



Co-creation Manual

Youth-Led Development for Schools'
Participatory Management



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1. Introduction

1.1. What you will find in this manual and how to use it

Welcome! This manual is generated by the team behind the “BePart” project —an Erasmus+ project that supports teachers and students in different European countries in developing Youth Participation in their schools. In this document —whether you are a teacher or a student— you will find the tools and tips to implement real participatory processes and be the protagonists of change!

What tools and tips are we talking about? Here are the sections that will follow:

2

Methodological approach

In this section you will learn about the BePart project and its objectives.

3

Key-concepts behind the methodology

This chapter is dedicated to exploring the main building blocks of the BePart approach. Why are we proposing these specific processes? Because we want to center them on the concepts and practices you will find in this section:

- Participation: real participation as opposed to symbolic participation;
- MYPs (Models of Youth Participation);
- Youth-led development and youth empowerment;
- Co-creation between students and between students and teachers;
- Project-based learning: a pedagogy of the hands, heart and mind.

4

How to accompany an inclusive participation process?

The chapter gives tips and indications useful to facilitate a participation process that is as impactful and inclusive as possible.

- What actors are involved in a school?
- How can teachers use their skills to act as facilitators?
- What makes a space safe enough for participation?
- What prevents real participation? What do you need to be aware of?

5

Testing & implementation

Here, you will find indications to select, test and implement a Model of Youth Participation (MYP) in your school.

- The process of implementing: what steps?
- Teachers and students responsibilities
- Example: How to select a MYP?

6

Communication & Events

In this section you will find useful information about the project communication channels and tools.

- Communication channels and tools
- BePart events

7

Monitoring & assessment

This chapter will help you to assess the project implementation and to track for the second edition.

- How to track for the second edition?
- Templates

8

Bibliography

Would you like to explore these topics further? Here you will find multiple sources to continue reading and researching.

2. Methodological approach

2.1. Objectives of the BePart project

BePart aims to develop, implement and evaluate an innovative participatory youth approach to be implemented in regular schools, fostering inclusive education while promoting citizenship competences and youth empowerment. It relies on five main concepts and methodologies that combined will assure the acquisition and development of students' civic competencies:

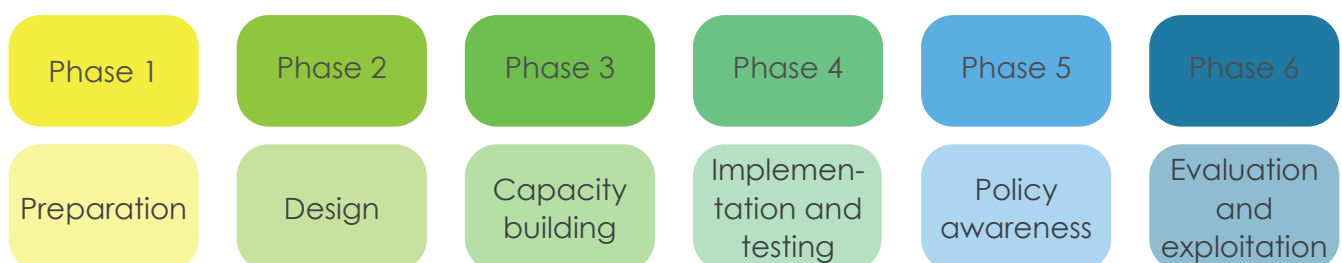


The participatory youth approach of the project relies on the concept of youth-led development, which places youth at the centre of their own change, development and growth. By challenging students to take part in the process of decision-making in your school they will acquire and/or develop their civic competencies, empowerment and, ultimately, their social inclusion.

Through the implementation of the Youth Participation Models (MYP) in your school, you will also contribute to the acquisition, development and/or strengthening of the 4 key-competencies that are part of Citizenship Education, namely thinking critically, acting in a socially responsible manner, acting democratically and also interacting effectively and constructively with others.

2.2. BePart Context

The BePart methodology is based on a co-creation process between students and teachers and consists of 6 main and sequential phases that are interconnected.



In the first four phases teachers and students have a major role since they are invited to cooperate in the design, implementation, monitoring and evaluation of the Models of Youth Participation (MYP) action plan in their schools. There will be two cycles of implementation of the MYPs (2020/2021 and 2021/2022).

