Teaching Democracy: An Action Research Evaluation of a Community-University Training on Popular and Participatory Education Methods

A Master's Thesis submitted by

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Abstract

This project explores Teaching Democracy, a popular and participatory training course held in the context of a community-university partnership at Tufts University. Popular and participatory education methods value local knowledge and aim to maximize participation in groups of participants and learners. This project identifies what respondents learned through Teaching Democracy, how they applied their learning afterward, how the training can be improved, and how the model can be adapted to other contexts. By exploring curricular strengths and areas improvement, the research details concrete strategies which Teaching Democracy can implement to support university and movement goals in future years. The project also offers insights into key elements of the Teaching Democracy model, which other community-university partnerships and community organizations can adapt to their own contexts.

Acknowledgments

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Executive Summary

This project explores Teaching Democracy, a popular and participatory training course held in the context of a community-university partnership at Tufts University. Popular and participatory education methods value local knowledge and aim to maximize participation in groups of participants and learners. The research question for this project is "What did respondents gain through Teaching Democracy, how can the training could be improved, how have respondents applied their learning afterward, and how the model can be adapted to other contexts?" There are three ways this information can inform future practice. First, by understanding what community-university respondents gained in terms of relationships, values, and skills through Teaching Democracy, the project identifies ways the training curriculum should remain the same and be improved in future years. Second, by documenting stories of how Teaching Democracy influenced respondents' social change work, the research offers grounded examples of using popular and participatory education in Greater Boston that can be used as case studies for future trainings. Third, the project offers insights into key elements of the Teaching Democracy model, which other community-university partnerships and community organizations can adapt to their own context.

Respondents experienced three main shifts by participating in Teaching Democracy. First, they reported greater confidence in introducing others to basic popular and participatory frameworks. Respondents also noted an increased commitment to designing sessions based on the popular education principle of "centering local knowledge." Finally, respondents reported improving their facilitation skills and increasing participation by sharing power and/or using multi-modal techniques. These shifts and associated practices are further described in the chart below.

Table 1: Key Shifts and Practices

Shifts	Practices
Heightened confidence introducing others to popular and participatory frameworks	1) Sharing written resource guides and web materials about popular and participatory education 2) Modeling practices and inviting reflection from a group
Increased commitment to designing sessions based on the popular education principle of "centering local knowledge"	3) Designing session and problem-posing toward a pre-established goal and drawing out participant experiences to make the action plan or content feel more relevant 4) Designing session and problem-posing to draw out participant experiences and knowledge; looking for patterns; allowing a collective action plan, goal, or theory to emerge out of or adapt to these experiences
Deepening ability to increase participation in a group by using multi-modal techniques and/or sharing power	5) Integrating written, visual, audio, movement elements into activities and varying the size of group discussion and reflection 6) Co-creating agendas and implementing consensus-based methods

Chapter 1: Introduction

Project Overview

This project explores Teaching Democracy, a popular and participatory training course held in the context of a community-university partnership at Tufts University. Popular and participatory education methods value local knowledge, recognize the limits of a single expert's contributions, and aim to maximize participation in groups. The research question for this project is "What did respondents[1] gain through Teaching Democracy, how can the training could be improved, how have respondents applied their learning afterward, and how the model can be adapted to other contexts?"

Given the emergent and context-specific nature of the research question, a mixed methods approach was used throughout the research process. Reviewing design team notes, facilitation modules, grant reports, respondent applications, semi-structured interviews, and reflective journals were all critical to answering the research question. The bulk of the data included analyzing interviews and journal submissions from 20 respondents who had completed the course between three months and three years prior. As a participant in 2018 and co-facilitator in 2019, I also incorporated my own perspectives on the course by reviewing my own written reflections and conversations with other respondents through an analytical method described in Chapter 3.

There are three ways this information can inform future practice. First, by understanding what community-university respondents gained in terms of relationships, values, and skills through Teaching Democracy, the project identifies ways the training curriculum should remain the same and be improved in future years. Second, by documenting stories of how Teaching Democracy influenced respondents' social change work, the research presents grounded examples of how

[1] Throughout the project, "Respondent" refers to people who were interviewed or submitted journal entries for this thesis project. "Learners" or "Attendees" refers to the wider circle of people who attended Teaching Democracy and may or may not have been interviewed. "Participant" refers to people who did not attend Teaching Democracy but have been exposed to popular and participatory methods in other contexts.

people are using popular and participatory methods in Greater Boston, which can be used as case studies for future trainings. Third, the project offers insights into key elements of the Teaching Democracy model, which other community-university partnerships and community organizations can adapt to their own context.

Introduction to Popular and Participatory Education

One way that social movements build power is by building critical consciousness and a sense of agency among those affected by social injustice. Traditional education systems, however, limit critical consciousness-raising by treating students as receptacles of knowledge rather than co-producers. According to Horton & Freire (1990), traditional education systems can be understood as "superstructure[s] and productive reproducer[s] of the dominant ideology" (p. 118). Dominant ideologies are reproduced in high schools, universities, and city planning meetings: teachers wield power over students, researchers over subjects, and government officials over neighborhood residents. Students rarely have a voice in building their own curriculum, research subjects in designing a method of inquiry, or residents in determining the criteria for new development. Those who already hold power benefit from the production of research, knowledge, and action (Tumposky, 2016).

Popular education is a framework of principles and practices that challenge these power dynamics. According to Bengle and Sorenson (2017), it is a form of transformative education that develops participants' skills for reading and critiquing their environment to uncover the root causes of inequality. These practices exist both within traditional schooling systems and outside of them. When facilitators, activists, and leaders challenge dominant ideologies—and take risks to not reproduce those practices—they abide by key tenets of popular education (Horton & Freire, 1990). Popular education has also been defined as "a philosophy and methodology that seeks to bring about more just and equitable social, political, and economic relations by creating settings in which people who have historically lacked

power can discover and expand their knowledge and use it to eliminate social inequities" (Wiggins, 2012, p. 38).

The movement originated in Latin America and is intimately connecting to building people power through social movements; in fact, the term *popular* carries strong class connotations, referring to peasants and factory workers as opposed to those with more financial resources (Kane, 2010). Kane (2010) describes it as a set of practices that sides with low-income communities in their effort to work towards social justice.

In a conversation between Myles Horton and Paolo Freire, two instrumental popular educators and thinkers, Freire defined the framework this way: "The more people participate in the process of their own education, the more the people participate in the process of defining what kind of production to produce, and for what and why, the more the people participate in the development of their selves. The more the people become themselves, the better the democracy" (Horton & Freire, 1990). Myles Horton founded the Highlander Research and Education Center in Tennessee, a hub for the popular education movement in the United States. Its guiding principle is that the answers to society's problems lie in the experiences of the people most affected by those problems (Baker, Johnson, Williams, Perkins & Rainey, 2008; Bengle & Sorensen, 2017; Glowacki-Dudka et al., 2017). Popular education, at its core, builds theories and critical consciousness grounded in peoples' lived experiences (Bengle & Sorensen, 2017).

According to Wiggins (2012), initiators of popular education have, historically, included people working outside of systems to shift them as well as those within systems. In the early 20th century, students in several Latin American countries set up popular universities to offer instruction in a variety of subjects. Under the influence of Marxism, these universities provided exposure to practices of self-criticism with the goal of working towards liberation (Wiggins, 2012). At around the same time, political and military leaders also promoted a version of popular education and universal literacy in Mexico and Nicaragua (Wiggins 2012).

Paolo Freire inherited this legacy and began writing about popular education in the 1950s while working on adult literacy projects in northeastern Brazil. In the

1970s and 1980s, principles of popular education continued to be adopted and radicalized by thousands of popular grassroots and movements, which emerged all over Latin America (Kane, 2010). The Landless Rural Workers' Movement in Brazil used the principles of popular education to build an autonomous school system, including training teachers and producing educational materials. At its height, it had courses for activists and ran around 1,800 schools, with 4,000 teachers, for 200,000 children (Kane, 2010).

By the 1990s, popular education had expanded beyond the terrain of social movements and had begun influencing formal state education, as well as adopting a more intersectional understanding (race and gender in addition to class analyses). In the late 2000s, particularly in Venezuela and Bolivia, states claimed to be promoting popular education as an integral part of community development (Kane, 2010). According to Kane (2010), social movements had traditionally been the 'schools' where popular education took place, progressive governments, claiming to support popular education, were negotiating "contradictions between trying to hold power themselves and devolving it to ordinary people."

Freire's work thrust the concepts of popular education onto a global stage, influencing a generation of young people who grew up under colonial influences from places as far flung as Canada, Senegal, Taiwan, and the U.S. Freire's theory deeply influenced the formation of the Highlander Center for Research and Education. Since the 1930s, under the guiding influence of Myles Horton, staff have trained civil rights, labor, immigrant and student activists in becoming visionary social justice leaders (Glowacki-Dudka & Griswold, 2016). Though it was not originally framed as popular education, through conversations with Freire, Horton came to describe Highlander's work in popular education terms: "It was a school to help people learn to analyze and give people values" (Horton & Freire, 1990, p. 103). Baker et al. (2008) describe the population of interest for the Highlander Center's work as social activists, including workers, civil rights activists, college students, and others working on the margins or who have experienced crises. Horton looked for people who could multiply and expand Highlander's work, a "yeasty culture" of people committed to working toward social justice and equality (Horton 1998). To

this day, students, faculty, community organizers, and others travel far and wide to attend Highlander trainings.

While popular education is largely rooted in social movements, there has always been interplay and tension between popular education movements, the state, and other institutions. Given its commitment to oppressed classes, popular education maintains an uneasy relationship to hierarchical political entities and organizations (Gómez and Puiggrós, 1986). Progressive governments in Latin America have claimed to support and implement popular education, but they also negotiate the contradiction of holding and devolving power. The same tension exists when colleges and universities attempt to practice and teach popular education theory and practice.

Overview of Teaching Democracy

Teaching Democracy is a training program that introduces Tufts and community participants to popular and community-based education methods. The goal of the program is to build the capacity of community members and Tufts students, faculty, and staff in popular and participatory education and support the social justice work of Tufts' community partners. Popular education is closely linked with other change strategies, including community organizing, action research, healing justice, and solidarity economy initiatives. Indeed, the Teaching Democracy Design Team describes popular and community-based education methods as "aris[ing] from community organizing and empowerment practices, particularly with marginalized groups. They support reflection and action in order to transform the world. They break down the rigid separation between teacher and learner – all are learners and can help facilitate learning for others" (Teaching Democracy Design Notes, 2015). The spiral model of learning that the training uses is a key framework for communicating about the practices of popular education. Between 2016 and 2019, more than 70 community members and Tufts faculty, students, and staff have participated in Teaching Democracy's three trainings.

Teaching Democracy fits into the wider CoResearch/CoEducation (CoRE) initiative at Tufts, which supports the co-production of knowledge, teaching, and

action between community and university stakeholders (Tumposky, 2016). Teaching Democracy draws on CoRE's principle of building long-term partnerships to "co-create knowledge across the boundaries of university and community, research and practice" (Tumposky, 2016, p. 72) CoRE curricular activities include book learning, guest lectures, tours, internships, field projects, theses, and a community practicum. Teaching Democracy complements these activities by offering space for students, faculty, and community partners to come together to deepen their engagement with popular education techniques by learning from movement practitioners and from each other.

Project Roadmap

This project begins with a literature review in Chapter 2 about popular and participatory education, defining important constructs such as "centering local knowledge" and "developing critical consciousness." Chapter 3 outlines the research methodology, an action research evaluation, and describes the interview sample along with other key sources. Chapter 4 explores Teaching Democracy's background, goals, and key implementation considerations. The findings from interviews and document analysis are explored in Chapter 5, which identifies what worked well for participants, what shifted after the training, and common areas where participants wanted further clarity and relevance. Chapter 6, the recommendations, fleshes out what should be preserved in future years as well as ways to dig deeper. Chapter 7 outlines key elements of Teaching Democracy's model which other community-university partnerships and community organizations can consider as they adapt the training to their own context.

Chapter 2: Literature Review

Popular and Participatory Education: Similarities and Differences

Popular education is education for liberation, or an egalitarian model that focuses on developing participants' skills for reading and critiquing their environment to realize the root causes of inequality" and take action for social justice (Bengle & Sorensen, 2017; Kane 2010). Though popular education initiatives have arisen from states and bureaucratic institutions, it has historically occupied a position closer to communities directly affected by oppression (Wiggins, 2012). Participatory education is an educational model in which students articulate their own learning needs alongside their instructors (Sauvé, 1987). Both models center local knowledge; they value information that arises from peoples' direct life experience and emphasize this experience as a legitimate and critical form of intelligence (Bengle & Sorensen, 2017; Glowacki-Dudka & Griswold, 2016). Both approaches recognize the limits of a single expert or teacher's contributions.

The approaches differ in how they relate to action and systemic change. Popular education exercises tap into participants' own experiences to reveal how people interact with systems all the time—these systems are not far-removed structures. Popular education's strategy of beginning with lived experience aims to untangle the different ways people are affected by systems—some more directly or indirectly, some more positively or negatively. Popular education is not only about producing knowledge in different ways (among and between students and teachers rather than just from a teacher to a student), nor is it simply an effort to increase interaction in a group, both key goals of participatory education.

Popular education deals explicitly with power and privilege differentials. The approach recognizes that populations are affected by forces of marginalization and oppression differently and bring unique experiences to the room. The principle of "centering local knowledge" puts different sets of knowledge in conversation, identifies heterogeneous needs within and across communities, sheds light on the immediacy of the problem, and articulates strategies for collect action (Glowacki-

Dudka et al. 2017; Kane 2010). In other words, popular education programs teach concepts and their political dimensions with the expectation that participants will use their knowledge for action (Horton & Freire, 1990).

While both popular and participatory are built on democratic principles of shared planning, leadership, decision making, evaluation, communication, and trust, participatory education is not oriented towards action for social change or critiquing the causes of systemic inequity to the same degree (Earnest & Treff, 2011; Glowacki-Dudka & Griswold, 2016).

Constructs of Popular Education

Popular educators build knowledge toward collective liberation by facilitating a process in which people name and take action on the political forces that shape views of themselves, others, and what is possible. Freire identifies *conscientization* or building *critical consciousness* as an important process in achieving these goals. Conscientization is the process of building an awareness of "how social and political systems work and become conscious of themselves as agents" that can identify and begin to critique this domination (Boyce, 1996). Another way of defining it is encouraging people's ability to see connections between their own lives and wider political structures (Kane, 2010). The process of developing such a consciousness involves situating lived experience within a historical frame with the goal of understanding experiences, constraints, and the privileges of different groups "as foreshadowing present and future" (Bengle & Sorensen, 2017, p. 320). As individuals, groups, organizations and movements begin to understand root causes of problems and their capacity to act and reflect on their practice, they are strengthening their muscles of *praxis*. In other words, the Freirean idea of praxis involves moving from action (current practice) to reflection (theory building) to action (new practice informed by theory) (Wiggins, 2012).

Learning in a popular education setting happens when "knowledge is created through the transformation of experience" (Kolb & Kolb, 2005, p. 194). This transformative process often involves experiential and participatory methods, such as collective brainstorming, drawing maps and enacting simulations. Knowledge is

created—and experience transformed—in popular education spaces by building and strengthening relationships, deepening critical consciousness, cultivating a desire to learn more, practicing new skills, engaging in reflection, and training others to use the methods. Most adults do not have the experience of being part of an environment they helped to shape and co-create, which is one of the learning processes and goals of popular education (Ruiter-Bouwhuis, 2019).

Action stems from seeing and *reflecting on* reality collectively in popular education settings. A process of identifying homogeneous and heterogeneous needs in a community draws out who has been most affected, is living with the most risk, and has the time, resources, and capacity to act (Kane, 2010). For some, the effects of identifying the problem and taking action will be immediately felt. Perhaps their child will receive a better education, or they won't be evicted from their home. Popular education draws on *participatory* and *multi-modal* (e.g. visual, auditory, tactile) methods to draw out participants' experiences. Merely designing activities in a participatory or experiential manner, however, does not guarantee that people are engaging in popular education (Bustillos & Vargas, 1993; Kane, 2010). The techniques can be used for different purposes—to preserve the status quo or disrupt it. When participatory and experiential techniques develop critical consciousness, prefigure a socially just set of relationships within a group of learners, and build their capacity to take action, then these practices qualify as popular education (Wiggins, 2012).

Beginning with lived experiences is a key element of popular education and is a political act. Facilitators can encourage independent thinking or subtly seek to persuade. Their own political understanding influences the questions they ask and the contribution they make to discussions (Kane, 2010). The ideology of a popular educator or facilitator affects the way they pose problems and the type of knowledge that emerges from those questions (Kane, 2010). Freire's idea of *problem-posing* seeks to "discover the most evocative concepts and words in a community context and use those words as the basis for… instruction" (Wiggins, 2012, p. 40). Just as participation can be used for various political purposes, problems can be framed with different motivations. Questions can be posed in a way that center the life experiences and knowledge that exists in a community—and the many ways in which

people express that knowledge (Wiggins, 2012). Popular educators strive to pose problems in a way that builds on what a community already knows with the goal of identifying root causes of oppression and creating new knowledge together rather than preserving the status quo, all while refraining from oversimplifying or talking down to learners (Wiggins, 2012).

Problem-posing is a fundamental tool that popular education facilitators use to *look for patterns and build theories* from a group of learners lived experiences. Adrienne Maree Brown describes the role of a popular education facilitator in *Emergent Strategy*: "…We each have important visions of the whole, so I concentrate my work on the generation of vision, the strengthening of the muscle of looking forward together" (Brown, 2012, p. 57). Brown (2017) describes the strategy: "listening to the needs of a group, helping the participants to be clear to and with each other, and making sure you actually understand what folks in the room need" (p. 219).

There may come a point when, after the group has looked for patterns and found authentic shared language around addressing a problem, the knowledge that can be gained from peoples' experiences reaches its limits. A group may not have the answers—technical or otherwise—about how to navigate a bureaucracy, shift power, and enact the social change they need. Myles Horton describes the importance of a popular education facilitator adding new information: "that's what I call an extension of their knowledge, their experiences, which stays well within the framework of where they are in their thinking. It's their idea. So at that point you can feed in a lot of information that they don't have" (Horton & Freire, 1990, p. 129). Highlander advocates for both "creating solutions from within grassroots leaders' own struggles" while also applying knowledge from trusted experts (Kane, 2010, p. 277).

