activities and disciplines. In the second cycle, with the proposal of more structured, organised topics, these new skills were enhanced. During the social dialogues or during the final part of the project in which the children linked their work to the 2030 Agenda, interesting moments of reflection, evaluation, proposals and solutions emerged. They proved to be more mature, autonomous and critical in what they presented. This consequently developed interesting moments of interaction and confrontation with others. It denoted a strong responsibility in the project carried out and presented to their peers."

> Teacher,

The ability to work with students in other classrooms also enhanced skills development associated with collaborative working. These online dialogues also offered regular opportunities to reflect on how they were getting on. From another teacher in the evaluation work:

> "Yes, the children have acquired new skills through this. Great experience communicating online in English with the Italian students!"

> Teacher

One of our teachers explains some more about how the individual student take to the group work, given that they have taken the lead in terms of the focus of their project work.

Once the discussion and dialogue phase was coming to an end, usually after 4 sessions, the students were beginning to think of their "big interest" topic. They would coalesce around topics of interest as well as through friend groups. The second phase of the project was about taking these topics, framing them as research questions and then carrying out their research. As

they became more engaged with different topics, tangents and issues of substance to them, they began to conceive how their project would eventually look.

This allowed the groups to develop their own identity, as the students could challenge each other about their next steps. Some groups decided that they wanted to take action, organise fundraising activities, and carry out a clean-up in their communities. Other groups focused on gathering primary data through interviews and surveys. Again, the groups made use of the skill sets already in place and in many instances, the "quiet" student became the leader.

In one specific project, the group decided to focus on the issue of marine pollution and its impact on their communities. They carried out research and engaged with a range of NGOs to collect data. Each member of the group was given a different task and they checked back in with each other in the classroom sessions with updates. They decided to also carry out a beach clean up and these actions are documented below. The group successfully managed these steps of identifying a topic of interest, carrying out research and then taking action. They shared their work with the NGOs and they presented their project to their school community and to their partner schools in the other countries. This experience of presenting to their peers represented a challenge for some of the group, but they supported each other to ensure that they could share their work with each person's contribution fully recognised. By sharing and rotating the leadership tasks, their ability to relate with each other was enhanced.

Interacting with Self
In many ways, CEPNET allowed for each student engage in tasks associated with problem based learning, both within their groups and at an individual level. The students were centrally involved in working out their research question or hypothesis, before coming to their own understanding of how they should understand it and then deal with it. As they were each allowed to determine their own "big interest", each student had to drive their own learning and then structure how they would approach defining the problem to be solved.

Students were supported by their teachers (and their peers in each school) to become personally effective, taking more responsibility for their learning and becoming more autonomous as learners.

As they began to work on their research projects, they needed to plan, set goals and then regularly review progress, both at an individual and at a group level. They were encouraged to reflect on their own learning and to work with each other to review the work of their peers. By giving and receiving feedback, reviewing progress towards their research project outcomes, they could understand their achievements, as well as identify where they might need to get more involved to manage their way to the end of the project.

One specific group of students worked quite independently of each other as they created a model of a polluted planet. They decided on an artistic and creative response to represent their understanding on issues relating to the climate crisis and specifically marine pollution. On one side of the planet, there is chaos, while on the other there is an idealised future of balance and respect for nature.

The children explained that they were able to listen to each other's points of view and ask critical questions. As part of the evaluation, they also highlighted that they were willing to change their minds and see things from other perspectives.