3. Key-concepts behind the methodology

3.1. Participation: what is it?

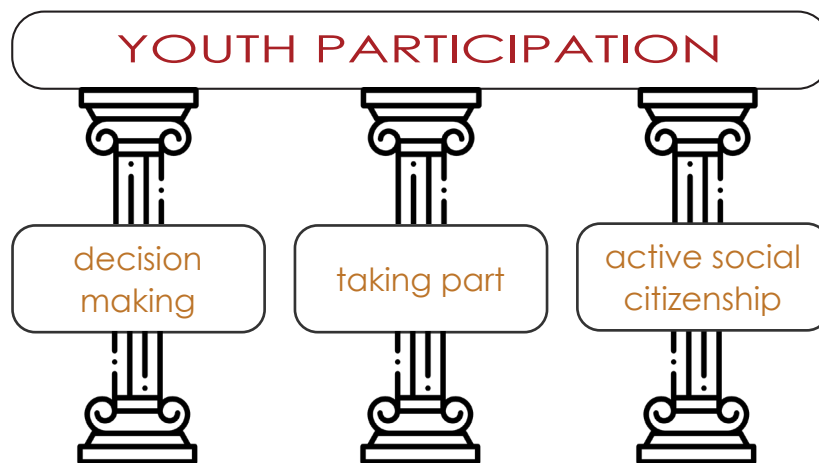
Participate

from Latin *participāre*, from *pars* part + *capere* to take
to take part, be or become actively involved, or share (in)



What is (youth) participation?

Simply defined, participation is the act of taking part in or becoming actively involved or sharing, but the reality of youth participation is more complex. In further defining participation, and concretely youth participation, many definitions are based on the following concepts:



So we can define youth participation as:

Youth participation

a process where young people, as active citizens, take part in, express views on, and have decision-making power about issues that affect them.

Real participation vs. symbolic participation

Have you noticed that many activities or processes involving youth are considered “participatory” although they do not match the definition above?

The overuse of the word “participation” has blurred its meaning and many events where youth are called to do something tend to be considered “participative”. For instance, an interviewee of the BePart project pointed out that in her/his school students participate in a solidarity run: they pay a fee and run for a cause. Is this real youth participation?

There are several underlying factors of participations that will help us to distinguish real participation from symbolic one:

P A R T I C I P A T I O N

IS A PROCESS

rather than a one-off event or an occasional activity, participation implies the sustained engagement of youth in a decision-making process.

IS ABOUT POWER

participation in decision-making involves sharing and distributing power, from those who control the process to those that are being engaged, from adults to youth, from teachers to students.

MUST BE BINDING

participation is not just a consultation or listening to the opinion of youth, it is a process for making decisions with participants on a specific topic, and the result of the process must be considered, otherwise, the process is pointless.

HAPPENS AT MULTIPLE LEVELS

at individual, social and public spheres, from educational matters to school committees and school councils.

"Participation without redistribution of power is an empty and frustrating process for the powerless", Arnstein, S. R. (1969)

Educate to Participate

Most of the students and teachers are not familiar with participation. It is essential to invest in building capacity and readiness of both young people and adults to work together in this process. To start with education for participation, there are three key elements that you must have in mind:

Motivation: want to participate

Reasons that motivate participation are many and diverse: subjective ideological interests, socio-affective satisfaction needs (relationship, affection, security, ...), need to communicate and be part of a group, to obtain results perceiving the usefulness of participation, personal growth and self-realization. Knowing what moves participants is important to engage and accompany them to evolve throughout the participatory experience, moving towards a transformative social commitment.

? *What motivates you to get involved in a participative process? What is the motivation of your students to participate? Are all of them motivated? How can you engage the unmotivated?*

Training: know how to participate

Participation requires the knowledge and skills necessary to communicate and relate with others, to think and act collectively, and to allow yourself to be transformed. This manual will give you some tips on how to participate and how to facilitate a participatory process. But remember: you learn to participate by participating. Learn from your mistakes, celebrate your successes and move on.



Teachers themselves are not necessarily familiar with participation. Take facilitation to the teachers' meetings and to the cloister, to teach them what it is, and from there they will take it to the classrooms. They have to know what it is to listen to a group and take decisions together. Teachers need to know that learning more about facilitation will help them to listen to the group, improve their results and (why not!) also improve the functioning of their own dynamics between teachers.