Even when facilitators guide a popular education process, these spaces strive to reimagine definitions of leadership, so that *everyone teaches, everyone learns.* These spaces recognize that different people, "at different times in their career, in different communities, regardless of positional authority can bring leadership" (Ackerman, 2019). The relationship in education settings between a teacher and a

learner in a popular education setting is reciprocal: “the leader has a sincere interest in being understandable to others, while seeking to understand those being led” (Glowacki-Dudka & Griswold, 2016, p. 106).

These reciprocal relationships do not happen instantaneously. Facilitators build trust formally and informally with participants. Merely joining the group and having the courage to participate in the workshops takes a certain level of trust on the part of participants (Glowacki-Dudka & Griswold, 2016). Facilitators can further the trust-building process by infusing spaces with art and humor, supporting a deeper level of collaboration participants (Glowacki-Dudka & Griswold, 2016). On a more formal level, facilitators can build trust by giving participants a clear plan of what to expect: “discontent grows with expectancy violation and higher levels of uncertainty” (Glowacki-Dudka & Griswold, 2016, p. 110). Many popular education facilitators build in room for participants to shift the direction of a conversation: “Flexibility is essential, but there also needs to be a structure that undergirds the process. The facilitator should be transparent in proposing structure ahead of time, and then provide some background related to the goals and outcomes.” In other words, facilitators can build trust by being clear and explicit about the political purpose and goals of a session, and how the knowledge produced will be used.

Facilitators also build trust with and among groups by building in space to practice, make mistakes, and engage in *reflection.* When practicing new skills, there are often differences between what should happen in theory and what actually happens in practice, and reflection creates space to identify these gaps (Kane, 2010). Knowing there is a process of reflection at the end also puts people at ease: they know they may fail but will do so in a safe environment. In the process of reflecting, they may find different perspectives and practices for future situations, making the so-called failure well worth their time (Earnest & Treff, 2011; Glowacki-Dudka & Griswold, 2016).

Popular education spaces can be designed within top-down, horizontal, or bottom-up authorizing environments. In a top-down model, a facilitator designs curriculum or meeting agendas from start-to-finish. A challenge in this situation is that facilitators, given this power, may fail to appreciate the true extent of their own

narrative and understanding of a problem, resulting in a simplification of the participants' political and social reality (Babbage, 2004) Horizontal and bottom-up environments are less explored in popular education literature, but participants and facilitators can transform many education and political spaces, even if they are not completely authorized to do so.

Popular Education and Social Action

How exactly can popular education bring about social change in the context of a community-university partnership? The UNC-Charlotte Action Research Project (CHARP) builds partnerships between UNC-Charlotte and marginalized communities in Reid Park, a nearby neighborhood. The program's mission is to "integrate teaching, research, and action to work towards a larger agenda of social justice, enable neighborhoods to advocate for themselves, and create sustainable neighborhood coalitions to implement structural change" (Charlotte Action Research Project).

In 2013, CHARP sponsored a cohort of community residents, organizers, and university stakeholders in Charlotte to attend a popular education training at the Highlander Center. One of the main goals was to build relationships and trust within the cohort. The experience was part of a wider "empowerment planning" strategy to build shared power across community-university lines and influence planning outcomes in Reid Park, North Carolina. The process occurred at the same time that Habitat for Humanity and the Charlotte Mecklenburg School system were implementing efforts to improve neighborhood outcomes from a more top-down approach (Bengle & Sorensen, 2017).

Before the cohort attended the Highlander training, there was "little social capital between participants, limited knowledge of structure inequality, overreliance on a single leader, reliance on outside experts, and limited motivation for change" (Bengle & Sorensen, 2017, p. 328). Over the course of a few years, by engaging in popular education training at Highlander Center and implementing their learnings in Reid Park, Bengle and Sorensen found that participants developed social capital,

increased their motivation for change, developed deeper understandings of structural inequality, developed a common vision, and expanded their leadership skills. One project that emerged was an oral history project, and “was the residents’ first experience acting as service providers as opposed to service recipients,” signaling a decrease in dependence on outsider experts (Bengle & Sorensen, 2017, p. 334).

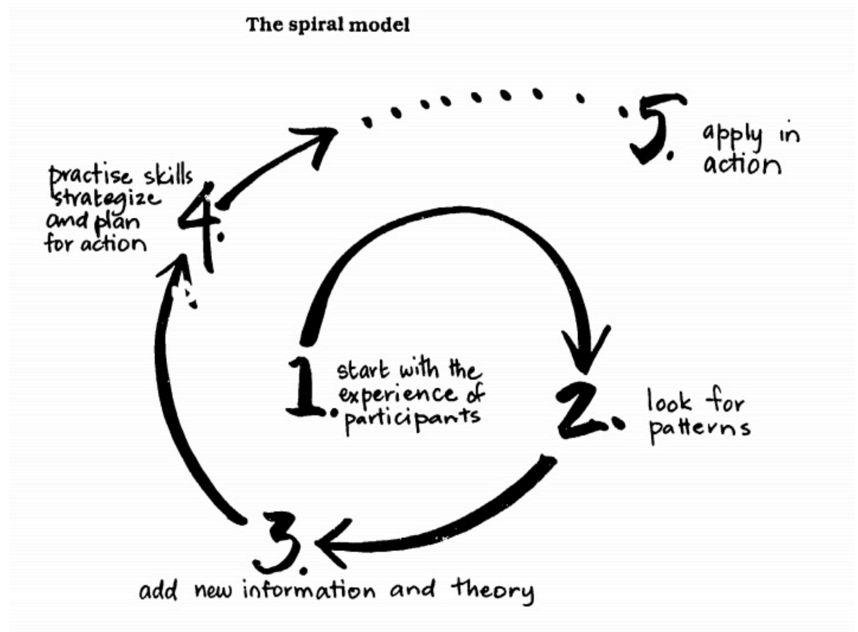
Popular and Participatory Frameworks

There are several ways of conceiving of how popular and participatory education theory meets practice. When these practice are collectively implemented, they support the production of knowledge by those marginalized by race, ethnicity, class, educational attainment, gender, and other identity markers. These practices, in the context of popular education, bring to the ground Freirean ideals of undoing hierarchies between teachers and learners and opening up the idea of education as an ongoing, transformative process. Popular and participatory practices raise an individual’s critical consciousness and sense of leadership, support deep and authentic relationships in groups, and lead to actions that advance social justice.

Framework 1: The Spiral Model

The “Spiral Model” of learning is one way to conceive of how to wed popular education theory and practice, or praxis, in a workshop (Arnold & Burke, 1983). The spiral begins with a key principle of popular education: learning starts with the experience or knowledge of participants rather than expert knowledge. Beginning with past experience immediately blurs the dichotomy of action and reflection; participants reflect on and learn from their own experiences as they develop plans for the future (Arnold & Burke, 1983). Next, learners look for patterns and find commonalities and differences in their experiences. To avoid being limited by the experience of people in the room, participants and facilitators work together to collectively add new information or theory. Again, the theory is not developed by

experts, but rather emerges from participants' lived experiences and knowledge. The line between theory and practice is blurred: theory emerges from practice, and practice is further informed by theory. This kind of theory-building involves a process of "profundización" or a deeper understanding of day-to-day existence, rather than going up into an abstract realm (Arnold & Burke, 1983). Next, participants practice new skills and create action strategies. When they are back in their own context, they apply what they learned from the training. Teaching Democracy closely follows this model and builds on Arnold & Burke's discussion of an extension – a later point in which "participants return to share the experience for further assessment and critique, and perhaps work to revise the strategies, moving through the cycle again" (Arnold & Burke, 1983, p. 49).



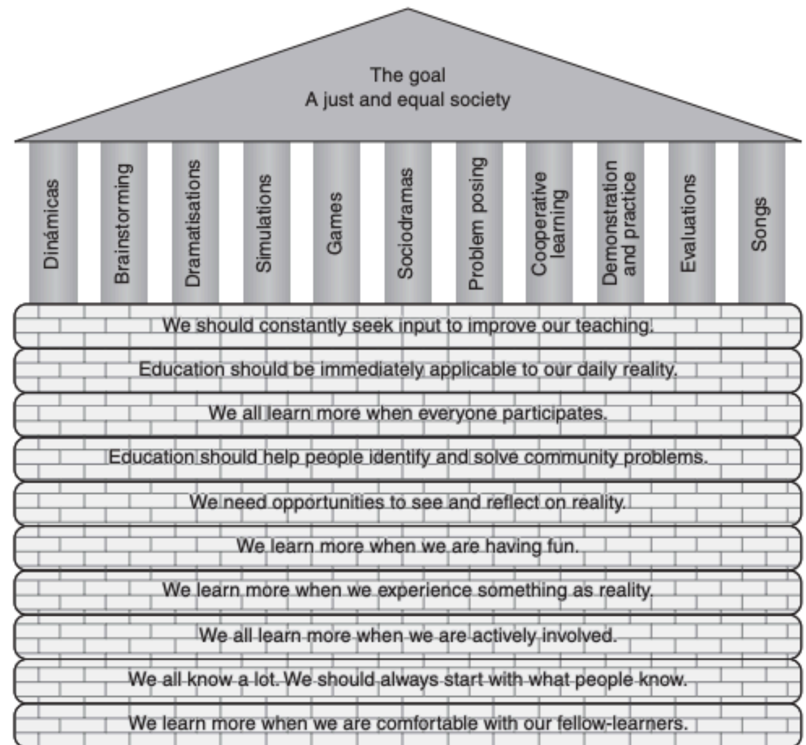
While the model may appear to be a simple set of methods, it is imbued with values or what Arnold, Burke, James, Martin & Thomas (1991) name, characteristics of popular education:

- Has as its starting point the concrete experience of the learner
- Everyone teaches, everyone learns
- Involves a high level of participation
- Leads to action for change
- Is a collective effort, focusing on group rather than individual solutions to problems
- Stresses the creation of new knowledge, rather than the passing on of existing knowledge
- Is an ongoing process for any time, place, or age
- Is fun!

Not only are participants involved and understand the purpose of learning in the spiral model, but it also incorporates principles of education for social justice – the knowing *why* and *for whom*, not just the "how" of the model. A traditional banking model of education "trains people to adapt—to fit better into society as it is. Popular education or education for social change has a radically different goal," laid out in the principles below:

- Critically examines unequal power relations, not just differences (race, class, gender, disability, heterosexism, ageism)
- Names and challenges ideas and practices that support inequality
- Anticipates and addresses conflict
- Encourages creative expression
- Uses the mind, hands, and emotions
- Is a continuing process, not a single event
- Strengthens organization
- Encourages collective action for change
- Models democratic relations between learner and leader
- Includes both reflection and action
- Puts local issues into national and global contexts

Framework 2: The House of Popular Education



Another way of conceiving of these sets of theories and practices (praxis) of popular education is "The House of Popular Education" (Wiggins, 2012). The house consists of foundation stones, pillars, and a roof (see photo). The stones are the main ideas, principles, or characteristics of popular education. The pillars are the methods and practices, and the roof is the political goal (Wiggins, 2012). There is not a one-to-one correspondence between principles and practices; many practices can support many principles. As an example, one principle of popular education is that learners take in information more easily when they feel relaxed. Dinámicas are "social learning experiences" that can be short, long, simple, complex, and involve lots of movement or none (Wiggins, 2012). After participating, learners frequently feel more open and feel that power dynamics are equalized. Brainstorming activities of different forms draw out what people know, think or feel. New information can be shared via skits, sources like comic books, and storytelling. Sociodramas and simulations give participants the chance to embody, observe, and problematize reality.

Benefits of an Action Research Evaluation

Freire found great value in the process of evaluating popular education, as it provided an opportunity for educators to be reflective practitioners: "Those who are engaged in mobilizing and organizing have to evaluate this process. In the process of

evaluation, undoubtedly, there is an interpretive and necessary moment in which the leaders who are trying to mobilize and organize have to know better what they are doing. The organizers engage in critical reflection on what they did. In doing that the leaders start participating in a process in the next stage of mobilization and organization, because they change. They tend to change in their language. Do you see? If they don't do that, they are not capable. They will change their language, their speech, the contents of their speech to the extent that in mobilizing the people they are learning from the people" (Horton & Freire, 1990, pp. 121-122). The evaluation process can thus serve as an extension of the workshop, "providing a way for participants to revisit the experience and further engage in individual and group meaning making" (Glowacki-Dudka & Griswold, 2016, p. 107).

A process evaluation with an action research component was selected for this thesis as opposed to an outcome evaluation because the design of the program lends itself to being participatory, emergent, and qualitative. Participants of a training program are the people best qualified to give guidance about the quality of a curriculum, its responsiveness to their needs, and ways to improve the content of the training (Weiss, 2001, p. 189). Process evaluations illuminate a program's goals, activities, and outcomes, and offer reflections on how it might improve its operations (Weiss, 2001, p. 189). Process evaluations identify outcomes, or measures of success, but also track what is emerging for participants. A major advantage of qualitative process evaluations is the opportunity to find the unexpected" (Kane, 2001, p. 174), and thus researchers create questions that are "sensitive to the possibility of changes taking place in unanticipated areas (Weiss, 2001, p. 181). In addition, rather than looking for sweeping changes across a group of participants, a qualitative process evaluation seeks to understand the significance of learnings for individuals and to build a theory of change from these micro-experiences (Kane, 2001).

Chapter 3: Methodology

Research Goals and Questions

There are three overarching research goals for this project. The first is to understand what community-university attendees gained in terms of relationships, values, and skills through Teaching Democracy and identify ways that the training could be improved in terms of clarity and relevance. The second goal is to document stories of how Teaching Democracy influenced attendees' social change work, which can be used as case studies for future trainings. The third goal is to articulate the key elements of the Teaching Democracy model, which can be adapted to other community-university partnership and community contexts.

The main research question for this project is "What did attendees learn through Teaching Democracy, how can the training be improved, how have attendees applied their learning afterward, and how can the model be adapted to other contexts?" Research sub-questions include:

a. By participating in the training, what did attendees gain in terms of relationships, values, and skills? Which elements of the training effectively conveyed these concepts?
b. Which elements of the training confused attendees or seemed less useful? How can the training add clarity and increase its relevance?
c. What shifted for attendees by taking part in the training? How have they applied these shifts in their own work and life?
d. If another entity, such as a community-university partnership, were to adapt Teaching Democracy, what would they need to know about how the model functions?

Data Sources

Given the emergent and context-specific nature of the research question, a mixed methods approach was used throughout the research process. Reviewing design team notes, facilitation modules, grant reports, respondent applications,

semi-structured interviews, and reflective journals were all critical to answering the research question.

Notes from Design Team planning meeting notes grant reports from 2016-2019 were used to identify the original objectives and goals of Teaching Democracy. Rebecca Tumposky's 2016 thesis and a co-authored white paper by Penn Loh and Rebecca Tumposky on the CoRE model offered further context for these objectives. Modules and facilitator notes from 2016-2019 were used to create thick descriptions around Teaching Democracy's activities.

The Teaching Democracy applications, available from 2016-2018, provided information on what initially drew attendees to the training, their level of experience with popular and participatory education, and how they hoped to apply what they learned. This data around attendees' expectations was compared with Design Team expectations and outcomes from the interviews and journal reflection analysis.

Semi-structured interviews consisted of open-ended questions with attendees who had completed Teaching Democracy between six months and three years prior. Interviews offered a space for respondents to reflect on practices and ideas that have stayed with them since the training, how the training could have gone deeper, and how they have applied their learning. Ten interviews were conducted in Spring and Summer 2019 with the following people. See Appendix B for brief biographies of these interviewees.

Table 2: Teaching Democracy Interviewees

Name	Year	Affiliation(s)
Julia Beebe	2019	Matahari Women Workers' Center
Ronice Kimbrel	2019	Dorchester Not For Sale
Patricia Bonner-DuVal	2018	Tufts UEP[2] Faculty; funder
Carro Hứa	2018	VietAid
Danyal Najmi	2018	Somerville Community Corporation
Nakia Navarro	2018	Tufts MPP[3]; high school teacher; funder
Alison Sikowitz	2018	Jewish Alliance for Law and Social Action
Shiliu Wang	2018	Asian American Resource Workshop (AARW) Sticky Rice Project

[2] Tufts Urban and Environmental Policy and Planning (UEP)
[3] Tufts Urban and Environmental Policy and Planning Master in Public Policy candidate

Sharon Cho	2016	Tufts UEP and Greater Boston Community Land Trust Network
Janine Lotti	2016	Somerville Community Corporation

The interview protocol was based on Kane (2001)'s questions for evaluating popular education workshops, outlined in Chapter 2:

1. Which elements of Teaching Democracy stand out as resonant, useful, and/or effective now that it has been 6 months to 3 years since the training?
2. How could Teaching Democracy have dug deeper into the concepts and practices of popular and participatory education? What stood out as confusing or less useful?
3. What, if anything, shifted for you after the training? How have the concepts and practices influenced your work and life since the training?
4. What kinds of challenges and/or new questions have you encountered relating to popular and participatory education? How are you contending with them?
5. In general, how supported do you feel in practicing popular and participatory education? What role do you see TD playing in supporting pop ed networks in Greater Boston?

In 2018 and 2019, students and community members had the opportunity to participate in an "extension" portion of Teaching Democracy. The requirements included three journal entries: 1) initial reflections on the elements of Teaching Democracy that were most resonant or meaningful to attendees and the context in which they planned to apply their learning 2) synthesis of readings about popular education in theory and practice and 3) reflections on 8-10 hours of facilitation, participation, observation, planning for a popular education meeting, class, or workshop. These prompts closely mirrored the interview questions. Everyone who submitted at least one journal for the extension portion was included in the sample. See Appendix B for brief biographies of each respondent.