Teacher explained how these benefits worked at the individual level within the classroom and how the ongoing development of these skills through the project phases had a transformative impact as the students moved to other parts of the curriculum.
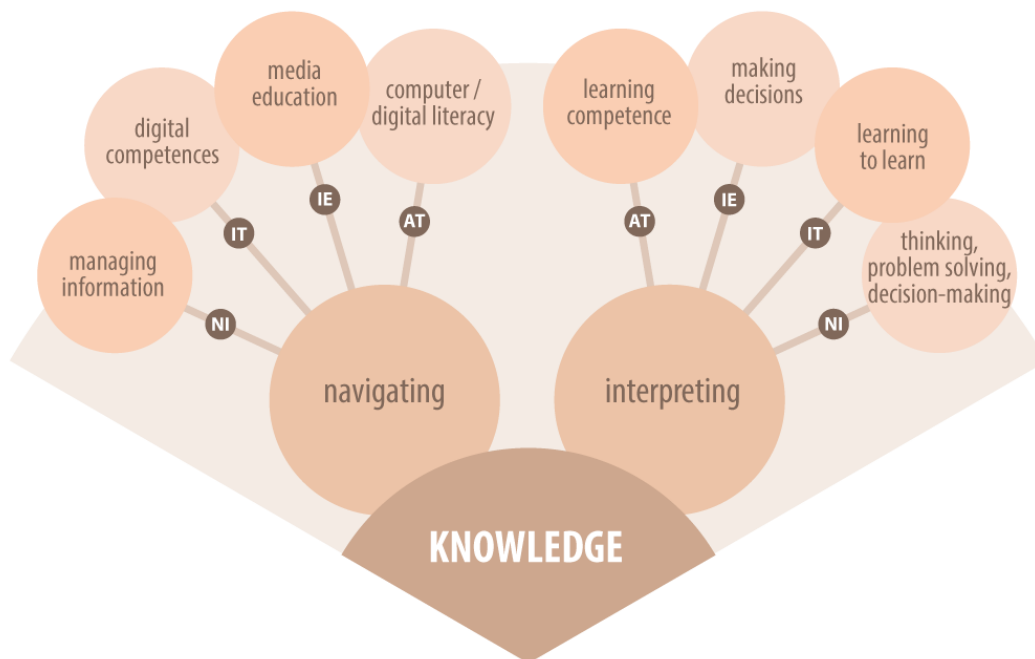
Other teachers also indicated such outcomes within their classrooms

"CEPNET was a great opportunity to demonstrate many independent, self-motivating and social skills"

"The CEPNET project addresses the main curriculum areas while intrinsically developing thinking skills and personal capabilities in a fun interactive way"

Teacher

Acquiring Knowledge

A second dimension to our competence framework looks at how our students have navigated their way through acquiring new knowledge and how they have used different ideas and approaches to ensure that they can stand over their findings. Teachers, principals and students provided their insights and testimonials about how the project helped them to navigate and interpret the world around them.

Through dialogues, research and presentations, the students had to problem-solve, make use of data and technology to answer questions and come up with their own analysis. The students

made use of their mathematics skills to crunch numbers from questionnaires, their writing and language skills to make convincing arguments about their findings, as well as a range of other technical and digital skills when navigating the many online and traditional media resources to find reliable answers to their questions.

Students and teachers have worked together to navigate ways through acquiring new knowledge and then use these different ideas and approaches to ensure that they can eventually stand over their research findings.

Navigating- media and information literacy

Within each national curriculum, we find a focus on developing media information literacy with our children and young people. This can be seen as encouraging students to consider the messages and news being presented to them through a wide range of channels, whether in traditional formats such as newspapers and news bulletins on the radio or television and in more recent formats connected to online platforms and channels.

Within the classroom, our children are regularly encouraged by their teachers to engage with news headlines and stories and consider issues of truth, objectivity and whether they are coming from reliable sources. These can be challenging conversations and can bring up many opportunities for classroom discussions on how the media and news reporting is structured.

The CEPNET project allowed for our students to consider such ideas about the manner in which they receive information and how they can navigate their way through media sources. These opportunities present themselves as the students work through the phases of dialogue as they decide on their topic of interest and as they undertake their research. CEPNET allows for a lens to be introduced in the classroom, where the students review their sources and decide whether the information is reliable. Through discussion with their peers in other schools, they can also share tips about their ways of engaging with data and information.

In one particular CEPNET project, a group of students sought to better understand how asylum seekers are treated in Ireland. They carried out extensive research using online sources, at times having to question whether there was a negative ideological perspective framing the information. Through discussion about these sources and their reliability, they were able to focus in on information that could be double-checked and validated before they would then make use of it. The students then felt that they should go further and collect their own data about awareness levels. They carried out a survey with parents and processed the data to highlight that there were significant gaps in knowledge about how asylum seekers are being treated in Ireland. Their project also looked at how young people fare in the direct provision system and tried to examine issues like nutrition and food within the system. They came up with a series of recommendations based on their information-gathering and analysis.

In this instance CEPNET allowed the group to firstly decide on their research interest, carry out a trawl of news items, assess and validate how it was presented, carry out their own primary research, produce a series of pie charts and bar charts to highlight their findings and then make recommendations about the abolition of the system. As a group, there were links made with NGOs working in this area to share their work, but due to Covid restrictions, this final step was

not possible. However, the NGOs indicated that they would bring the work to the attention of the families with whom they work.

Interpreting- critical thinking

The idea of critical thinking represents a further aspect of knowledge acquisition work and plays a central role in each phase of the student experience of CEPNET. The dialogue phase is predicated on the students engaging with the SDGs and digging deep into how these relate to their own lives. While this phase is facilitated by the teacher to encourage debate about the topics, the children and young people become the drivers and shapers of the flow of the discussions.