Organization: be able to participate

Participation implies the collective action of a group of people, therefore it requires structures to allow and facilitate communication, debate, decision making and common action.

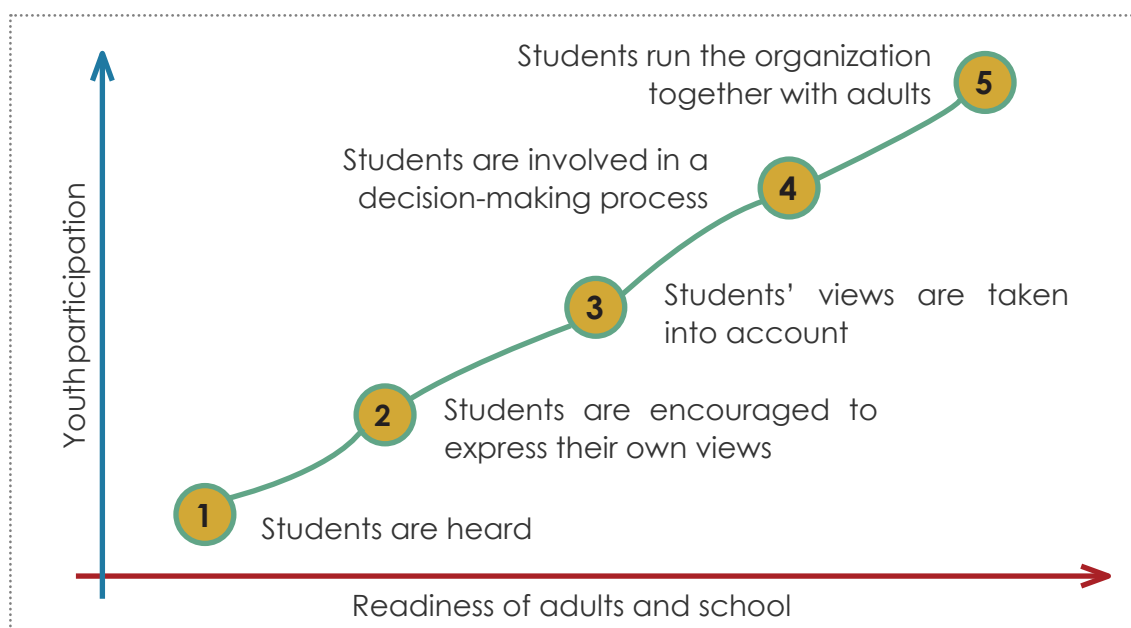


What structures will allow students to participate? Have you considered and agreed on a schedule within school hours for the participatory process? Where will participation take place? If time and space for participation is only foreseen outside school hours, it will be less likely for students to engage.

Participation in your school

Before planning any participatory process in your school, you have to know how your students are involved at the present. It is also important to know whether your school, its management team and teachers are ready, or not, for a real student participation.

Look at the following chart based on Harry Shier's work (Chodasz A. & Cykowski P. (2013)). What is the current situation at your school? Are you ready for the next step?



This snapshot will help you to know where you are right now in order to decide where you want to arrive and select the model of youth participation that will help you on this collective journey.

3.2. What is a MYP (Model of Youth Participation)?

A Model of Youth Participation is a **framework that guides the participatory process** in the design, implementation and evaluation of school daily activities. The framework reinforces vision, quality and impact of the intervention.

Models of youth participation attempt to classify participatory practices. They focus on different dimensions, such as:

Typologies and degrees of youth participation to identify young people involved with decision making or acting for change