Table 3: Teaching Democracy Journal Submissions

Name	Year	Affiliation(s)	# Journals
Cyatharine Alias	2019	Tufts UEP and AARW Sticky Rice Project	3

Christi Conkling	2019	Tufts Diversity and Leadership Inclusion (DLS)	3
Ashlee Jeannot	2019	Tufts DLS	3
Anjalique Knight	2019	Tufts undergraduate	3
Yuki Kunimatsu	2019	Tufts DLS	3
Madeline Lee	2019	Tufts undergraduate	3
Luisa Santos	2019	Tufts UEP and Tufts New Economy	3
Olivia Dehm	2018	Labor organizer and public-school teacher	1
Minnie McMahon	2018	Tufts UEP	1
Asha Nidumolu	2018	High school guidance counselor	1

The data sample of 20 respondents included characteristics of the wider participant pool. First, everyone completed the Teaching Democracy application. The sample included a balance of attendees by year: nine participated in 2019, ten in 2018, and three in 2016. The sample was also balanced by affiliation. Ten identified as Tufts students and 10 were affiliated with nonprofit organizations, philanthropic entities, and schools in Boston. Several attendees were affiliated with both Tufts and community organizations. The sample also included a mix of volunteers, staff, and board members from community entities.

In March 2018, I participated in Teaching Democracy as a Tufts UEP graduate student. In March 2019, I co-facilitated the course with May Louie and worked with both May and Penn Loh to incorporate feedback from 2016-2018 to revamp the 2019 curriculum. As a participant in 2018 and co-facilitator in 2019, I also incorporated my own perspectives on the course by reviewing my own written reflections and conversations with other respondents through an analysis method described below.

Notes on Analytical Strategies

The following chart details the relationships between the research goals, questions, data sources, and analysis strategies. The “research goal” column links the research question with recommendations, which are discussed in Chapter 6. A topic was considered an “area of learning or area for further clarity/relevance” if multiple respondents (two or more) agreed on it. Given that the sample was small and respondents were not asked to comment on each element of the training, if there were multiple expressions of a viewpoint, this was considered significant.

In a few cases, I added my perspective as an attendee in 2018 and a facilitator in 2019 in conversation with other respondents' perspectives. The recommendations that are detailed in Chapter 6 are only informed by my experiences if at least two other respondents expressed similar ideas. If my perspective was the second given on a particular issue, I put this suggestion in the "areas for further research" sections in Chapter 6 and 7. Because I had the chance to comment on every aspect of the training—while other respondents only commented on the most salient elements—I created this system to ensure that I did not give undue weight to my own perspectives.

Table 4: Linking Research Goals, Questions, Data Sources, Analysis Strategies

RESEARCH GOAL	RESEARCH QUESTION	DATA SOURCES	ANALYSIS STRATEGY
1. To understand what community-university attendees learned in Teaching Democracy and how it can go deeper (Ch. 5) *so that the teaching team can identify ways to preserve and shift concrete elements* (Ch. 6)	a. By participating in the training, what did attendees gain in terms of relationships, values, and skills? Which elements of the training effectively conveyed these concepts? b. Which elements of the training confused attendees or seemed less useful? How can the training add clarity and increase its relevance?	- Interviews - Journals - Action research	• Document instances where at least two respondents agree on a way that the training was effective • Document instances where at least two respondents agree on a way that the training could be improved • Document instances where only one person expressed a sentiment about the training (either contradicts an area of agreement or raises a point that no one else mentioned) • Selectively supplement areas of agreement (2+) and/or singular perspectives with

			my own experiences.
2. To capture stories of how Teaching Democracy influenced attendees' social change work (Ch. 5), *which can be used as case studies for future trainings* (Ch. 6)	c. What shifted for respondents by taking part in the training? How have they applied these shifts in their own work and life?	- Interviews - Journal reflections - Action research	• Rich individual descriptions of what shifted for respondents and how they implemented learnings in another context • Rich individual descriptions of how respondents trained others on concepts and skills • Identify common shifts (2+ experience the same one)
3. To articulate key elements of the Teaching Democracy model (Ch. 4) *so that it can be adapted to other community-university partnership contexts* (Ch. 7)	d. If another entity were to adapt Teaching Democracy, what would they need to know about how the model functions?	- Literature on CoRE model - Design notes and grant reports from 2016-2019 - Respondent applications from 2016-2019	• Design team and attendee expectations and goals • Key capacity and accessibility considerations • Key implementation considerations for Teaching Democracy modules

Chapter 4: Teaching Democracy Design

Emergence of Teaching Democracy

One of the core principles of popular education is starting from where people are, from local knowledge and lived experiences. Popular education training programs thus re-invent themselves for every political, social, economic, and cultural context in which they operate (Bengle & Sorensen, 2017; Kane, 2010). These programs generally introduce participants to new practices for engaging in democratic processes and building relationships and bring about shifts such as improved self-esteem and a greater sense of agency. While these shifts and practices may appear small, when collectively implemented, they begin to build more complex systems and patterns, embodying the concept of emergence (Brown, 2017).

Teaching Democracy is a community-university training program that exposes students and community members to the ideas and practices of popular and participatory education with the goal of building their capacity to work towards social justice in their own context. The training itself consists of two 8-hour days of exercises with an optional “extension” portion. During the training, facilitators communicate about the characteristics and history of popular education through slides, introduce learners to ideas through participatory exercises, and pose problems in a way that builds their critical consciousness. Facilitators also convey the ideas and practices by modeling techniques that learners can adapt to their own context. In the optional extension portion, learners reflect on their experience with the training, read theoretical and practice works about popular and participatory education, apply their learnings, and report back for a final 3-hour reflection session at the end of the academic semester.

Teaching Democracy offers a space to introduce students, educators, and activists in Greater Boston to the theory and practice of popular education. The program does not bring together cohorts from a single organization or people across organizations working on a single issue. Instead, it convenes a mix of people

affiliated with different institutions and organizations, who are generally committed to making social change work more participatory and/or shifting power away from dominant systems. Because the program is locally-based, attendees have the opportunity to build long-term relationships with one another in place.

A team of 10 students, educators, and community practitioners initially convened to design the curriculum for Teaching Democracy in 2015. Community organizations and staff members involved in initial design meetings included May Louie from Chinese Progressive Association (CPA), Activist Training Institute, and Dudley Street Neighborhood Initiative (DSNI); Suzanne Lee CPA, Eliza Parad from DSNI, and Meridith Levy from Somerville Community Corporation (SCC). At Tufts, faculty and graduate students included Penn Loh, Becca Tumposky and Koko Li from the Department of Urban and Environmental Policy and Planning (UEP), Jean Wu from American Studies, Carolyn Rubin from Community Health, and Shirley Mark from Tisch College. The organizations that were involved in designing Teaching Democracy – Chinese Progressive Associate, Dudley Street Neighborhood Initiative (DSNI), and Somerville Community Corporation – are community-based organizations in Boston with strong connections to Penn Loh at Tufts Urban and Environmental Policy and Planning and May Louie, who had worked for over 20 years on popular education initiatives at Dudley Street Neighborhood Initiative.

Design Team's Motivations

Community organizations articulated Teaching Democracy's value in several ways. On the one hand, they viewed the program as a way to combine movement forces. Rather than several organizations hosting separate in-house trainings on popular and participatory education, the organizations could save time by combining their resources and ideas into one curriculum. May Louie was one of Teaching Democracy's catalyzers; she brought experience using popular education at Dudley Street Neighborhood Initiative, the Activist Training Institute, and Chinese Progressive Association (see Appendix A for descriptions of these organizations). May and Suzanne Lee from Chinese Progressive Association joined the curriculum design

team in part to build the capacity of younger staff members and develop their leadership capabilities.

Eliza Parad, an organizer with Dudley Street Neighborhood Initiative (DSNI), articulated the value this way; Teaching Democracy offered a way to train their staff in popular education methods without asking DSNI to create a curriculum on their own. Meridith Levy of Somerville Community Corporation also saw value in the way that Teaching Democracy would help their staff and leaders improve their participatory methods while building relationships across community organizations. Meridith hoped that the training would be a space for organizers and service providers to share strategies and tackle challenges together.

Penn Loh, as a faculty member at Tufts Department of Urban and Environmental Policy and Planning (UEP) with deep community ties, found that the design process itself offered a space for cross-organizational and community-university relationships to deepen. Initially, the design process was meant to be a series of six meetings held over six months, but it turned into a 1.5 year-long planning process. Loh explained that the space became a way for design team members to build their own capacity as popular educators. Over the course of 1.5 years, the team reflected on its own insights and challenges related to popular and participatory education, a process that built trust and deepened relationships and commitment to the project.

Through Teaching Democracy itself, Loh, also a former Executive Director at Alternatives for Community and Environment, sought to create a space where community partners could build their own capacity as experts on issues they experienced, rather than relying on legal and technical assistance at every step of an organizing process (Loh, 2015). More recently, he has been involved in helping the Center for Economic Democracy and Solidarity Economy Initiative develop vision and strategies for integrating solidarity economy work more deeply into the missions of organizations in Greater Boston. These processes are participatory but not all of them build on the collective experiences of people in the room. For this reason, the Design Team framed Teaching Democracy as a popular *and* participatory education training; there are times when concepts need to be introduced in engaging and

participatory ways, and other times where knowledge is built from the lived experiences of the collective.

From the university perspective, popular education strengthens active citizenship, community engagement, and teaching about social justice. In 2013, for example, a Tufts Urban and Environmental Policy and Planning team integrated popular education approaches into a Field Project called "Cultivate Your Food Economy," a curriculum about food justice (Loh, 2015). Just as community partners' staff developed skills in popular education methods through Teaching Democracy, the Design Team expected the training to strengthen students' skills in conducting practical research using popular education methods.

The program aimed to build the capacity of Tufts faculty, staff and students by learning techniques from community practitioners that university affiliates could use to enhance their own pedagogy and practice. Carolyn Rubin, Assistant Professor of Community Health at Tufts, stated that Teaching Democracy would "strengthen … our community engagement efforts with our partners…Tufts students have a real hunger for classroom teaching that connects them to real-world practitioners and real-world experiences" (Loh, 2015, p. 9). Rubin explained that the training would supplement courses she teaches and student projects on urban health and community planning and offer strategies for strengthening relationships with community partners in Chinatown. Shirley Mark, Director of Community Partnerships at Tisch College, added that Teaching Democracy would "complement resources that support and advance mutually-beneficial community partnerships" (Loh, 2015, p. 10).

The Teaching Democracy program fits into the wider CoResearch/CoEducation (CoRE) model at Tufts UEP, which builds two-way, mutually beneficial relationships between campuses and communities with the goal of creating knowledge that is "usable, democratic, and makes a difference in the world" (Tumposky, 2016, p. 3). One objective of CoRE is to lift up grassroots solutions to social problems through "joint inquiry, research, and action co-produced by university and community partners" (Tumposky, 2016, p. 21). Other objectives of CoRE include developing intercultural competencies in students and creating a pipeline for recruitment to

UEP (Tumposky, 2016; Loh, 2015). Teaching Democracy is also part of the longer-term vision of a "movement university" in Greater Boston, or spaces where activists train educators and vice versa, developing skills and practices together to address social justice issues together.

Comparing Design Team Goals and Attendee Expectations

The goals and objectives below were articulated by the Design Team and have remained consistent across the three years of the training (Loh, 2015; Design Team Notes 2015-2016). Below each goal is a discussion of how attendee expectations overlapped with or diverged from these goals and objectives. Figure 1 shows keywords for why attendees applied to Teaching Democracy; top reasons for applying include learning *popular* methods, enhancing *work*, receiving *training* and developing *skills*, and working towards *justice*.

Design Team Goal 1: To build the capacity of students, faculty, community partners to identify and practice using popular and participatory education methods.

Common Objectives:

- Explore problem-posing
- Identify and apply practices that support learning
- Practice designing and facilitating a workshop, training session, or meeting using popular and participatory education methods
- Identify and use ways to encourage participation and group interaction
- Discuss popular education's relationship to the work of social change

Community objective	University objective
• To build the capacity of individuals, organizations, and movements through a training that does not need to be replicated across several small organizations.	• To provide a chance for students to learn from community partners about social justice issues and how these methods have been applied. • (In 2019: to offer students a chance to receive academic credit towards professional degrees including UEP and Diversity and Inclusion Leadership)

In their applications to Teaching Democracy, attendees echoed many of the Design Team's common goals. They hoped to learn ways to put the ideas of Paolo Freire and other popular educators into practice. Attendees also hoped to gain leadership skills and improve their confidence with teaching and learning that centered direct experience. They specifically hoped to improve their facilitation methods in academic and non-academic settings; some of these methods included practices that encouraged participation, built relationships, and enacted change. Attendees also hoped to learn about culturally-responsive pedagogy that integrated class, gender, and race dimensions into their teaching and organizing methods.[4] Though the Design Team goals do not specifically mention leadership, May Louie and Suzanne Lee sought to develop this capacity – along with teaching the methods of popular and participatory education – in younger staff at CPA.

Design Team Goal 2: To forge stronger relationships between Tufts students, faculty, and community members in Greater Boston

Common Objective: Build a supportive community of learning and practice

Community objective	University objective
• Share strategies and build connective tissue between community organizations • Opportunity for community partners to contribute expert knowledge on issues they organize on and/or experience directly	• Students and educators learn about social justice issues directly from community members. • Students have the opportunity to build relationships with community partners and open new pathways for collaborative research, internships, etc.

Prospective attendees identified relationship-building as an important outcome of Teaching Democracy. They sought to build relationships between grassroots organizers affiliated with different organizations, as well as relationships between educational institutions like Boston Public Schools and Tufts University and community organizations. Meridith Levy, a design team member, also saw value in

[4] Learner applications, 2016-2019

Teaching Democracy being a space for organizers and service providers to share strategies as well.

Design Team Goal 3: To increase the capacity of participants to use popular and participatory practices in their own social change work

Common Objectives

- Provide the opportunity for participants to reflect on the challenges and opportunities for using practices in their own contexts, or training others on the concepts.
- Provide the opportunity for participants to practice implementing ideas

In their applications, attendees identified possibilities for applying their learning in a few ways, including integrating race, class, and oppression analysis in the classroom; working one-on-one with different constituents, such as parents and job-seekers; promoting young people to develop leadership; and informing community engagement and policy formation processes. While representatives of Tisch College on the Design Team suggested that popular education methods could improve community partnerships and increase students' capacity as action researchers, learners did not name "improving research methods" as a reason for applying to Teaching Democracy.

Design Team Goal 4: To sustain a community of practice in person and via an online platform that holds curricular guides, videos, blog, other resources.

Figure 1: Word cloud from 2016-2019 applications: "Why are you interested in Teaching Democracy?"

Timeline of Activities, 2015-2019

The following Teaching Democracy activities occurred between 2015-2019:

- In **2015**, the Design Team, which consisted of 10 community and university members, met for six months to develop the curriculum.
- In **April 2016**, Teaching Democracy was piloted with 19 attendees from community groups and students from Tisch, Community Health, UEP, and other Tufts departments. The training was attended by four undergraduates, five graduate students, and 10 members of four community partner groups. The pilot was assessed and revisions informed the next iteration. Video learning modules were filmed, including simulated popular education sessions and critical feedback/reflections from facilitators. The training was

held over course of two consecutive Saturdays. Penn Loh, May Louie, Meridith Levy, and Eliza Parad co-taught the pilot and Jean Wu took notes.

- In **November 2016**, the Design Team hosted a half-day symposium showcasing the results of the pilot. The event was attended by more than 50 people.
- In **March 2018**, the second training brought together 30 people, half affiliated with Tufts and half from community organizations. In the pool, 17 were involved in organizing (youth, community, movement), eight identified as policy-planning professionals, and four were involved with schools and service delivery.
- In **May 2018,** four attendees opted into an optional "extension" portion of the training, where they came together to discuss their reflections on Teaching Democracy and shared their experiences with applying their learnings. All of these attendees were Tufts graduate students or recent graduates.
- In **March 2019,** the course was offered as a one-credit module. 22 people attended the two-Saturday portion of Teaching Democracy. The course was taught by Zoë Ackerman and May Louie. 11 Tufts students from UEP, Diversity and Leadership Inclusion, and undergraduates enrolled in the course. In addition, 11 community members from Matahari Women Workers' Center, Neighbor to Neighbor, and Dorchester Not For Sale attended the course.
- In **May 2019**, nine students attended the "extension" portion, a requirement for credit. These attendees engaged in 10-15 hours of facilitation, participation, design from March-May 2019.

Teaching Democracy by the Numbers

The composition of Teaching Democracy would look very different without the Teaching Democracy Design Team's deep community relationships. The organizing community in Boston is deeply intertwined, and Penn Loh, May Louie, and other members of the Design Team have cultivated trust with community

organizations and members over decades. For this reason, each year, more attendees applied to the training than could be accepted.

The following chart summarizes key numbers from 2016-2019 and delineates community and university participation by year, as well as the range of community organizations and Tufts departments Teaching Democracy has reached.

Table 5: Key Numbers from Teaching Democracy, 2016-2019

<table>
<tr><th></th><th>2016</th><th>2018</th><th>2019</th><th>Total</th></tr>
<tr><td>Number of attendees in two-day training</td><td>19</td><td>30</td><td>22</td><td>71</td></tr>
<tr><td>Community attendees</td><td>10</td><td>15</td><td>11</td><td>36</td></tr>
<tr><td>University attendees</td><td>9</td><td>15</td><td>11</td><td>35</td></tr>
<tr><td>Extension attendees</td><td>n/a</td><td>4</td><td>9</td><td>13</td></tr>
<tr><td>Number of facilitators</td><td>4 (and 1 notetaker)</td><td>2 (and 2 notetakers)</td><td>2</td><td>n/a</td></tr>
<tr><td rowspan="6">Community partners</td><td colspan="3">Community organizing and base-building: Alternatives for Community and Environment, Asian American Resource Workshop, Dorchester Not For Sale, City Life Vida Urbana, GreenRoots, Neighbor to Neighbor, New England United for Justice</td><td rowspan="6">21</td></tr>
<tr><td colspan="3">Workers centers and unions: Matahari Women Workers' Center, SEIU 1199</td></tr>
<tr><td colspan="3">Community organizing, service providers, community development: Center for Economic Democracy, Chinese Progressive Association, Greater Boston Community Land Trust Network, Dorchester Bay Economic Development Corporation, Dudley Street Neighborhood Initiative, Somerville Community Corporation</td></tr>
<tr><td colspan="3">Law and policy: Jewish Alliance for Law and Social Action, Metropolitan Area Planning Council</td></tr>
<tr><td colspan="3">Foundations: New England Grassroots Environment Fund</td></tr>
<tr><td colspan="3">Schools: Three local schools</td></tr>
<tr><td>Tufts University departments</td><td colspan="3">Tufts Urban and Environmental Policy and Planning; American Studies; Child Development; Community Health; Diversity and Leadership Inclusion; Environmental Studies; Tisch College</td><td>7</td></tr>
</table>

Description of Teaching Democracy Activities

The heart of Teaching Democracy's activities includes two full Saturdays' worth of teaching and learning. The first Saturday begins with icebreakers and

getting-to-know-you activities. Facilitators then transition into sharing the learning objectives and group norms. The remainder of the morning involves an activity in which learners unpack their own effective and ineffective learning experiences in small groups. They identify patterns together and share their takeaways with the wider group. The facilitators help the group collectively identify practices that support learning, modeling through experiential learning how to build a theory based on direct experiences.