A range of exercises and games are used that encourage the use of their critical faculties. In one exercise, the students become members of the Government cabinet, with responsibilities and portfolios. They must then consider the priorities that identify in areas of health, education, environment and housing. Within small groups, they have to consider how they can present their ideas to the rest of the class. These other class members then become the media and are tasked with asking tough questions of the new Government ministers. As they act out these roles and get to enjoy their new powers, they are challenging each other to consider how their point of view and experiences can shape their futures.

One of our teachers highlights the benefits of promoting such an approach to critical thinking.

> "I believe that the CEPNET project does have many advantages towards encouraging children to be independent thinkers and I think when you have a school of children who are thinking independently, that has to be a bonus. I think also children are really looking at their long-time futures and i think it encourages them to see the bigger picture in life and encourages them to see school is not just for the next seven years or the next seven years after, that it's their future and I think the CEPNET project really emphasizes that point."

> Teacher

Another teacher explains the benefits of giving extra responsibility to the students in directing the focus of their learning process. Students were able to take charge of their research interests and projects. They could in turn decide how they wanted to present and share their results. Students carried out action projects such as beach and playground clean ups, making videos as they went. Others produced creative artwork including murals and a climate change rap.

> "I think during the project you have to give away a lot of responsibility to the kids, which actually works really good. We used to do that in our school quite often. I know that in traditional school systems it's not always usual to give away responsibility but in our school it was and it still is and with CEPNET we kind of see that our way is also EU-wide that our way is good for the kids."

> Teacher

An initial step in developing a critical voice for the students within the CEPNET project begins with their ability to choose a topic. Here two students highlight the importance of this choice and how it presents them with an autonomy that they are then able to build on.

One of the school principals involved in overseeing the CEPNET project in her school talks about the wider benefits.

"CEPNET has been an invaluable experience for our children in our school. It has given our children the confidence to learn in a child friendly and enthusiastic way. Our children have an opportunity to develop their skills, their knowledge and their attitudes in a very safe and secure learning environment. The thing we have most enjoyed about CEPNET is the way that it allows the children to lead the learning. The children are empowered by areas of interest and are motivated to be to researchers and to carry out projects based on their level of interest.

We have also found that CEPNET not only starts off with working with the children and then allows them also to develop their skills with working with others in a very safe environment, they are given the confidence to share their ideas, share their opinions, carry out research and again develop their confidence in working collaboratively with others.

Throughout the CEPNET project, our children have also developed their knowledge of the world around them. They have experience of the SDGs and what they can contribute to society to help make our world a better place for everyone. The children then carried research as well exploring a range of different types of research techniques and using technology to help deepen their understanding and knowledge of the various SDGs and their place in society. The final stage of the CEPNET project is presenting their findings and this is a great opportunity for children to work together and develop their confidence and present to a range of audiences.

Our children were able to create artefacts, present powerpoints, develop their ICT skills, present movies, videos shorts and music. To develop their skills and showcase their learning this was an inspirational opportunity for the children and really empowered them to show everyone that this is what they had learned and what this project had meant to them. Finally the children also get to understand their place in society they get to contribute to the bigger picture in the world and having that international link up with their colleagues in Italy and Austria and in the south of Ireland also show the children that they are part of a global network of learning and has therefore given our children their place in society and their level of confidence and contribution to making our world a better place."