Contextual, cultural, institutional and practical factors

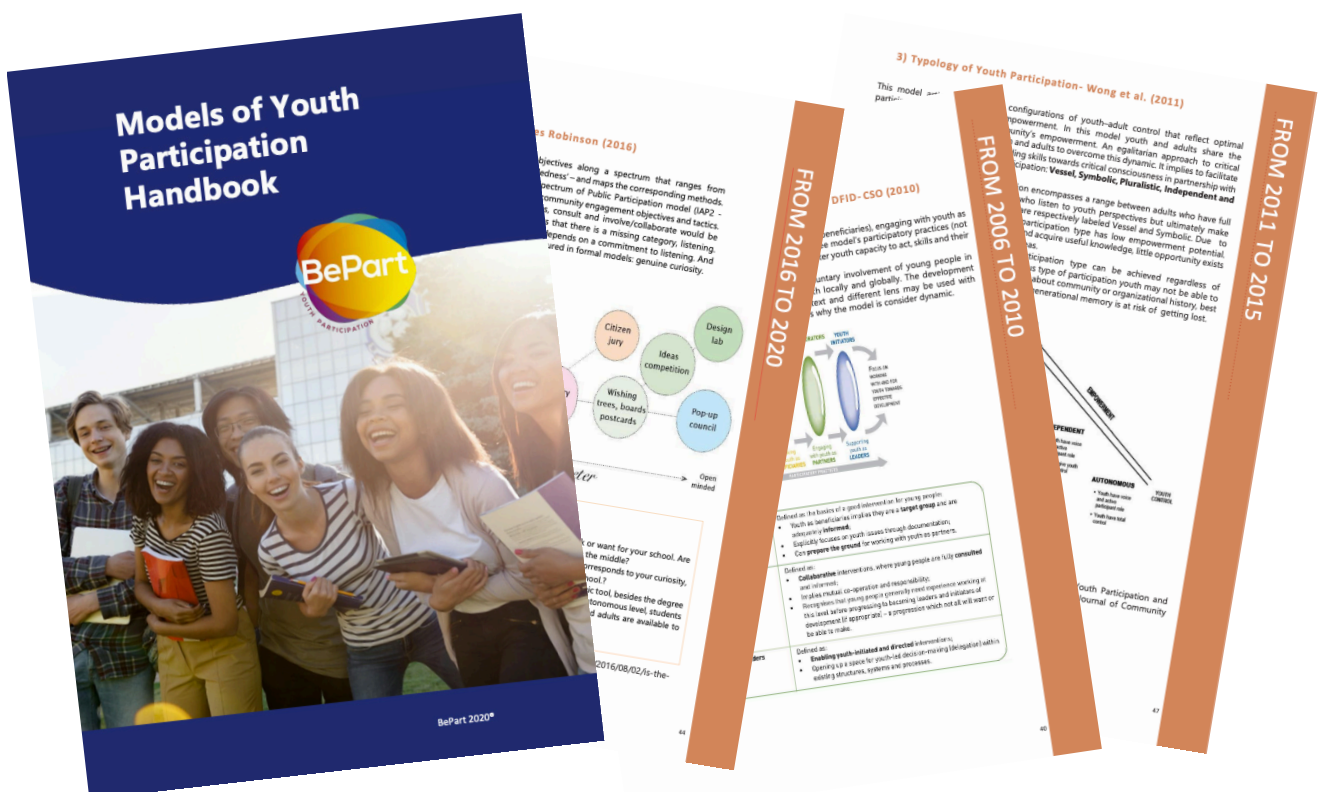
The results of the participatory process in terms of youth empowerment

The adults (teachers or other adults) and organizations (schools or other community institutions) empower different degrees of commitment.

Why do teachers need to know MYP and how they will be used in the BePart Project?

In order to bridge the gap between theory and practice, it is important to choose a framework, i.e. a MYP that provides ongoing responses to context, circumstances and changes and to the shifts in relational power dynamics that can evolve in the participatory activities.

In the Models of Youth Participation Handbook, you will find more information about MYP and a description of a set of 28 MYP.



3.3. Youth-led development and youth empowerment

Youth-led development and youth empowerment are key concepts behind the BePart methodology.

Youth-led development

is an approach to development driven and guided by young people that draws upon their creativity and skills to create positive change valuing them as an asset for society.

To develop this approach in schools, all educational agents must be aware that:

Students are able to see their own development goals and objectives;

Students are active participants in the identification of school's problems and opportunities;

Students must not only express their opinions and ideas about how to create and implement solutions for the identified problems; they must adopt a position and take part in all phases of the decision-making process; they must be actively involved in impact evaluation of the implemented solutions;

Youth need a social and physical space to participate in development and to be regularly consulted;

Youth must act as role models to help other youth engage in development;

Youth must be integrated into local and national development programmes and frameworks;

Adult mentorship and peer-to-peer mentorship are encouraged.