After this, learners are introduced to a few popular and participatory education frameworks, including the "spiral model" of learning and a list of characteristics that originated from a book about popular education. Before lunch, learners practice teaching a new skill to one another in pairs, attempting to implement the principle of "teaching from the learner's perspective." The afternoon of the first day offers learners the chance to design and enact a short session, implementing the concepts of maximizing and minimizing participation. The whole group reflects on the experience together, and the first day ends with capturing "aha moments" and ways the training could be improved for the following Saturday.

On the second day, facilitators reviewed key themes from the first day, including an activity that compared popular, participatory, and conventional education approaches. Facilitators also introduced the concept of "problem-posing" by running a skit about a union organizer recruiting workers and showing how to ask questions in a way that centers or decenters people's lived experiences. This role play formed part of the basis for the second session design and facilitation. Attendees spent the majority of the second day working in small groups to plan for and facilitate 30-minute popular and participatory education sessions. The sessions explored topics including land use, education, and leadership development. Teams were responsible for refining the sessions' goals and scope, designing an agenda that incorporated elements of problem-posing and maximizing participation, and divvying up facilitation responsibilities. After the sessions, the groups engaged in reflection. The day ended with identifying key takeaways from the whole training.

The course included an optional extension portion in the three months following the training. Participants who opted into the extension were expected to

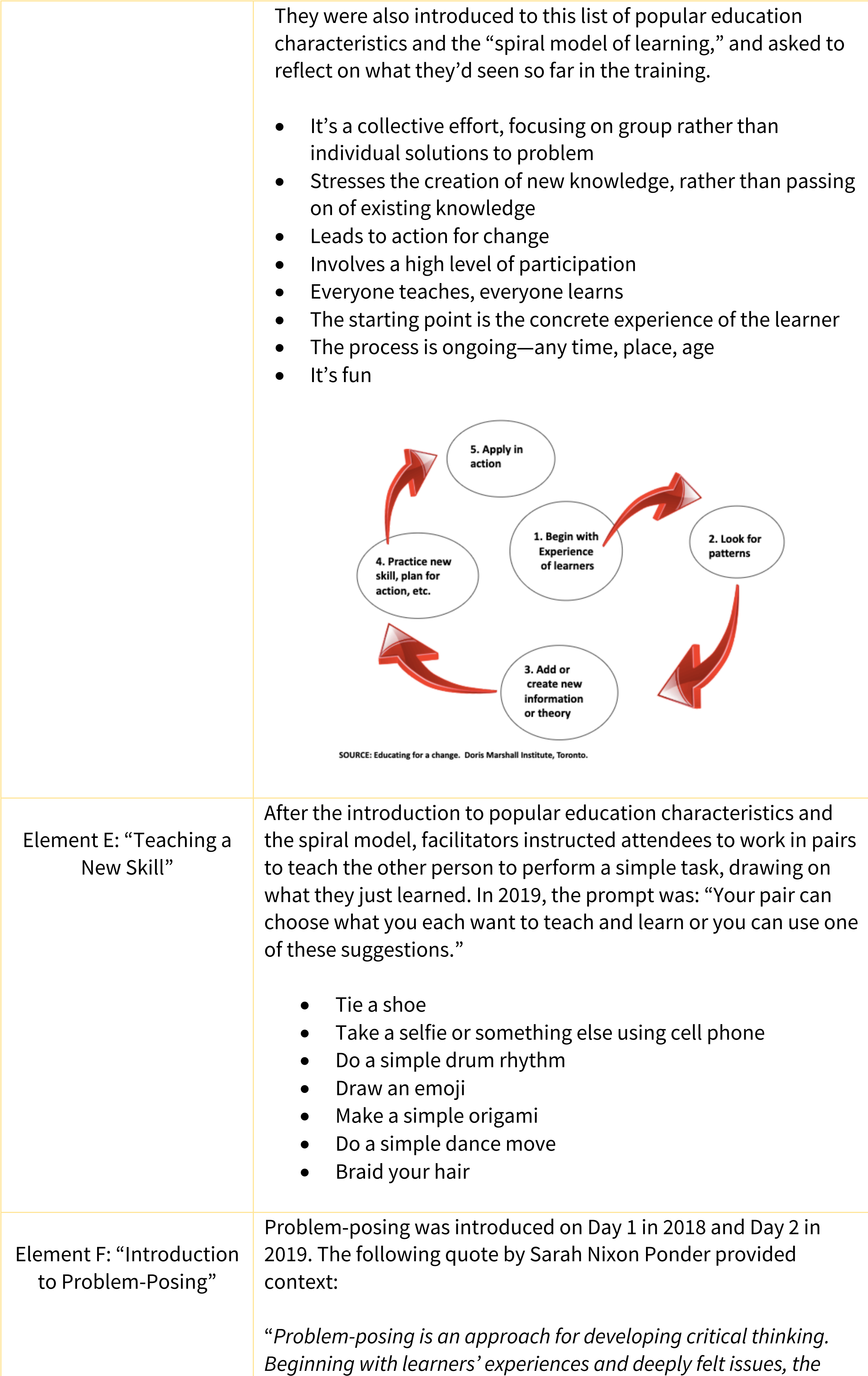
complete three reflective journal entries, observe and/or participate in 10-15 hours of practice, and meet for a final debrief at the end of the term. Participants were also expected to read theoretical and practical pieces about popular and participatory education from a pre-selected series of articles.

The following activities describe specific elements of the course that occurred over the two Saturdays. The chart includes information about what each activity entailed and discusses noteworthy implementation differences in 2016, 2018, 2019.

Table 6: Teaching Democracy Activities and Implementation Considerations

Activity	Implementation Considerations
Element A: "Setting the Space" Community norms and getting to know you	The day began with pair shares about what brought attendees to Teaching Democracy. In 2019, May Louie also suggested that everyone immediately introduce themselves to everyone else, which boosted the group's energy. The community agreements were preset by the teaching team each year, with room for attendees to add their own. The agreements in *italics* were added in 2019. • Assume that we all come with good intentions • Challenge ideas, not individuals • Take space, make space • Listen to understand, not to respond • *Grammar and spelling don't matter here* • Speak slowly and feel free to ask each other to clarify • *Ask for each other's pronouns and strive to always respect people's pronouns* • Think creatively—take some risks and dream big • Imagine how each part of this could fit in your own work and life • View ourselves as "learners" and "teachers" • Presence: Be fully present and engaged; Cell phones on vibrate or off. • Have fun
Element B: "Framing" Discussion of Teaching Democracy learning objectives, who is in the room	Each year, facilitators asked attendees to do a show of hands so that everyone could get a sense of who was in the room. Facilitators presented a slide about the training's learning objectives and attendees had the opportunity to add in missing elements. Facilitators did not differentiate between the terms participatory and popular education. In both 2018 and 2019, facilitators encouraged "fuzziness in these terms" to avoid

	getting weighed down by terminology and creating an unnecessary theoretical or academic exercise. These were the learning objectives from 2016-2019: • Discuss popular education's relationship to the work of social change • Explore problem-posing • Identify and apply practices that support learning • Practice designing and facilitating a workshop/training session/meeting using popular and participatory education methods • Identify and use ways to encourage participation and group interaction • Build a supportive community of learning and practice
Element C: "Ineffective and Effective Learning Experiences" Exploring participants' own experiences with learning in small groups	In this activity, learners broke into groups of 3-5 people, seated around a table. First, they individually wrote down notes about an ineffective learning experience on a pink sticky and notes about an effective learning experience on a green sticky. After that, they discussed their least effective experiences as a group. After everyone shared, group members consolidated the common themes and patterns on larger sticky notes, with one idea per post-it. Then they delegated someone to present to the group about their themes in a wider setting. Facilitators helped draw out common themes on chart paper. The groups repeated this activity with effective learning experiences. At the end, some of the effective ideas were principles, some were practices. Facilitators brought up the concept of "banking education" in which an all-knowing teacher deposits information into an empty account.
Element D: "Popular Education Characteristics and Quotes"	Attendees learned more historical context about popular and participatory education by reading aloud quotes from Paolo Freire, Ella Baker, Rick Flowers, and others who have been instrumental in popular education's history. In 2016 and 2018, attendees had the opportunity to respond to the quotes in pair shares, whereas in 2019 they read them aloud in a large-group setting. Quotes included: *"Popular education is an educational approach that collectively and critically examines everyday experiences and raises consciousness for organizing and movement building, acting on injustices with a political vision in the interests of the most marginalized." – Paolo Freire* *"Oppressed people, whatever their level of formal education, have the ability to understand and interpret the world around them, to see the world for what it is, and move to transform it." – Ella Baker*

	They were also introduced to this list of popular education characteristics and the "spiral model of learning," and asked to reflect on what they'd seen so far in the training. • It's a collective effort, focusing on group rather than individual solutions to problem • Stresses the creation of new knowledge, rather than passing on of existing knowledge • Leads to action for change • Involves a high level of participation • Everyone teaches, everyone learns • The starting point is the concrete experience of the learner • The process is ongoing—any time, place, age • It's fun  SOURCE: Educating for a change. Doris Marshall Institute, Toronto.
Element E: "Teaching a New Skill"	After the introduction to popular education characteristics and the spiral model, facilitators instructed attendees to work in pairs to teach the other person to perform a simple task, drawing on what they just learned. In 2019, the prompt was: "Your pair can choose what you each want to teach and learn or you can use one of these suggestions." • Tie a shoe • Take a selfie or something else using cell phone • Do a simple drum rhythm • Draw an emoji • Make a simple origami • Do a simple dance move • Braid your hair
Element F: "Introduction to Problem-Posing"	Problem-posing was introduced on Day 1 in 2018 and Day 2 in 2019. The following quote by Sarah Nixon Ponder provided context: "*Problem-posing is an approach for developing critical thinking. Beginning with learners' experiences and deeply felt issues, the*

	"teacher" facilitates a series of inquiries. The problem-posing process directs students to name the problem, understand how it applies to them, determine the causes of the problem, generalize to others, and finally suggest alternatives or solutions to the problem." In 2016 and 2018, problem-posing was introduced through a role play about a union organizer (see Appendix C1 and C2 for role play and A3 for discussion questions). In 2016, teams engaged in slightly longer introduction to problem-posing by investigating four scenarios and brainstorming questions to "unfold the issue and identify possible solutions" (see Appendix C4 for these scenarios). In 2018 and 2019, a brief prompt introduced the concept of problem-posing: "Yesterday we started our day with extracting from your experiences with ineffective and effective education. Because this is a course on popular education, our purpose was to identify effective educational practices. If, instead, our purpose is to develop an analysis of problems in the educational system in order to figure out how to change it, how would you build on our discussion of effective & ineffective education?"
Element G: "Session Design and Practice"	Day 1: Maximizing and minimizing participation Learners spent the majority of the afternoon of the first training day practicing ways to encourage participation and group interaction, one of the learning objectives, by designing top-down and bottom-up community meetings. In 2016 and 2018, the groups took on the roles of a "city planning office," "staff and leaders at a community organization" and "residents" and planned and enacted meetings about topics that were loosely based on experiences that learners brought to the room. In 2019, one was an imagined scenario around land use and the other was designed around a case that Matahari had prepared. After the sessions, the whole group filled a chart comparing traditional and popular methods of learning and engagement – including purpose, practices, roles of facilitators and learners, and outcomes for "conventional" or top-down education and "popular/participatory" or bottom-up methods. Day 2: Designing and facilitating a popular and participatory education session On the second day, learners moved into designing and facilitating 30-minute sessions that explored popular and participatory methods, including increasing participation, supporting learning, and using problem-posing. See Appendix D for examples of sessions from 2016, 2018, and 2019. The cases in 2019 were more grounded in learners' experiences, featuring cases from

	GreenRoots, and a local organizing initiative involving disciplinary measures in a school. Each year, cases explored themes of land use, education, and leadership development. Teams spent about 2 hours designing sessions with the following prompts: • **Why?** The situation calling for this session • **What for?** The goal(s) for the session • **Who?** Who are the participants? What are their demographics? What kinds of relationships do facilitators have with participants? • **What?** The agenda, including next steps. What and how information is shared, used? • **How?** The specifics of the activities. Physical setup. After each group led their session, they engaged in a 15 to 20-minute reflection process, both reflecting within their own team and with the wider group of learners.
Element H: "Social Change Conversations"	Attendees broke into small groups of 4-5 people and discussed the following prompts. They recorded their thoughts on chart paper, which was posted around the room for a gallery walk afterwards. • How is popular education relevant to your social change work/activism? • How do you use it or imagine using it to make your work more effective? Who would be the participants? • In what ways do you incorporate cultural elements or considerations into your approach? • In what ways might there be tension or conflict between the goals of popular education and your change work? • What kinds of resources or support will you need to successfully do this work?
Element I: "Facilitation Observation"	Through the two-day training, facilitators asked attendees to reflect on the extent to which everyone was modeling the characteristics of popular education, using prompts such as "How did the previous activity embody the steps of the spiral model?"

Chapter 5: Findings

This chapter explores what respondents gained from Teaching Democracy, how the training could be improved, and how respondents used participatory and popular education methods in their own contexts after the training. There are several key contextual factors that made these learnings and shifts possible. Design Team members have deep roots in community in Boston and have built relationships with organizers, residents, students, and educators in the city over decades. The Design Team brought grounded knowledge from working in communities for a long time, which made the space feel more inclusive: they provided breakfast and lunch and childcare, chose an accessible location, offered simultaneous interpretation, and scheduled the training to avoid conflicts with religious occasions.[5]

Part 1 explores how Teaching Democracy achieved its goals and objectives around capacity building and relationship-building by exploring the first research question: What did respondents gain in terms of relationships, values, and skills from Teaching Democracy? Which elements effectively conveyed these concepts? Part 2 identifies how the program could be improved in relation to its goals and objectives by exploring the second research question: Which elements of the training were confusing or less useful to respondents? How can the training add clarity and increase its relevance? Part 3 explores how the program achieved its goal around increasing the capacity of respondents to *apply* practices by documenting shifts they experienced after the training.

These are the goals and common objectives of Teaching Democracy, as articulated by the Design Team:

Goal 1: To build the capacity of students, faculty, community partners to identify and practice using popular and participatory education methods

- Explore problem-posing
- Identify and apply practices that support learning

[5] See Chapter 7 for more information about Teaching Democracy's context.

- Practice designing and facilitating a workshop, training session, or meeting using popular and participatory education methods
- Identify and use ways to encourage participation and group interaction
- Discuss popular education's relationship to the work of social change

Goal 2: To forge stronger relationships between Tufts students, faculty, and community members in Greater Boston

- Build a supportive community of learning and practice

Goal 3: To increase the capacity of participants to apply popular and participatory practices in their own social change work

- Provide the opportunity for participants to reflect on the challenges and opportunities for using practices in their own contexts, and plan for action
- Provide the opportunity for participants to practice implementing ideas

Goal 4: To sustain a community of practice in person and via an online platform that holds curricular guides, videos, blog, other resources.

Part 1: Common Learnings

What did respondents gain in terms of relationships, values, and skills in Teaching Democracy? Which elements effectively conveyed these concepts?

Teaching Democracy aimed to forge stronger relationships so that attendees could learn from people with different experiences, make mistakes, and support one another to absorb popular and participatory methods. Put simply, the relationship-building goal supported the capacity-building goal. Olivia, who attended in 2018, shared: "One of the most meaningful elements…was the genuine sense of community that our class created within just two Saturdays" (O. Dehm, journal submission, May 2018). Alison, who attended in 2018, suggested that community-

building was one of the most meaningful elements of the training, and allowed for deeper learning: “One of the best parts was meeting other people in the room. The assemblage of people determined the kinds of conversations we could have. Small groups were good for getting to know people, felt connected which was great. I think so much of what conversation you can have comes from diversity and identity of people’s experiences in the room” (A. Sikowitz, interview, March 2019). Christi, who attended in 2019, echoed these ideas: “I was most struck by the effectiveness of combining students focused on academic work and community members from local nonprofits. By introducing those focused on theory and those focused on practice, the workshops allowed for seldom-encouraged connections” (C. Conkling, journal submission, May 2019). Julia, another 2019 attendee, shared, “One of the resonant parts of the training was sharing space with [Matahari] members, Tufts, and the community. It was a nice vibe, and the members appreciated getting to be in that space” (J. Beebe, interview, December 2019).

In sum, learning took flight during capacity-building activities because of the diverse assemblage of people in the room, because facilitators had built trust with attendees beforehand, and because small group work and trust-building was encouraged throughout the training. On this foundation of trust, respondents gained new skills by engaging in a variety of activities, including A) learning about popular and participatory characteristics and frameworks B) reflecting on their own effective and ineffective learning experiences C) collaboratively designing and facilitating their own sessions and D) observing facilitation styles.

A: Respondents gained language for ideas and practices they were already using. They also internalized the concept that popular and participatory education’s purpose is learning and action for social change.

Respondents learned about the *values* underlying popular education through reading quotes (Element D) from key popular and participatory education leaders such as Paolo Freire, Ella Baker, Myles Horton, and others. The characteristics of popular education and spiral model (Element D) offered two approaches to rooting

the lofty values of popular and participatory education in practice. Three respondents shared that the training reinforced the explicit connection between popular education, organizing, and action. Introduction to these values and skills caused a common shift among respondents; at least two noted that they felt ready to introduce framing around participatory and popular education to groups that are newer to these concepts.

Sharon, who attended in 2016, stated: "Learning about the history of popular education and how it's used as an organizing tool has made me think more intentionally about…popular education…not just as another form of education, but so closely intertwined with different movements and organizing" (S. Cho, interview, March 2019). For Sharon, the training "put a name to something that I've experienced as a participant, as someone who has been in pop-ed style learning before. There's power in naming it, recognizing it as a valid form of learning." Julia reflected this idea as well: "Within Matahari, we incorporate a lot of popular education, although not everyone has been trained and we don't always call it that. It was helpful to gain a framework for something we're already doing."