Principal

Shaping and Framing Attitudes
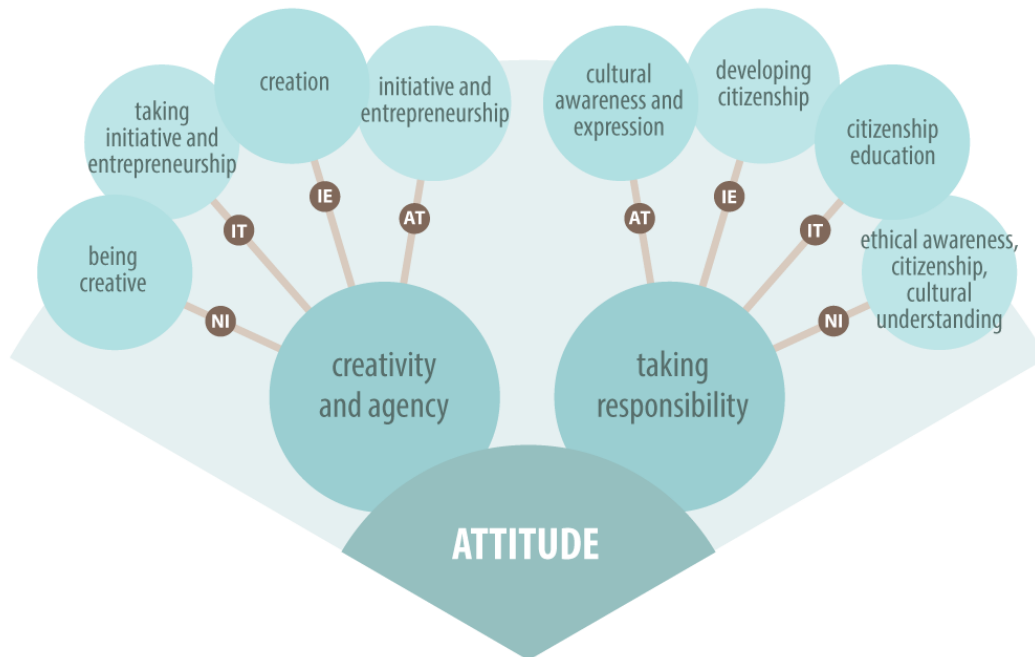
The third dimension of the CEPNET approach is about the shaping of attitudes and values. We know that our students develop values and attitudes within their learning ecosystem. The school curriculum provides a formal framework, but the development of attitudes takes place through their peers and teachers as well as through the wider school community. Within CEPNET, the approach is very conscious as to how the "hidden curriculum" can support and provide a scaffolding to our students as attitudes, values and behaviours are developed.

Adopting the CEPNET approach in their classroom has helped teachers to shape attitudes and values in relation to both the subject matter of sustainability and global citizenship, as well as themes of community and shared connections.

Creativity and Agency
A key feature of the CEPNET approach is that it recognises that our students, teachers and principals are part of a larger learning ecosystem in which parents and communities play an important role. Through the CEPNET phases of dialogue, research and presentation, our students are encouraged to examine this set of relationships and where they can fit and how they can try to provide an influence. As they move through these three phases, they are actively co-creating a different type of learning environment in their classroom, supporting this informal hidden curriculum where values and attitudes are shaped.

Within their groups and as they create connections with peers in other classrooms and countries, they become role models in fostering attitudes and values among their peers. As we demonstrate in our development work on the CEPNET competence framework, these strategies are in place to make sure the formal curriculum is also effectively implemented.

As our students began to work on their projects, they were able to flex their creative muscles. Their research would lead them in very many directions and they self-managed these steps of

collecting information and data. How they chose to represent their work became a matter for their own consideration. Many groups of students decided to use a new presenting format and experiment with green screen technology to examine issues of education and use this as a means of presenting their learning. A teacher also emphasises how through their participation in such projects, that there can be an increase in confidence and agency. Some of the students are able to use this type of more informal learning space to thrive and excel.

> "I think CEPNET is a super project because in some ways as a teacher I find that when I'm delivering a CEPNET lesson, those children who aren't always as forthcoming in class really become inspired and if I think about children at the beginning of the project and then the children at the end of the first of my cycle one projects, I really noticed change in their personalities and how more confident and alive they are in those particular lessons. I think even if you look at one of my presentations there's one little boy i can think of who really came to life during our project."

> Teacher

Taking Responsibility
The initial phases of CEPNET in the classroom are focused on exploring the meaning of global citizenship and sustainability. Through discussing about the SDGs, and bringing local concerns to the fore, it is possible to open up a space where the students can start to discuss and assess what is right or wrong, good or bad in specific situations. We can ask questions about values from the individual and connecting to a collective, what should I do? was I right to do that? If I was the Minister, what would my priorities be? How would decisions affect others? These discussions and debates support an understanding that attitudes and values are central to all aspects of their learning.

A project carried out by a group of students followed up on their own specific experiences of playing sport and how they had already noticed many small differences in how they were being treated as girls. They carried out a series of interviews with their peers and a successful local footballer to examine these issues in more detail. Their focus on equality and looks to the core of how the CEPNET approach allows for a shaping of values and attitudes, through promoting this informal or hidden curriculum.

A principal involved in the implementation of CEPNET within the school over two cycles believes that this represents a key impact on the students and reinforces the desire to embed the approach within the school.

> "I would thoroughly recommend the CEPNET project as it covers all aspects of the curriculum. The children are developing their thinking skills, their personal capabilities, working with others, developing relationships, research skills, doing all those elements of the curriculum such as personal capabilities and thinking skills that our children are required to do. It is not an add-on to the curriculum but an inspirational and unique way to develop a child-centered, child-led learning approach to teaching and I've thoroughly enjoyed the experience and our children have benefited greatly from this opportunity."

> Principal