In a similar vein, Nakia, who attended in 2018, shared: "I would say…this part was necessary: the conversation around Paolo Freire and his approach to education. A lot of people don't know the juice that is Freire and why he's so important to organizing work" (N. Navarro, interview, January 2019). Cyatharine, who participated in 2019, shared: "In the AARW Sticky Rice Project, we know that we want to have a product that provides our participants with actionable steps. This struck a chord when we had read a quote and saw in the spiral how popular education delineates an action portion of the cycle. To me, this is one of the biggest failings of general education today – there is no call or plan to action for what most students learn in school" (C. Alias, journal submission, May 2019).

B: Respondents learned (in an experiential way) how to center local knowledge and look for patterns across a group's set of experiences.

Respondents learned how to center learners' lived experiences, look for patterns, and build theories through the "Ineffective and Effective Learning Experiences" activity (Element C). This activity resonated with respondents for different reasons: for one, it was a deeply effective way of teaching the concept of centering lived experiences because it allowed them to try out the practices. Yuki, who attended in 2019, shared: "Through this exercise, I felt I was able to realize the importance of popular education because I was experiencing it at the same time. If I were given the ideal theories and how it should be done, of course, it is meaningful in a sense that I could learn 'about' it but I know that it will not stick with me for so long and I will forget the true effect, capability, and the potential that it holds as a style of education to learn together" (Y. Kunimatsu, journal submission, May 2019).

For others, it was a chance to engage in critical reflection about power and privilege in education structures and reinforced the effectiveness of experience-based learning. Minnie, who attended in 2018, reflected: "Hearing about people's own schooling was really eye-opening for me. I've known for a while that the education system is set up in such a way that I can succeed in it, while others cannot in the same way. Still, the system could serve me much better, no doubt. Hearing other's associations with formal education, having some anecdotes shared with the small group and then the larger, allowed me to make more concrete connections between systemic power and the less-overt structures of oppression, violence, and colonialism (as opposed to truly pluralistic) that are so normal to many of us. There were commonalities across culture and experience, but I was aware, in my group that included mostly immigrants, that educational circumstances, while on the same spectrum, were extreme for some of my companions. Hearing from people's (my Chinese/Hong Kong immigrant and African American tablemates') own mouths the need to see models who look like them, and have their own story told, really made sense to me in a more direct, profound way than I'd yet experienced." (M. McMahon, journal submission, May 2018).

As a learner in 2018, I also found the process of sharing in small groups to be profound; learners of different ages, socioeconomic backgrounds and racial and ethnic identities shared similar and dissimilar schooling experiences. Learners

shared from a vulnerable place, relaying moments of disappointment and even trauma, when thinking about the ineffective moments. I came away from the activity with a deeper, experiential understanding of the importance of framing questions in an open-ended way. The prompts allowed us to not only think about their own experiences but also about the deeply racialized and harmful nature the U.S. educational system.

This element of Teaching Democracy correlates with another common shift: after the training, respondents reported feeling a new or reinforced commitment to beginning with what participants already know. This activity served as a template for many past attendees; at least four adapted it directly to fit their own context. This element touched on the learning objective of "Identify and apply practices that support learning," nested under the capacity-building goal, as well as the broader goal of building relationships across community-university spaces.

C: Respondents learned how to collaborate in small groups to design and facilitate popular and participatory education sessions.

Respondents learned methods for teaching in a participatory way through the "Teaching a New Skill" (Element E) and "Session Design and Practice" (Element G) activities. These activities covered the learning objective "Practice designing and facilitating a workshop, training session, or meeting using popular and participatory education methods" and "Identify and use ways to encourage participation and group interaction," both of which fall under the capacity-building goal.

<u>Teaching a New Skill</u>

The "Teaching a New Skill" activity offered learners the chance to design a one-on-one participatory learning environment, based on the steps of the spiral model. Some learners taught simple skills (such as tying a shoe) while others taught more complex ones (like teaching words in another language). Though the activity appeared simple, two respondents felt it taught them, in an experiential way, about the challenges of starting with what learners already know. Janine an attendee in

2016, noted: “The activity I remember the most was trying to teach people to tie their shoes. I thought, ‘I’m already good at the participatory thing,’ but then I realized I have a lot to learn…it made me realize my own assumptions about what people know” (J. Lotti, interview, March 2019). Olivia explained: “I find it noteworthy that Teaching Democracy involved a high level of participatory, role-playing activities, in particular the activities in which we taught someone how to do a simple task and planning community meetings. I learn so much more from these methods of collaborative learning – even though they are at times frustrating or difficult – than I do from more traditional forms of ‘banking’ education” (O. Dehm, journal submission, May 2018).

A third respondent explained that this exercise reminded them of the value teaching and learning from one’s cultural and ethnic heritage. Nakia, another attendee in 2018, found this value in the activity: “My partner taught me a word from her language. That was amazing, really about teaching democracy. It was a moment of stepping away from white supremacy culture: English isn’t always the right language. That helped me learn about her and I also decided to share a language that I speak” (N. Navarro, interview, January 2019).

Session Design and Practice

In this portion, learners worked in small groups to design and carry out short sessions. The first scenario explored participatory methods, emphasizing the effectiveness of maximizing over minimizing participation and the second explored designing and facilitating a full 30-minute session using popular education methods. Many respondents reported that they had *experienced* effective and ineffective facilitation methods but had not had the opportunity to practice facilitation themselves.

In 2019, sessions were designed around real issues facing community partners, which resonated with both Tufts students and community members. Anjalique, who attended in 2019, noted: “Using real scenarios from community partners…allowed the workshop to be a space where we were putting our knowledge and passion for this work into practice from day one. This is not just a

new method, but a truly impactful and useful way to work and organize communities to create change. It allowed those who were in the workshops to even have plans and ideas to take back to their organizations, some of which would not have come about if not for the unique diversity of people in the room…it was an opportunity to learn alongside people of varying background and interests and created a space of critical compassion and growth" (A. Knight, journal submission, May 2019). Ronice, another 2019 attendee, led a group to help her plan for a parent meeting. She described how the group helped her to "make sure the questions I asked parents were very clear. They helped me make sure we asked questions that didn't have assumptions about where we each were" (R. Kimbrel, interview, November 2019).

As a learner in 2018, I remember feeling ready on the first day to try out methods to increase participation. I had previous facilitation experience and felt ready to introduce creative icebreakers to our participants, a group of parents concerned with school start times. However, I learned quickly through the session practice that we needed to establish trust with the group before diving into the material. We didn't introduce ourselves to the participants, explain where we were in the process, or ask them what they wanted out of the meeting. Even though we were the group that was aiming to design a session that 'maximized participation,' our lack of grounding in participants' experiences created a hostile environment. I appreciated having the chance to run the session again and incorporate what we learned from the first try.

Through "Session Design and Practice," learners improved their confidence in using methods to increase participation, support learning, co-design agendas, try out facilitation methods, reflect on challenges, and build trust in small groups. This element of the training is also related to two shifts: after Teaching Democracy, respondents felt more confident tapping into their power as facilitators to spark engagement and at least one emerged with a concrete plan for an upcoming meeting.

D: Respondents absorbed facilitation methods by observing and reflecting on the practices of other facilitators.

Respondents noted several practices modeled by facilitators and their peers, which they later tried out in their own contexts. These practices included limiting their own responses to participants, tapping quieter people to speak up, and attending to power dynamics. Anjalique described how observing facilitation skills was a powerful way for learners to grasp effective popular and participatory practices: “This workshop wasn’t explicitly to teach this group of people how to facilitate popular education but there was time given to explain methods in a way that everyone would recall what was done and be able to apply it in their own work…it was a reminder that the point of popular education is to continually share and disseminate knowledge, and even if your workshop is not on facilitation skills, that is still something you can actively empower others to feel they can do” (A. Knight, journal submission, May 2019).

Sharon, an attendee in 2016, shared a specific practice: “I learned about decentering the facilitator from the training: you’re teaching well when students are really doing the work.” Danyal, a 2018 attendee, echoed this idea in relation to one facilitator’s style: “When someone had a comment, this facilitator would say as little as possible and nod, not give comment. This is extremely difficult to do – it can be awkward to not have something to say. At Somerville Community Corporation, we want our program to be participatory and engaging, and that means the facilitator shouldn’t be talking too much. I learned to let participants say it themselves. We’ve been deliberate about making sure everything we do is based on those principles” (D. Najmi, interview, February 2019). Carro, a 2018 attendee, reflected: “It was cool to see how May and Penn ask questions and transition and held space. Every year I train folks to facilitate and teach. It was cool to see another example” (C. Hứa, interview, March 2019).

Patricia, a 2018 attendee, found herself tapping quieter people to speak up and stepping into the role of a facilitator in small groups at the training: “You’ve got to pay attention to the ones that don’t say anything and find ways to empower and given them a voice and active role. Once they get a voice, they’re steering the ship of their learning experience rather than sitting back as an empty vessel to load cargo

on" (P. Bonner-DuVal, interview, February 2019). In a similar vein, as an attendee in 2018, I learned from observing facilitators about the power of asking open-ended questions and how to find patterns among experiences. Through these reflective observations, learners noted practices that would make them feel more confident as participation-activators in the future.

Part 2: Adding Clarity and Increasing Relevance

Which elements of the training did respondents identify as confusing or less useful? How might the training add clarity and increase its relevance?

Respondents identified ways that Teaching Democracy could be clearer in its framing and goals and more relevant. Some felt they could engage in more intentional relationship-building if they understood more about the training's intended audience and how the Teaching Team envisioned sustaining and supporting these relationships over the longer-term. While some respondents mentioned referring to Teaching Democracy's website, by and large, many reported not feeling connected to an online or offline community of practice, suggesting that the program has not yet reached its fourth goal, "To sustain a community of practice in person and via an online platform that holds curricular guides, videos, blog, other resources."

Respondents suggested that the training could deepen their capacity as popular and participatory educators by distinguishing between popular, participatory, and conventional education. Rather than creating hard categories between three types of education, respondents suggested that it would be useful to hear stories of how the facilitators or others in the room have used these methods over the longer term. Respondents also suggested that the "Teaching a New Skill" and "Session Design and Facilitation" elements could be more relevant if they were grounded in case studies and community examples and taught the steps of "looking for patterns" and "problem-posing" in a more in-depth way. Finally, respondents

wanted explicit discussions about power and time to think about using practices (such as community agreements or agenda-setting) to disrupt power hierarchies in their own contexts.

A. Respondents expressed confusion about Teaching Democracy's intended audience and how the program expected them to sustain relationships after the training.

Respondents raised several questions about training's intended audience: What was the purpose of bringing together this particular group of learners? What kinds of relationships does Teaching Democracy aim to build? How does building trust and sharing skills across community-university spaces build the capacity of both audiences? In general, both Tufts students and community members felt that they gained a lot through co-learning about real issues facing constituents and how to effectively conduct organizing and education. Respondents were interested in learning more about the Design Team's recruitment and selection decisions, and how the goals for the training might differ for subgroups.

Alison noted: "A lot of the people there were students or employees and members of a nonprofit. If this training was gear towards organizers, there was an underrepresentation from organizers that happen outside of the nonprofit context." Pat found that the popular education methods taught were tilted toward community organizing spaces and struggled to find how it applied to her own work in philanthropy: "A lot of the training seemed to be geared toward people serving as organizers and activists doing group or collective work on social justice…That doesn't really apply to me. I organize and work with members of the board of a Trust Fund and as an instructor at Tufts University. It wasn't very clear for me how some of the sessions applied to the environments in which I operate."

In terms of staying in touch after the training, Alison wondered: "What is the best way for people to connect with each other afterwards? Was a roster sent out? Maybe this wasn't one of the goals of the program." Notably, no community members participated in the Extension portion of the program, from March to May,

even though a few expressed an interest in reading Paolo Freire's work and popular education literature in general. As an attendee, I was curious about what kind of capacity students could add to community members' work after the training and was not sure how to effectively serve as a participant-observer at a community development corporation. Teaching Democracy facilitators could perhaps offer a more concrete vision for how it intends to build a supportive community of learning and practice: who would the community serve, how could it be democratically-structured, and what would participants gain from the experience?

B: Respondents expressed interest in learning more about the possibilities and limitations of popular, participatory, and conventional education in their own contexts, possibly by using examples grounded in the facilitators' or their peers' own experiences.

Facilitators encouraged fuzziness in the terms "popular" and "participatory" education, which raised these questions among respondents: Does popular education have a more political aim than participatory education? Christi, a 2019 attendee, noted "a tension between popular education and simply being a good, engaging educator."

Some respondents wondered whether institutional settings only allow for *participatory and engaging* methods, given that teachers and professors often set learning goals in a top-down manner. After reading more about popular and participatory education in the Extension (Element J), Christi wondered about the limits of holding a popular education training in a university setting: "Popular education 'is overtly political' and 'is committed to progressive social and political change.' … if we consider this, then the Teaching Democracy course is also not 'true' popular education because it does not subvert political systems or create overt social change as it is held within the confines of Tufts." Anjalique also expressed an interest in learning about how facilitators have used popular education in university spaces. Alison offered a way to be more specific about the transformative nature of popular education in a university setting: "I wondered who the training was geared

towards? Sometimes we're not trying to organize people, and that's fine…but…power and oppression can play out in a classroom space, even though it's not about organizing for change."

Other respondents wondered about the potential uses for community members working outside of institutions and nonprofits. Alison mentioned how, in a community setting, there can be serious limits to popular education if it isn't paired with organizing and power-building strategies: "Even if a community group is running a meeting using popular education, it doesn't mean they have the power to make a change." Rather than arriving at firm answers to these questions, respondents suggested that facilitators make space to grapple with some of the complexity around these definitions.

C: Respondents suggested that the "Teaching a New Skill," "Session Design and Facilitation," and "Social Change Conversation" elements could be more useful if they drew on relevant examples from learners' own experiences and offered more structure for the group process.

Teaching a New Skill

Several respondents felt that this activity could have been framed in a way that encouraged people to teach a skill that was relevant to their own life. Nakia stated: "I felt the least innovative piece was the framing around teaching someone a skill. I loved that opportunity to meet other people and understand how people learn and see what's important to them. It could have been a lot more associated with the exercise outside of getting to know someone. The instructions were 'You teach each other.' It would have been helpful to have the framing be more 'How do we communicate, what do we find value in? What's a part of your identity that is important?'" Pat echoed this: "I enjoyed everything except for the thing with the emojis. I was really lost. Why do I need it or use it? I could not figure out how emojis would make me a better teacher or foundation leader."

As a facilitator in 2019, I noticed that people took more creative leeway partly because we emphasized that learners should teach *any* skill, they knew rather than sourcing from our previously-established list. Respondents took away some

interesting ideas about how to teach popular and participatory education in one-on-one settings, for example, physically standing in the perspective of the learner. Some respondents expressed confusion because they could not follow the steps of the spiral model – "looking for patterns" – because they were only working with one person. It could have been more effective all three years to approach the activity in small groups of 4-5 people. Alternatively, this exercise could dig deeper into the idea of "How do you teach and facilitate in a popular and participatory style in one-on-one settings?" There is some overlap with the organizing concept of "one-on-ones," which are meant to understand someone's stake in an issue and begin to build critical consciousness. This is a slightly different aim, however, than merely making an exercise participatory.

Session Design and Facilitation

Similarly, respondents suggested that this portion of the training could be more relevant if it was designed around issues community attendees confronted in their own work. Shiliu, an attendee in 2018, shared thoughts about designing the popular education sessions on Day 2: "Drawing examples from our own work would have helped the exercises feel more relevant and grounded. The learning curve of not knowing each other, taking in new content, and designing a workshop around multi-layered questions and the spiral model was steep. It also felt like we were exploring too many concepts and frameworks in a short period of time to fully digest everything. It might have been helpful for the Teaching Democracy facilitators to be more present for this and give a bit more structure to the group process. It felt like an intense grappling. There was definitely a breakthrough at the end however, and participants were very engaged" (S. Wang, interview, June 2019). Julia echoed the need for structure in the group process and small groups: "The prep for the role plays was challenging. I remember there were a lot of people in the group and not everyone got to engage fully. More people might have been able to participate if the groups were smaller."

As an attendee in 2018, I remember this grappling, and found that because the session was not connected to any of our own experiences, it was hard to imagine

the audience, and scope a session that could reach the goal. The scenario was framed this way: "The Boston Public Schools have decided to change school start times so that most high school students start later and most elementary school students finish school before 4 p.m. Community residents in your community are coming together to figure out the reason for these changes and the impact that this will have on the community overall." There were similar prompts for a group of parents and high school students. Our task was to figure out *why* the session needed to happen, *who* the participants would be, *what* the goals of the session would be, as well as *how* to structure the agenda and divide up facilitation roles among our 4-5 group members. In our group, we spent a lot of time trying to figure out how much context was needed; as none of us brought experiences of our own about organizing around school start times, we found it challenging to answer the prompts in concrete terms. How much was the minimum amount of information we needed to successfully design a session?

As a facilitator in 2019, we provided the groups not only with relevant examples, but with more context on the issues. We shared these details about the community context: the demographics of the wider population and targeted participants; how this session fit into a wider process of engagement; goals for the 30-minute session. These specifics, paired with the fact that each small group had a community expert on the topic, allowed learners to dig into the material in a more concrete way. Still, I noticed that groups tried to cover a lot of ground in a 30-minute session. Ronice expressed that she wished there had been even more than two hours to plan during this part of the training. I would add that scenarios exploring specific challenges would minimize the amount of time needed to plan. Rather than trying to design a workshop towards the goal of "establishing development principles, criteria that we demand of any developer that is interested in building in Chelsea, and creating our own community plan for the Chelsea waterfront,"[6] for example, it could be useful to frame small, concrete goals or workshop challenges that can be explored in-depth in a 30-minute session. Carro also expressed this idea: "As

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[6] See Appendix B

someone who has been doing facilitation for a while, I'd be curious about exploring challenges we actually run into and how would we deal with those?"

Two respondents shared that this portion could also have been more focused around building skills, specifically "looking for patterns" and "problem-posing." Anjalique noted: "I would have liked to deepen the practice of creating group knowledge from individual knowledge of those within a room." Olivia described her desire to go further with problem-posing (Element F) and suggested that it could be a powerful tool to navigate power dynamics in a classroom: "I would like to deepen my understanding of the problem-posing and question formulation technique. I have read some work by the Right Question Institute, which states that it 'makes it possible for all people to learn to ask better questions and participate more effectively in key decisions' … As someone looking towards a career in secondary education, I am very interested in how popular education can be implemented in high school classrooms. More specifically, I am interested in how to responsibly teach for social change while supporting students psychologically…As a teacher or facilitator using popular education methods with the goal of working towards progressive change, how do you ensure that the voices of students of color are not drowned out by the majority? What if you are trying to build off of participants' experiences, but those experiences are tinged with potentially harmful beliefs?"

Social Change Conversations

One respondent suggested that the portion of the training where we discussed our own social change work could have been more structured, as well. Alison explained: "I vaguely remember conversations at the end where we were talking about our work and how popular education fits in. I wasn't sure where we were going with this…it was getting abstract in a way that wasn't helpful. It was very hard to understand what people's contexts were, to put our minds together. It helps to have explicit goals rather than just question prompts. One format could be to listen to the person who is sharing their challenge. The group would then reflect back what they heard. They could ask clarifying questions. Then, the group could

reflect on the challenge without the original person talking. In this kind of process, it helps to have a facilitator keeping people on track” (A. Sikowitz, interview, March 2019). As both an attendee and a facilitator, I also noticed that groups needed more structure beyond question prompts for these conversations. Another idea for structuring this conversation is to adapt Laurie Goldman’s feedback structuring approach, in which one person presents an idea and then a panel of people share one sentence for each prompt: “I understood…” and “I would like further clarification about …” The original person takes notes; it’s a way of listening at a deeper level and covering more territory in small group settings.[7]

D: Respondents suggested that the facilitators explicitly discuss power to add further clarity to several elements of the training.

Respondents expressed a common desire for Teaching Democracy facilitators to explain how participatory and popular education tools can be used to shift power. However, they expressed divergent views on where these conversations could happen in the training. Nakia suggested that community agreements be framed around shifting power: she suggested that they could be introduced with a more specific political goal in mind, to push against white supremacy culture, building on the idea that work and learning happen more effectively when power and privilege are acknowledged. At least one 2019 attendee expressed confusion about the characteristics of popular education and the spiral model (Element D). This participant noted that participation can be maximized toward any political goal and wondered why these frameworks did not mention power or were not framed explicitly toward social justice. In a similar vein, Alison was surprised that naming how power functions in learning settings did not appear until the very end of “Ineffective and Effective Learning Experiences” (Element C).

[7] Will include pending Laurie’s approval of the description & finding appropriate citation.

Part 3: Key Shifts and Practices

What shifted for respondents after the training and how are they applying their learning?

The third goal of the training is to "increase the capacity of participants to use popular and participatory practices in their own social change work." Three shifts occurred for respondents, which affected how they carried out designing and facilitating meetings, workshops, and educational sessions after the training. The three shifts and accompanying practices are:

A) Heightened confidence introducing others to popular and participatory frameworks. Practices include 1) sharing written resource guides and web materials and 2) modeling practices and inviting reflection from a group.

B) Increased commitment to designing sessions based on the popular education principle of "centering local knowledge." Practices include designing sessions and problem-posing 3) around participant experiences and knowledge; looking for patterns; developing a collective action plan, set of goals, or theory together and 4) with a pre-established goal, drawing out participant experiences to make the goal more relevant.

C) Deepening ability to increase participation in a group by sharing power and/or using creative techniques. Practices include 5) integrating written, visual, audio, movement elements in activities and varying the size of group discussion and reflection and 6) co-creating agendas and implementing consensus-based methods.

Shift A: After the training, respondents reported feeling prepared to introduce popular and participatory education concepts to audiences that did not participate in Teaching Democracy.

Madeline, who attended in 2019, created a facilitation guide for future Environmental Studies teaching assistants. The guide introduces the spiral model, provides a definition of participatory education, offers strategies for building trust

and increasing participation in a group, and references the Teaching Democracy website and Extension readings. Shiliu now introduces the characteristics of popular education at many of the workshops they run for AARW's Sticky Rice Project and invites people to reflect on how well facilitators model these values. In June 2019, they also introduced the characteristics at a workshop preparing youth climate activists to meet with university Boards of Trustees around divestment campaigns. Julia shared that the four member-leaders who attended Teaching Democracy reported back to others at Matahari about the framing of popular and participatory education, giving language to something they already do at the organization.

Shift B: Several respondents reported feeling a new or reinforced commitment to the popular education principle of beginning with what learners already know. Some viewed "centering local knowledge" as a way to increase participation in service of a pre-established goal while others built on a group's experiences to form goals.

After participating in the training, several interviewees expressed a profound shift in how they relate to the body of knowledge a community of residents and/or students attending a meeting or workshop bring with them. Rather than approaching curriculum design from a top-down perspective, many respondents now report designing activities around their constituents' lived experiences. Carro articulated this: "In my teaching, I knew it was important to start with what the learners know. In [Teaching Democracy], that really stayed with me—that commitment. I'm in spaces a lot where there's a sense of urgency about the content, to get it out, to cram in a lot of information. After Teaching Democracy, I held onto this: no matter how much we wish to give, we have to start with what the participants know."

Respondents shared that centering lived knowledge lays the groundwork for building more effective action plans and also builds trust. Several have directly adapted the "Effective and Ineffective Learning Experiences" activity to their own contexts. Some design pre-set goals or action plans, but center learners' experiences

in activities as a way to increase participation (Practice 3) while others view the process of centering local knowledge as a way to co-create goals and action plans (Practice 4).

Practice 3: After Teaching Democracy, some respondents designed learning activities that center local knowledge because they aimed to find ways to convey theoretical concepts and frameworks in a relatable way. These "participant-facilitators" already had a goal in mind, such as identifying ways for residents to effectively talk about community land trusts, discussing the nuances of resource-sharing under capitalism, or introducing students to the principles of the solidarity economy. By centering their learners' experiences, these participant-facilitators increased the relevance and clarity of a topic by drawing on a group's own experiences. Here are three examples of this shift:

Sharon designed an activity called "How to Talk about Community Land Trusts" for the Greater Boston Community Land Trust Network based on the "Effective and Ineffective Learning Experiences" activity. The purpose of Sharon's adapted activity was to prepare land trust residents to talk about the model with family, friends, and neighbors in a persuasive and compelling way. Rather than try to draw up the perfect summary of community land trusts before the meeting, Sharon started the workshop with this prompt "How have you heard people talk about CLTs in both effective and ineffective ways?" Participants jotted down their own experiences with learning about CLTs and Sharon helped draw out themes. Through the workshop, the groups learned that it wasn't just about the content, but also the tenor of the delivery, and the relationship with the person sharing. Sharon found the exercise to be a really approachable way to draw out the group's knowledge: they already knew the best ways to talk about CLTs.

Shiliu applied the principle of centering lived experiences in a political education working group: "I immediately incorporated ideas from Teaching Democracy into a workshop about economic justice that my Asian-American Resource Workshop Working Group designed in May 2018. At first, we thought, 'We

have to be teaching the group about extractive capitalism. We need to share knowledge with the group in a knowledge-banking way.' We were in a rut in terms of the content we wanted to land on. When I brought in popular education and rooting in the perspectives of participants' own life and experiences, the energy really shifted. There was less pressure on us as facilitators to deliver everything to the space. We built activities around financial practices and resource-sharing—stories from our own families, as well as values and practices around resisting capitalism that emerged out of necessity. From there, we looked at broader themes around sharing in a capitalistic model versus alternatives. We also looked at case studies of Asian-American communities that have practiced resource sharing, such as through mutual aid or community loaning. We put those cases in conversation with people's stories. Teaching Democracy had a profound effect on my understanding about how certain knowledge gets validated or minimized. Now, almost all of the groups that are part of AARW have popular education as a core tenet of the workshops they run."

Luisa, a 2019 attendee and member of a student organization at Tufts, Tufts New Economy (TNE), described: "For the Economics class, three TNE members structured the class in a way that incorporated some popular education methods. We started off by breaking the ice with a grounding exercise, done in pairs. We followed this with a brief lecture (with space for active Q&A) on the topic of a solidarity-economy response to primitive accumulation, in order to orient folks to the same problem to discuss. We facilitators choosing the topic was not so in keeping with pop-ed, because it was setting the goal of the discussion without arriving at a shared goal collectively, from the interests of the participants… Many students gave unsolicited feedback to us facilitators saying how engaging and successful the class was, and it was great to observe students immersed in discussion during the class" (L. Santos, journal submission, May 2019).

Practice 4: Other respondents viewed the practice of "starting with what learners know" as a strategy to form goals together, not necessarily to move in a pre-established direction. Here are four examples that detail how this shift played out:

Ronice applied what she learned about centering lived experiences immediately: “I got to utilize what I learned in the class right away. The Saturday after Teaching Democracy, I brought together a group of parents and talked about the experiences that we'd had with a local school that bothered us. We started with questions like ‘What brought you to the meeting? Why did you come into the room?’ As people shared, we took notes. Were they talking about a school policy? Communication? A rule violation? That is how we started the conversation. Before the meeting, some people knew they wanted to leave the school. But by the end, collectively it was decided that all of the parents would show up to a meeting with the principal. The group had a mix of reasons for being there at the beginning, but it became a unified decision at the end.”

She continued: “It was great to be able to help organize a focused conversation and to gather the data so people could see what we were dealing with. At first, everyone just had a feeling and they were trying to figure out whether their feeling was valid. Through the process, we collectively realized: yes, the feelings are valid, this is why we feel this way, here are examples. After the meeting, we had conversations with the administrator and created parent power. We had to be heard; the principle couldn't ignore us. The principal tried to dictate who was going to be the person she wanted to work with. The parents said no – you're going to work with who we want you to work with. It was amazing to see the games of power being played and parents finally understanding the position they were in. The school tried to make them feel powerless, but because we came together, we had a voice and the ability to make a change.”

Asha, an attendee in 2018 and high school college career advisor, described how the training reinforced the notion of co-creating goals with her students: “Teaching Democracy helped me begin to internalize more fully the notion that change lies most often in *process* rather than *product*…In my presentations to and interactions with high school juniors, students often push back against registering for the SAT, going on campus trips, and thinking ahead to college. Instead of immediately insisting that these things are important, I have started to engage their

dissent, ask questions, and validate their current perspectives… This has led to much more fulfilling conversations surrounding the ways students conceive of success differently and ways to achieve happiness" (A. Nidumolu, journal submission, May 2018).

Olivia also described shifts in her understanding of goal-setting. She internalized the idea that, without an explicit popular education orientation, "it is easy for goals and purposes to be manipulated by societal public opinion. This is why encouraging critical analysis and using problem-posing techniques is central to transformative education—to ensure that goals are created from within and feel 'right' for the individual. In particular, question formation techniques – encouraging a high degree of generating and asking questions – is central to cultivating engaged and autonomous lifelong learners."

As a participant-observer at a community development corporation, I learned about the opportunities and challenges for job coaches to connect job-seekers to organizing campaigns. As one coach articulated, "If someone is already aware of how their own oppression connects to wider patterns, for example, around wage theft or displacement, the conversation around oppression is more straightforward. But what about when people aren't aware and aren't ready to organize, but are just trying to secure a job, even if systemic issues like wage theft are involved?" This brought up the question of goal-setting when a facilitator or coach is centering a learners' experience. What does *consent* in the process of conscientization look like? One way to build trust through popular education, I realized, is for everyone at the table to share their own perspective about the goals of a meeting, even if they seem to be at odds: to land a job, to collectively fight to improve societal outcomes, etc. Radical transparency around goals, and the flexibility to co-create goals and meet each other in the middle, seems to be a way to share power and practice democracy.

Shift C: Respondents came to view facilitation as a way to build trust in a group, increase interaction and participation, and practice power-sharing.

Facilitators play key roles as participation-activators. Through the training, respondents learned about or became more committed to using multi-modal strategies through activities that included auditory, visual, tactile, movement elements and varying the size of group activities. Respondents also learned practices to share power as a facilitator and thereby increase a group's interaction, such as setting community agreements, co-creating agendas, and designing consensus-based processes to arrive at a common vision that honors difference.

Practice 5: Encouraging trust-building and group interaction through multi-modal participatory strategies, such as integrating audio, visual, written, and movement elements and varying the size of group discussions.

Some respondents view popular and participatory facilitation as an opportunity to increase interaction in a group. Danyal identified that problem-posing has been a critical strategy for building trust and relationships between and among job coaches and low-income job seekers in Somerville. Danyal runs a weekly networking cafe for job seekers and has integrated the practice of asking open questions at the beginning of each session. Whereas participants previously remained quiet and disengaged, Danyal explained that "the questions have opened up space for them to share from their direct experience, form bonds around shared or different experiences, build trust, and feel more engaged."

Yuki explained how she used icebreakers and small group discussions to increase interaction among a group of Japanese high school students: "I was with two groups in a total of 15 days. The biggest impression that I took away from participating in this program was that high school students can really change in a week or so. The students were very shy at first. Not only were they not speaking up but they were even avoiding eye contact with us coordinators. To soften up the students, with other coordinators we came up with icebreaking games that intellectually challenged the students but still made them talk with one another. Also, from the Teaching Democracy classes, we used the skills of different size

discussions. As it worked in our Teaching Democracy sessions, the pairs, trios, and small groups were easier for students to share their thoughts."

Janine uses a variety of facilitation strategies to connect with students in her financial literacy course: "It is designed to be participatory and the audience is varied. If the audience isn't literate, we use pictures, auditory exercises, and group work. Participants learn from each other and discuss things together. When people don't speak the same language, we as facilitators have to moderate."

At Matahari, Julia described that after Teaching Democracy, the organization practiced "a certain level of intentionality" around participatory practices. She shared: "We were pretty good about it as far as our facilitation style, but the training reinforced the importance of participation in terms of agenda and curriculum design. We now try to build in – at every level – something that is more participatory. In a large event, when there's more time, we already do that. But in smaller meetings, we can fall into certain habits. The training was a reminder of the importance of that and what goes into planning and facilitation."

Practice 6: Sharing power as a facilitator by co-creating agendas and implementing consensus-based decision-making processes.

Other respondents identified and use power-sharing practices, such as consensus-based decision-making, co-creating the agenda, and distributing facilitation. Nakia reported feeling a stronger commitment to integrating new perspectives and questions in the classroom after the training. She explained: "In one Teaching Democracy activity, our audience asked us why we [acting as parents organizing in the context of Boston Public Schools] had taken on the issue of school start times, rather than addressing a deeper challenge of black and brown children having lower success rates. We didn't have a way to respond to this in the moment." Through the activity, Nakia realized that while setting an agenda ahead of time is important, it needs to be flexible enough to allow new information to emerge and shift the direction of the conversation. In her high school courses, Nakia facilitates this process of co-creating goals by staying attentive to new information, or ideas on

the margins. When these ideas surface, Nakia checks in with the class to make sure enough students agree that the new information is important through a consensus-building process.

Patricia internalized the principle of distributed facilitation and transparency about agenda-setting. In her course at Tufts on philanthropy and fundraising, she sets up topics to be covered during that class, but learned to enable students to guide which aspects of the topics listed were of greatest interest: “After I get through the basic topics of the syllabus on the agenda, it goes out the door and class discussions roll according to what people want to learn…Sharing the agenda is a principle that I took out of the experience, along with small group discussions and the judicious use of decision ‘post-its’ enabling students and less vocal Board members to express their opinions.”

Summary of Findings

The chart below identifies activities that led to specific learnings and takeaways, as well as strategies for adding further clarity and relevance to the training. Chapter 6 will flesh out ways that facilitators can implement the “clarity/relevance” elements outlined in the fourth column.

Table 7: Summary of Key Findings

Activities	Shifts	Practices	Adding Clarity + Relevance
Elements A and B: *Icebreakers and small group experiences*	Respondents reported building trust and relationships across community-university and between community organizations (Goal 2)	Respondents view one of their key roles as facilitators was promoting trust- and relationship-building.	Respondents wondered about TD's intended audience and two others sought clarification around the kinds of relationships the program intends to build and sustain (G4).
Element D: *Introduction to frameworks for popular and participatory education*	Respondents reported learning that the purpose of popular and participatory education is learning for social justice action and/or gaining language for ideas and practices they already used (Goal 1)	Respondents reported greater confidence introducing others to these frameworks. One respondent shared resources and another modeled practices.	Respondents sought clarification around the possibilities and limitations of popular and participatory education. Three respondents wondered how various elements of the training introducing practices to shift power (G1).
Element C: *Learning how to design activities that center local knowledge*	Respondents reported how to center one's own individual and collective lived experiences, look for patterns, and build theories together (Goals 1 and 2)	Respondents center local knowledge when designing sessions. The goals might emerge from this knowledge, adapt to it, or be pre-established goal.	Discuss ways that respondents can adapt this exercise to their own context. See Chapter 6 for examples (G3).
Element E: *Teaching a new skill*	Respondents reported learning how to teach from a learner's perspective, and challenges (Goal 1)	Respondents emerged with ideas about increasing interaction by teaching from learner's POV.	Respondents suggested ways to increase the relevance of this activity (G3).
Elements F and G: *Introduction to problem-posing and Session design and facilitation*	Respondents reported learning how to effectively encourage participation by co-designing and facilitating a 30-minute session around real or imagined community issues (Goals 1 and 2)	Respondents emerged with ideas about how to increase interaction. Some view facilitation as a practice in ceding and sharing power and others view it as a way to decenter facilitators and activate participation.	Respondents suggested that TD facilitators base the sessions on real community challenges and offer a clearer group design process. They also sought a clearer introduction to practice problem-posing and looking for patterns (G1, G3).

Elements H and I: *Social change conversations, observing facilitation techniques*	Respondents reflected on the challenges and opportunities of applying these practices in their own context in small groups. They also observed facilitators and took note of their practices (Goals 1, 2, 3)	Respondents came away from the training with a co-designed meeting plan.	Respondents suggested structures for social change conversations (G3.).

Chapter 6: Recommendations

What Worked Well?

Several core characteristics of Teaching Democracy should be preserved in coming years. This section outlines areas where three or more respondents agreed that an element of the training taught them something *and* led to a shift after the training. The areas highlighted include trust- and relationship-building activities; popular and participatory framing; and experiential learning activities on centering local knowledge, teaching from learners' perspectives, and designing and facilitating sessions. It is also important to note that Teaching Democracy's curricular flexibility is one of its key strengths. The training itself evolved from 2016 to 2019 based on participant and facilitator feedback. One of the most well-regarded shifts was the decision in 2019 to ground the participation and problem-posing sessions in real community examples.

Trust- and relationship-building exercises

Respondents agreed that Teaching Democracy offered many opportunities to build trust and relationships across community-university spaces and between organizations. This led to a shift after the training: respondents viewed their role as facilitators not only in terms of promoting participation and sharing power, but also creating opportunities for groups to build trust, through icebreakers, small group work, and open reflection. In general, these elements of the training moved Teaching Democracy towards its relationship-building goals.

Popular and participatory framing

Through the introduction to popular education characteristics, quotes from popular education thinkers and practitioners, and learning about the spiral model, respondents internalized that the purpose of popular and participatory education is learning for social justice and action. This led to respondents to feel a greater sense of confidence in introducing new groups of learners to basic popular and participatory frameworks.

Some introduced the concepts by sharing readings and other resources and others by modeling the practices to learners and inviting reflection. Respondents found that the "Social Change Conversations" element of the training allowed them to reflect on how to implement

popular and participatory practices in their own context. In addition to direct discussion, respondents observed facilitation techniques, and noted how Teaching Democracy facilitators decentered themselves and leveled the field between teacher and learner.

Experiential learning: Starting with local knowledge, teaching from learner's point of view, designing and facilitating sessions

Respondents learned how to pose questions in a way that centered local knowledge by examining their own effective and ineffective learning experiences and designing sessions on community issues. The activity on teaching from a learner's perspective highlighted opportunities and challenges for centering local knowledge in one-on-one settings. At least one respondent came away from the training with a co-designed meeting plan that they were ready to implement in their own context. Respondents emerged from the training with more nuanced ideas about how to increase interaction in a group (through sharing power and/or designing multi-modal activities) and how to co-create goals by centering participants' lived experiences.

Table 8: Goals and Shifts

TD Goal	Learnings	Shifts and Practices
Goal 1: To build the capacity of students, faculty, community partners to identify and practice using popular and participatory education methods.	**Element D:** Through framing for popular and participatory education, respondents learned that the purpose of popular and participatory education is learning for social justice action. **Element C:** Respondents experientially learned how to draw knowledge out of lived experience, look for patterns in groups, and build theories together. **Element E:** By teaching a new skill, respondents learned how to teach from a learner's perspective, along with the challenges of doing so. **Elements F and G:** By practicing designing and facilitating popular and participatory sessions, respondents tried out participation, problem-posing, and other popular education techniques. **Element I:** By observing facilitation techniques of TD facilitators and peers, respondents learned practices that they could take to their own contexts.	**Element D:** Greater confidence introducing others to basic popular and participatory frameworks. Some shared resources. Others modeled practices to others and invited reflection. **Elements F, G, I:** Respondents emerged with ideas about how to increase interaction through facilitation as a practice in ceding and sharing power and designing participatory learning activities. **Elements C, E:** Centering learners' own knowledge and experiences when designing curricula. For some, goal emerges from/is adaptive to respondents' needs. Others elicit learners' experiences with a pre-established goal in mind.
Goal 2: To forge stronger relationships between Tufts students, faculty, and community members in Greater Boston	**Elements A, B, C, F, G:** Icebreakers and small group experiences allowed respondents to build trust and relationships across community-university and between community organizations.	Respondents viewed one of their key roles as facilitators was as promoting trust- and relationship-building.
Goal 3: To increase the capacity of respondents to use popular and participatory practices in their own social change work	**Element H and F/G (in 2019):** In social change conversations, respondents reflected on the challenges and opportunities of applying these practices in their own context.	Respondents came away with meeting and workshop plans that they could immediately use.

How can Teaching Democracy’s activities be clearer and more relevant?

Respondents outlined several areas that could be clearer or more relevant for their context. This section summarizes areas where multiple respondents agreed that an element of the training could be improved and also highlights areas for further research. Respondents sought more clarity regarding the difference between popular and participatory education, and how the practices aim to disrupt hierarchical power dynamics. They also suggested that the experiential learning exercises, including “Teaching a New Skill” and the “Session Design and Facilitation” could be more rooted in real community scenarios. Furthermore, respondents wanted deeper introductions to skills around problem-posing and looking for patterns across a group’s collective experience. Finally, respondents wanted more understanding of the training’s intended audience and how to sustain relationships afterward.

Clarifying the political purposes of popular and participatory education

Respondents raised these questions: How are the goals of popular education and participatory education complementary and different? Where do the goals differ and how does this influence the tools and frameworks? They wondered how frameworks such as the spiral model and characteristics of popular education, and tools like setting community agreements, problem-posing, and centering local knowledge could be more explicitly framed as practices to challenge power. The characteristics of popular education, for example, could include more political elements discussed in Chapter 2, such as “Critically examines unequal power relations, not just differences (race, class, gender, disability, heterosexism, ageism)” and “Anticipates and addresses conflict.” The spiral model might include “Applies in action toward a more just and equitable society,” the goal of another popular education framework discussed in Chapter 2.

To dig deeper, it could also be useful to draw out examples from how past respondents have applied their learning and ask how the stories demonstrate various popular and participatory characteristics, as well as steps of the spiral. Facilitators could also ask respondents: are the problems posed in a way that aims to center learners’ experiences *and* identify root causes of an issue and build critical consciousness?

1. A group of parents share their complaints and feelings around a school's disciplinary decisions and a facilitator helps them identify collective goals by asking, "What brought you to the meeting? Why did you come into the room?" While the parents share, the facilitator and her team take notes. While the facilitator had some ideas about the parents' action plan, there was no set direction before the meeting, and the parents chose a direction together.
2. An organizer realizes that a community has a lot of intuitive knowledge around how to talk about community land trusts with people who are unfamiliar with the model. They pull together a workshop with the goal of identifying creative strategies for discussing the model, grounded in what people already know. The workshop revolves around the question: "What were effective ways you learned about community land trusts? What were ineffective ways?" Through this exercise, participants identify common practices and build a larger toolbox together.
3. A volunteer with an Asian-American grassroots organization is designing a workshop introducing members to economic justice concepts such as mutual aid and community loaning. They start the workshop by asking participants to share stories about their own financial practices and resource-sharing strategies in their lives. From there, the facilitation team identified broader themes and sorted them into "capitalistic model" and "alternatives." They supplemented this information with case studies about Asian-American communities engaging in solidarity practices.

Offering more structure and scoping for small group activities and session design

Respondents suggested that the scenarios and "Teaching a New Skill" activities would be more resonant if they were rooted in issues that attendees from community organizations were facing. The "Teaching a New Skill" could be renamed "Popular and Participatory Skill-Share" and learners could be prompted to think about something they could offer others and have time to plan out their lesson. After attempting to teach the skill one-on-one or in a small group, they could debrief ways to make their session more participatory and adherent to popular education characteristics. Alternatively the activity could be framed as how to conduct a "one-on-one" in organizing in a popular education style, following the skit about unions that was used in 2016 and 2018.[8]

[8] See appendix C for the full skit

In terms of session design and practice, respondents suggested that facilitators should work with learners before the course to identify real challenges that could be unpacked through a 30-minute session and create more time for the small design groups to plan. Almost all of the 2019 scenarios were grounded in community examples, and respondents enjoyed this process.[9] Still, the scenarios could be more focused on one or two specific challenges related to designing and carrying out a session. Future trainings could also require readings between the first and second Saturday to orient groups to their specific cases. The application to Teaching Democracy could include a directed section where participants explain a community case that they would bring to the training by answering multiple choice questions (see Appendix E).

While many respondents pointed to the "problem-posing" session as a significant area of learning, no one mentioned the "maximizing and minimizing" sessions as being particularly relevant or useful. These sessions could be improved with more concrete objectives. Groups that aim to minimize participation, for example, could be challenged to show how minimizing participation allows a group to move more quickly. Groups that aim to maximize participation could be encouraged to enact 20-30 minutes of a session to practice methods, rather than just designing an action plan or talking through an agenda.

A few respondents also suggested that facilitators could offer more concrete group process structures for the reflective portions of the training, including Social Change Conversations and the debrief that facilitators held after they ran their scenarios on the second day. One possible structure is that one person reflects on a challenge and the other group members share back what they heard and ask clarifying questions. Then, the group reflects on the challenge without the original person. Another approach is Tufts UEP Professor Laurie Goldman's adaptation of Louise Dunlap's structured feedback exercise, which involves one person presenting and then a panel of people sharing one sentence each: "I understood…" and "I need further clarification about…" Another round of research, and possibly something that could be addressed in the community of practice, is identifying effective consensus-building and group process structures.

[9] See appendix C for an outline of scenario design/facilitation instructions

Deepening introduction to problem-posing

Several respondents wanted more clarity around problem-posing. For example, how could a session pose problems in a way that collects community knowledge about an issue, which the community could use as the basis for building even more collective knowledge? Alternatively, how could the session pose questions in a way that identifies the root cause of a problem and a collective path for action in the moment or over a series of sessions?
In both examples, learners would need to quickly synthesize information and find the common pulse of a group, and thus may need more in-depth introductions to "problem-posing" and "looking for patterns." A few respondents expressed interest in reading more about the cases or scenarios before the course, to have a better sense of the context.

Clarifying Teaching Democracy's intended audience and methods for sustaining a community of practice

A few respondents wanted more clarity about how participants were selected and how they might sustain their newly-built relationships after the training. Future applications to Teaching Democracy could include a more explicit description of the ideal mix of participants and describe some of the distinct and overlapping learning outcomes for the subgroups. One area for further research is to explore how the mix of organizations in 2016, 2018, and 2019 contributed to various outcomes. This research could inform the selection criteria. For example, how did having more cohorts in 2019 (several people from the same organization) lead to different outcomes regarding how participants applied their learning afterwards? How did having a more diverse set of community participants (organizers, service delivery, funders, school staff) in 2018 lead to particular outcomes?

Teaching Democracy's fourth goal is to sustain a community of practice. A few respondents expressed confusion about how to maintain relationships after the training, suggesting that this goal has not yet been fully accomplished. In addition, while many Tufts students opted into the "extension" portion of Teaching Democracy, no attendees from community organizations were present.

As Teaching Democracy seeks to include more community members in the "extension" portion and/or build out a wider community of practice, it may be worthwhile to survey past attendees about how they envision a community of practice adding value to their work. Possible

questions include: What are the best ways for information to be shared among participants after the training? (One respondent suggested that past participants could share upcoming public workshops that incorporate popular and participatory practices.) What kinds of skills and relationships would participants want to build? How often should the group convene, and would they prefer to meet in person or online? What role would participants want the facilitators to play or could facilitation be a rotating task? The results from this survey could inform how the 1.0 extension program could include more community members and identify structural considerations for a 2.0 curriculum and/or community of practice, including who should apply and possible learning goals.

Table 9: Recommendations and Aspirational Shifts

TD Goal	Adding Clarity and Relevance	Aspirational Shifts
Goal 1: To build the capacity of students, faculty, community partners to identify and practice using popular and participatory education methods.	Respondents sought clarity around the possibilities and limitations of popular, participatory, and conventional education in various contexts, possibly drawing on past attendee experiences. Internalizing the values in addition to identifying/practicing. Respondents suggested that certain skills could be introduced more comprehensively, including looking for patterns in collective knowledge and problem-posing	Learners emerge from Teaching Democracy with a clearer sense of strategies for change – power-shifting practices and participatory practices. Learners emerge with a clearer sense about how to pose problems towards different outcomes (e.g. increasing participation; identifying a root cause of an issue), as well as how to organize local knowledge into patterns and theories through creative listening and feedback practices.
Goal 3: To increase the capacity of participants to use popular and participatory practices in their own social change work	Respondents suggested that Element E, Teaching a New Skill, could be framed in a way that draws on people's own experiences. Respondents suggested and/or confirmed that drawing on real community scenarios for the role plays was one of the most valuable experiences of the training, and several stated that they wanted more time to prepare and plan.	Learners emerge from Teaching Democracy with a clearer sense of how to use popular and participatory practices in one-on-one or small group settings. Not only are community members' skills built, but this training can carve out pieces of their work plans to accomplish on the spot (building capacity on two levels).
Goal 2: To forge stronger relationships between Tufts students, faculty, and community members in Greater Boston Goal 4: To sustain a community of practice in person and via an online platform that holds curricular guides, videos, blog, other resources.	Respondents sought further clarity about Teaching Democracy's intended audience and the types of relationships it aimed to build and sustain, how it aims to do this.	Community organizations develop stronger bonds and engage in ongoing resource- and strategy-sharing Community-university learners build relationships that can become the foundation for continued co-learning through research partnerships, fellowships, etc. Community of practice and/or peer support network forms . This space is linked with other capacity-building initiatives like the Activist Training Institute and leadership development/facilitation training programs in Greater Boston.

Chapter 7: Conclusion

Teaching Democracy's Model: Elements and Questions

Teaching Democracy's activities can be adapted to other community-university partnerships; however many aspects of the model are also context-specific. For example, Design Team members have deep roots in community in Boston and have built relationships with organizers, residents, students, and educators in the city over decades. The Design Team brought grounded knowledge from working in communities for a long time, which made the space feel more inclusive: they provided breakfast and lunch and childcare, they chose an accessible location, and scheduled the training to avoid conflicts with religious occasions.

In addition, design team members brought a range of intentions that were mirrored by attendees in their applications to the program, including: building the leadership capacity and popular education skills of staff and members; sharing organizing and service provision strategies across organizations; building the capacity of communities to rely on themselves as experts rather than outsiders; creating more engaging ways to relay information; improving students' research methods to create information this is usable, and collected in a democratic way.

In terms of scheduling, capacity, and resources, the course ideally occurs on two consecutive Saturdays, followed by a three-hour extension debrief a few months later. This allows for concepts to take root over the course of two weeks and for learners to build momentum together. Given the number of learners (~20 each year), the course should be taught by two facilitators so that the group can break into two rooms for portions of the day and receive individual attention. The program should budget for food, child care, interpretation, and a graduate student assistant to help with logistics, including communicating with prospective students, offering assistance in tailoring the scenario design to the group's experience, setting up the space and ordering food, co-facilitating portions of the training, serving as a scribe when the lead facilitator is teaching, and coordinating aspects of the extension program.

Community-university partnerships can use this list of guiding questions to ground their decision to implement a program like Teaching Democracy:

1. What kinds of gaps exist in the area of leadership development in local movement infrastructure and/or in higher education? How can the training fill those gaps?
2. Who should be part of the curriculum design (or adaptation) team? How can the design and adaptation process serve as a supportive community of practice for its members?
3. What are various participants' motivations for attending the training? How might the curriculum need to be adapted to meet these expectations?
4. What is the ideal mix of participants (community and university)? On the community side, what is the ideal balance of grassroots organizing, policy and planning research, service delivery organizations?
5. What kinds of examples can the curriculum include, drawn directly from participant experiences?

Conclusion and Further Questions

Teaching Democracy, in its first three iterations, has successfully introduced participants to the principles and practices of popular and participatory education in both theoretical and embodied ways. The project serves as a starting point to evaluate future versions of Teaching Democracy and other popular education training programs, in which more questions can be explored. Some of these questions include: How does the power and positionality of curriculum design team members (and participants) affect the training's outcomes? For example, how does being an Executive Director versus a volunteer influence the implementation of these practices? Another design question could look at whether the structure of the two Saturdays is the best one, and what kind of learning/readings could be assigned in between these meetings.

Future evaluations could more specifically define and differentiate between "shifts" that participants experienced through the training. Each respondent came into the program with a different level of background in popular education and future research could explore how outcomes varied based on these levels of exploration. Interviews, for example, could introduce participants' original motivations and intended uses for the training, and ask respondents to compare their aspiration to their practices. Future applications to Teaching Democracy could include more closed-ended questions (such as multiple choice and yes/no). The application

could include the question: “what kinds of skills do you hope to build?” which would allow facilitators to get a better sense for a groups’ overall expectations for the training.

In addition, future evaluations could solicit community organization staff who did not participant in Teaching Democracy to evaluate their colleagues’ ability to bring popular and participatory practices back to the organizational environment. These interviews could ask, for example, “What kinds of support and resources do people need in your organization to successfully introduce and sustain these methods? What are key challenges to shifting culture towards a more democratic one?”

Finally, further research is needed on how Teaching Democracy is advancing the wider objectives of CoRE or co-creating solutions to social problems through “joint inquiry, research, and action co-produced by university and community partners” (Tumposky, 2016, p. 21). Other objectives of CoRE where Teaching Democracy may be making progress include developing intercultural competencies in students and creating a pipeline for recruitment to UEP (Tumposky, 2016; Tufts Innovates Seed Grant, 2015). As Cyatharine stated: “The process [of popular education] helps develop relationships, which I know can be nests of hope… What practices can be utilized to celebrate the rediscovered power of community but might not yet have actionable victories?” Indicators of joint inquiry, research, and action include the connections between community and university participants that sprouted at Teaching Democracy and continue to grow today.

Appendices

APPENDIX A: Description of Teaching Democracy Design Team Organizations

The **Activist Training Institute** is a training and leadership development program founded in 2005 as a collaborative effort between API Movement and the Asian American Resource Workshop. ATI hosts learning opportunities for activists who identify as Asian Pacific American (APA) to develop political analysis and organizing skills within the context of building an Asian American social movement for justice.[10]

The **Chinese Progressive Association** is a grassroots community organization which works for full equality and empowerment of the Chinese community in the Greater Boston area and beyond. Its activities seek to improve the living and working conditions of Chinese Americans and to involve ordinary community members in making decisions that affect their lives.[11]

The **Dudley Street Neighborhood Initiative's** mission is to empower Dudley residents to organize, plan for, create and control a vibrant, diverse and high-quality neighborhood in collaboration with community partners. DSNI was born out of the desire of residents to reclaim and take control of their neighborhood.[12]

The **Somerville Community Corporation** works to sustain affordability and livability for the residents of Somerville, Massachusetts. With its members, SCC focuses on amplifying the power of low and moderate-income people, recent immigrants, and generational descendants of earlier immigrants.[13]

Tufts Urban and Environmental Policy and Planning offers four master's degree programs designed to sharpen the skills of policy and planning professionals working toward inclusive, just, and sustainable communities.

[10] https://www.aarw.org/activist-training-institute
[11] https://cpaboston.org/en/about-us
[12] https://www.dsni.org/program-focus-areas
[13] http://somervillecdc.org/about

APPENDIX B: Interviewee Biographies

These excerpts are adapted from the 2016, 2018 and 2019 Teaching Democracy applications and come from participants' responses to the following three questions: Why are you interested in participating in the Teaching Democracy course? How do you intend to use popular and participatory education in your work? What experience, if any, do you have with popular and participatory education, either as a facilitator or as a participant?

Cyatharine Alias (2019) was a first year at Tufts UEP and involved in the Sticky Rice Project at the Asian American Resource Workshop when she took Teaching Democracy. She brought a background of teaching STEM and noticed a shift in teacher training from centering teachers' knowledge to centering students. Through participation in the course, Cyatharine hoped to improve her facilitation skills and deepen her ability to effectively teach STEM to youth.

Julia Beebe (2019) is an organizer Matahari Women Workers' Center who facilitates meetings and trainings and also supports member-leaders in doing so. Matahari strives to make spaces as participatory as possible, but Julia herself was not trained in popular education and sought to expand her political analysis and facilitation skills. She intended to use these skills in meeting settings, including the annual Matahari Community Fellows leadership and organizing training.

Patricia Bonner-DuVal (2018) intended to use her learnings to improve her teaching methods for graduate classes at local universities, and in workshops she facilitated at conferences and in the community each year. She had not previously been exposed to popular or participatory education, although she explained that these practices may have been part of her life-experiences, without explicitly being named as such.

Sharon Cho (2016), as a master's student at Tufts UEP, hoped Teaching Democracy would provide strategies for utilizing the resources of academia to benefit communities, especially marginalized communities of color. She brought experience with popular and participatory education through her role as a planner for the Activist Training Institute (ATI), whose goal is to help Asian and Pacific Islanders in Greater Boston to raise political awareness and develop organizing and leadership skills within the context of building an Asian American movement. Furthermore, some of Sharon's undergraduate American Studies classes utilized popular education practices. She hoped to apply learning and lessons from the training to bolster the ATI curriculum.

Christi Conkling (2019) viewed Teaching Democracy as a practical learning opportunity for her role in the Tufts Office of Financial Aid while also fulfilling a course requirement for the Diversity and Inclusion Leadership Master's program at Tufts. She had worked in secondary and higher education for most of her career and sought ways to empower her students through the use of popular education methods. Christi expressed interest in bringing this work to her staff team to enhance their approach to administering institutional and federal student aid.

Olivia Dehm (2018) was drawn to Teaching Democracy because of popular education's ties to movement building. In her application, she wrote: "In order to fight economic inequality today in the United States, movements will only flourish if we employ popular education methods." When she participated in Teaching Democracy, she was working as a union organizer in

Brockton, MA with 1199 SEIU, a union of healthcare workers. She explained, “the home care community is largely made up of immigrant women of color with limited levels of traditional education.” She hoped to use the methods to conduct trainings and meetings and train other organizers.

Carro Hứa (2018) signed up for Teaching Democracy because she was interested in expanding her facilitator and educator toolbox around engaging audiences on social justice topics and build community with other educators and facilitators. She hoped to apply her learning in her role as a youth worker. Prior to Teaching Democracy, she had run a youth leadership program for five years using Paulo Freire's teachings, including centering storytelling and building critical consciousness. She also brought experience using participatory education in lesson planning, curriculum design, and youth engagement in the classroom.

Ashlee Jeannot (2019), a student at Tufts DLS, hoped to learn key tools to engage in conversations around diversity, inclusion and democracy. This course aligned with her program goals within the diversity and inclusion leadership program, as well as with her personal interest in education. She did not bring experience with these methods before the training.

Ronice Kimbrel (2019) hoped to use learnings from the course to build a platform that would help community leaders involved with Dorchester Not For Sale to develop the skills necessary for change and impact planning processes in Dorchester. She brought previous experience with the methods through her involvement in a citywide planning process for affordable housing. Ronice hoped Teaching Democracy would deepen her facilitation skills.

Anjalique Knight’s (2019) interest in Teaching Democracy stemmed from her commitment to education and uplifting the voices of marginalized people as an undergraduate at Tufts. She had never heard of this kind of course and she hoped it would help her find use her own voice as an educator while learning how to advocate for other people as well. Her previous experience with popular and participatory education came from taking Deborah Donahue-Keegan’s class on social and emotional learning where students, in Anjalique’s words, “truly put ideas into practice and created a space of shared knowledge where everyone was looked at as experts of their own experience.”

Yuki Kunimatsu’s (2019) interest in Teaching Democracy was partly spurred by a talk by Professor Linda Beardsley in the Tufts Education Department about the importance of learning democracy. Yuki brought experience with Japanese education systems which she described as being rooted in top-down and hierarchical approaches. As a student at Tufts DLS, she sought ways to create spaces where students and teachers can acknowledge current situations and think of ways to move towards an inclusive society.

Madeline Lee (2019) was an undergraduate at Tufts when she took Teaching Democracy and her interest in popular education stemmed from recognizing that certain knowledge gets discounted and under-recognized in many planning, research, and decision-making processes. At the time of Teaching Democracy, she was carrying out research in service of creating the Somerville ArtFarm, a transitioning open space near Union Square. She hoped that popular and participatory education would bring more dimensions to her practice with art as communication, a research method, and mode of collective problem-solving.

Janine Lotti (2016) had been a board member of Somerville Community Corporation and had just taken a position with SCC prior to Teaching Democracy. Much of that work, she explained, would involve teaching and counseling lower income clientele about asset building and financial literacy. While Janine brought significant teaching experience in the ESOL field, she believed that one can never have enough training and knowledge around the methods of popular education. She hoped to find ways to improve the financial literacy work to include as many interactive exercises as possible.

Minnie McMahon (2018) brought exposure to the principles of popular education during and prior to her studies at Tufts UEP but had not yet received formal training. She hoped the training would challenge and break down, in her own words, "biases and behaviors that are based on hierarchical thinking." Minnie also hoped to learn and practice democracy so that community organizations and institutions could do a better job of being democratic and of understanding and building off of individual and collective assets.

Danyal Najmi (2018), a career coach at Somerville Community Corporation, was drawn to the course because he frequently taught and facilitated groups and wanted to learn more ways to make SCC's programs fun, engaging, and interactive. He brought experience in popular and participatory education principles from SCC's organizational culture. He had not been formally trained in popular and participatory education before Teaching Democracy.

Nakia Navarro (2018) was teaching environmental justice at the high school level and leading a training series for the New England Grassroots Environment Fund when she attended Teaching Democracy. In each position, she encouraged organizing strategies with a strong emphasis on inclusion and diversity. She hoped the training would increase her ability to help diverse audiences recognize the importance of the whole identity of their communities and build with a democratic lens. Prior to Teaching Democracy, she used popular education in her roles as a facilitator of regional college preparatory programs and as a trainer for environmental justice organizing.

Asha Nidumolu (2018) worked at a high school as a college adviser when she took Teaching Democracy. Her students were majority students of color, from underprivileged communities and/or recent immigrants. She had been interested in the topic of popular and participatory education ever since she attended an event about the banning of Mexican American Studies curricula in the Tucson public school district. During her time at Tufts, she also took courses that were modeled around critical pedagogical practices and studied these pedagogies for a semester. Before Teaching Democracy, she had facilitated a session on the role of critical self-reflection while advising students through the college process at her organization's national summit in Fort Worth, Texas.

Luisa Santos (2019), a Tufts UEP first year, hoped to apply her Teaching Democracy learnings to increase democratic participation and determination of planning processes. In her previous work as a union organizer with the Communications Workers of America, Local 1102, Luisa adapted and carried out organizing, power-building, and leadership development trainings for union leaders based loosely on popular education principles. She also had participated in a workshop with Theatre of the Oppressed in NYC. She hoped to apply her learning to a

participatory action research project with Penn Loh, doing the background research now, but will likely be using popular education methods in that work.

Alison Sikowitz (2018) was a staff member of the Jewish Alliance for Legal and Social Action when she participated in Teaching Democracy. She entered the training with a belief that popular education is crucial to building the power and leadership of individuals and communities. Alison hoped to apply her learnings everywhere from facilitating meetings and planning events to developing curricula around anti-Semitism, racism, and other oppressions for our Jewish membership to supporting members in their growth as leaders and facilitators. She felt she had a solid handle on popular education and hoped to become more effective in bringing a participatory framework to the organization.

Shiliu Wang (2018) organized both in the Asian American community and in their workplace at a healthcare non-profit. Shiliu believed this training would be critical to helping them become a more effective facilitator and curriculum developer. She saw this training helping her to continue to be critical of the different types of knowledge and knowledge productions sites.

APPENDIX C: Problem Posing Prompts

C1. Problem Posing Scenario #1

Organizer: Hi, I'm from Local 175. I'm here to talk to you today about joining our union—we protect workers like you from getting exploited by your boss.
What are your names?

Worker 1, Worker 2, Worker 3: introduce yourselves

Organizer: Restaurant owners in this city make so much money, while workers like you are barely scraping by, right? What's your hourly rate here?

Worker 2: Well, the pay could be better, but what I would really like is for our boss to stop making inappropriate comments.

Worker 3: Yeah, sometimes it feels like there's a culture of sexual harassment around here.

Worker 1: (nods in agreement)

Organizer: Sexual harassment is just one of the ways that bosses use to intimidate workers and keep you from speaking up. Did you know that workers like you in New York City just won a $15 and hour minimum wage? What do you think about making $15 an hour?

Worker 3: That sounds great. I only make $10 now and it barely pays for childcare and my T pass.

Worker 2: We'd all like to make that much, but if we speak up, our boss will just fire us.

Worker 1: I'm the only one working in my family right now. I can't risk getting fired.

Organizer: I hear you. It's not easy fighting for what we deserve, especially if we're doing it as individuals. In New York, the workers won, because they organized into a union. And they didn't do it just at one restaurant but at hundreds. Together, they had power to demand fair wages. With a union, you get legal protection from being fired for organizing. That's why I want to invite you to join Local 175 today. Will you sign this card to join?

Worker 2: I'll have to think about it, but how is this going to help with our boss harassing us women.

Organizer: With a union you'll have the power not just to get higher wages, but also improve your working conditions to address the harassment issue. Will you take the first step by joining the union?

C2. Problem Posing Scenario #2

Organizer: Hi, now that we've all introduced ourselves. Let me say a little more about why I'm here. I organize with restaurant workers all over the city, and I wanted to meet with you all today to hear about your experience working here, and any issues you are struggling with.

Worker 1: Well, I've worked here for a while, and it's not the worst restaurant I've worked in, but sometimes our boss makes inappropriate comments, and it makes me feel really uncomfortable.

Organizer: I'm so sorry that you are having to deal with that. Worker 2, Worker 3, what have your experiences been like?

Worker 3: Yeah, I've noticed that too, it feels like harassment.

Worker 2: Yeah it's really obnoxious when I'm just trying to do my job and mind my own business.

Worker 1: He's a jerk. And you know, I've noticed that women servers make a lot less than men here.

Organizer: So, I'm hearing that it's not just the boss that's mistreating you, but that there could be a difference between how the men and women who work here are being paid too?

Worker 3: That's a good point, Worker 1. We're being disrespected and making less money. It's really hard to make ends meet.

Organizer: Speaking of money, how's the restaurant doing?

Worker 2: The restaurant's doing well too. For us working in the kitchen, we don't make tips or anything, so we make the same amount of money when it's really busy. The restaurant makes more money, but we don't.

Worker 1: I hadn't thought of that. We wait staff get tips, but the kitchen staff doesn't.

Organizer: Why do you think this happening?

Worker 1: Well, I don't know, but getting harassed makes me just want to avoid the guy rather than confronting him about the wage difference.

Organizer: That makes sense. Of course, as a man my experience is different, but I imagine that kind of harassment would make it feel really intimidating to confront your boss. So, what can you do to deal with this situation?

Worker 2: We could all go talk to the restaurant owner about our boss.

Worker 3: I don't know. Who's the owner going to believe, the boss or us? And plus if our boss finds out, he'll just fire us.

Organizer: A lot of the women we've talked to in other restaurants are also dealing with these kinds of issues. Would you be interested in meeting with other women in our union to hear about their experiences, and get some support?

Worker 1, Worker 2 and Worker 3: Sure, that sounds good. Thanks.

Organizer: Great. I'm really interested in supporting you all to think about some actions you could take to address this.

C3. Discussion Prompts for Union Scenarios

- What differences did you notice?
- What was different about the way the organizer posed questions? Listened to their issues? Suggested solutions?

C4. Small Group Problem-Posing Scenarios

a. You and your neighbors have become increasingly concerned about rising rents and displacement in your neighborhood. You've come together to organize against this trend. You want to start by understanding what's going on.
b. Parents in your community are frustrated with the quality of education that their children are getting in the public schools. They've come to you to help them better understand the school system and what their options are.
c. The MBTA is once again proposing to increase fares. You live in a community which is, on the one hand, dependent on public transit, and, at the same time, poorly served by it. You've been asked to conduct a workshop to help residents decide what to do.
d. You run a job placement program and have several younger men who have come in for your help. They are discouraged about job-seeking because they have criminal records. How do you work with them to overcome these barriers (even if your program is not set up to deal with them)?

APPENDIX D: Guidance for Designing and Facilitating Sessions

D1. Development Principles & Vision for the Chelsea Waterfront (2019)

GreenRoots is a community-based organization dedicated to improving and enhancing the urban environment and public health in Chelsea. Chelsea is a working-class city with a majority population of color and of immigrants. Similar to other communities in and abutting Boston, Chelsea has been facing development and gentrification pressures.

The City of Chelsea, with the Metropolitan Area Planning Council (MAPC), is creating a Municipal Harbor Plan for the Chelsea waterfront. This plan, according to the City, is a “community vision” that will “balance the interests of residents, businesses, and a wide-ranging group of stakeholders.” Their stated priorities are: 1) to ensure that the public has access to the waterfront, and 2) to support industry on the waterfront.

However, many residents feel that industrial activity and development are actually blocking a lot of the potential public access points. As more and more development starts to happen in Chelsea, GreenRoots staff and members want to make sure that the community is able to enjoy the waterfront and benefit from any development.

In pursuit of this goal, GreenRoots created a Vision Project to document the campaigns, key projects, challenges and achievements where the community has prevailed, and to uplift the vision that community members continue to hold of what the waterfront could be for the community. Now, two years later, you are planning a community visioning session in which residents will begin to: 1) establish development principles, criteria that they demand of any developer that is interested in building in Chelsea, and 2) create a Community Plan for the Chelsea waterfront.

You plan to mobilize a broad and large group of participants, mainly residents – including many youth as well as elders, immigrants, working people – representative of the people who will be most impacted by any development.

For this exercise, your task is to design a 30-minute workshop in which you introduce the idea of establishing development principles. You will not yet decide on these principles as a group, but rather draw on the knowledge in the room to find out how residents are thinking about new development, and what they’d like to see in Chelsea.

D2: Land Use Example (2018)

WHY? Situation that calls for this workshop: Democracy neighborhood has a city-owned vacant lot that is near public transit and in an area that is starting to see new development after decades of disinvestment. Based on meetings over the past 3 months, organized by Democracy Neighborhood Alliance (DNA), residents have expressed a desire to develop a new park with a playground at the site. At the same time, the City planning agency has identified the site as suitable for affordable housing and wants to assess whether this site can help the City meet the Mayor’s affordable housing goals. Now both City and DNA are organizing workshops to continue the dialogue to develop and assess alternatives. This information will be used in future meetings

over next 6 months to create a development plan. Both City planning agency and DNI hope to engage residents in understanding and assessing the benefits/costs and advantages and disadvantages of various types of development at this site. Planners also hope that their workshop can support residents to build capacity for effectively participating in land use and development decisions. DNA would also like the workshop to get more residents involved and develop leadership of DNA members.

WHO? Participants: Neighborhood residents (about 8-9) will come to the workshop. 2-3 have been involved in DNA for years and have been to all of the previous meeting about this vacant lot. Another 2-3 have come to the previous vacant lot meetings, getting involved in DNA for the first time. This meeting also draws 2-3 residents who are coming to their first meeting on this issue and have not been involved previously with DNA.

WHAT FOR? Learning Objectives and Goals of Workshop

- Participants will better understand the range of uses that residents desire and why.
- Participants will be able to assess and compare the benefits/costs and advantages/disadvantages of the various uses.

D3: Leadership Development Committee (2016)

WHY? Situation that calls for this workshop: Your community organization is committed to developing the leadership of local residents. The Leadership Development Committee of the Board is launching a community workshop series. The Committee members all want to help facilitate the workshops. They've asked for training in specific facilitation skills.

WHO? Participants: Members of your community organization's Leadership Development Committee, most of whom are residents. They have all helped to develop the content of the workshop series. They have a range of experience in facilitation.

WHAT FOR? Goal: Participants will be able to use good practices in [how to call on people or how to give task instructions] in community workshops.

APPENDIX E: Guidance for Soliciting Cases in Teaching Democracy Application

These questions could be added to the Teaching Democracy application to flesh out real cases before the training.

1. Do you know of at least one workshop, meeting, class or other session coming up from March-May 2021 where popular and participatory methods could be used?
    a. Yes – Workshop
    b. Yes – Meeting
    c. Yes – Class
    d. Yes – Other session [fill in]
    e. No

2. Are you in charge of designing the agenda or curriculum for this session? [Yes/No]

3. In 1-2 sentences, what is the overall purpose of this session?

4. In bullet points, please list three important pieces of context about this session. If someone were just learning about this, what would they need to know?

5. Do you know of online resources that would help people learn more about the context? Please list links below.

6. Please select the top two challenges that you are confronting as you design this session.
    a. Articulating the purpose of the session
    b. Designing the agenda with a small group
    c. Making a section of the session as participatory as possible
    d. Centering the direct experience of participants
    e. Finding a collective way to take action from a set of different experiences
    f. Keeping participants engaged after the session ends
    g. Other: [fill in]

7. Is there anyone else applying to Teaching Democracy who you could work with to carry out this session?
    a. Yes - [list name(s)]
    b. No

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