Youth-led development and youth empowerment are interconnected processes.

Youth empowerment

is an ongoing process of increasing personal, interpersonal or political power to take action in order to improve life situations.

Students, through their self-empowerment, can increase their personal, social, economic, and political control over their lives, participate democratically in their school life and, at the same time, create a personal and critical view of their school environment.

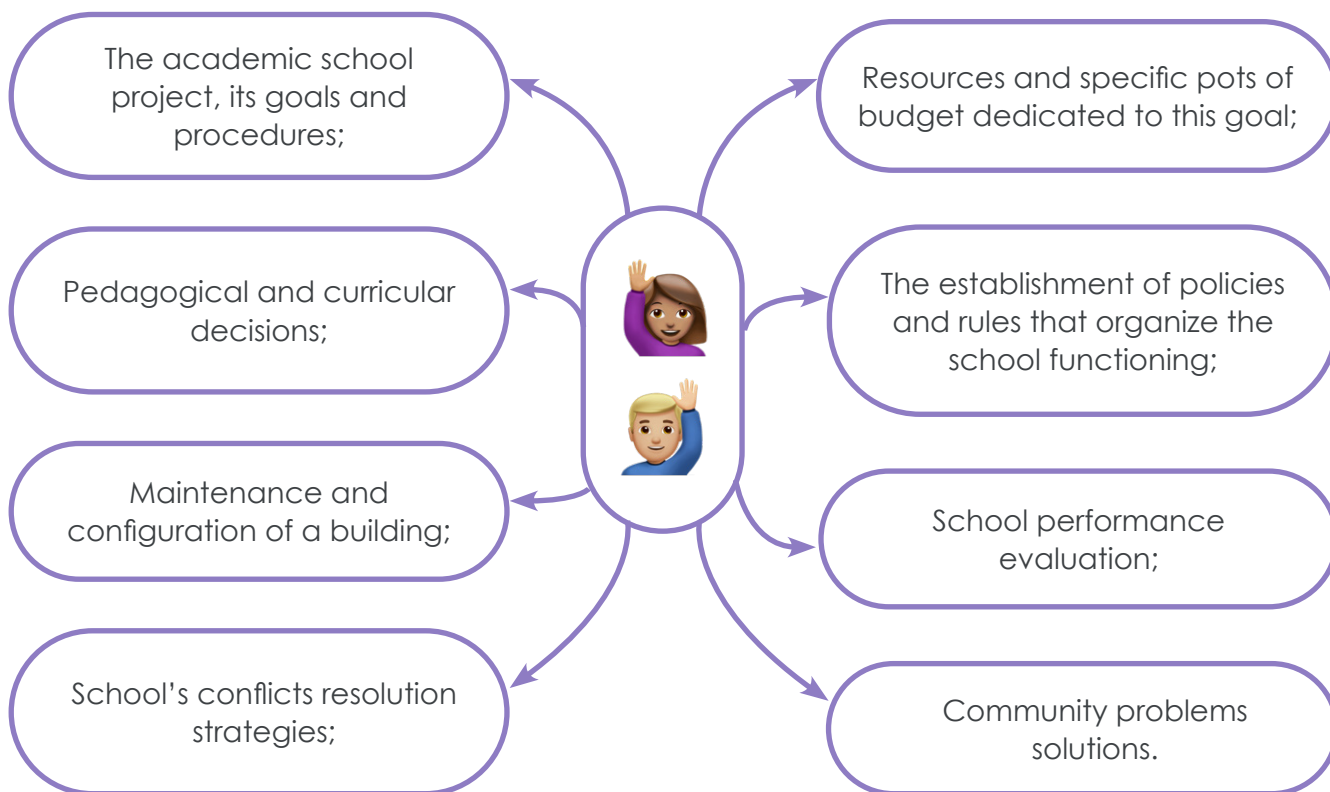
Why are youth-led development and youth empowerment important in participation?

Students' participation in school organization and governance impacts on:

- ✓ Citizenship education outcomes;
- ✓ Students' opportunities to explore their intrinsic strengths through school management participation in an environment that encourages autonomy;
- ✓ The development of essential transversal skills and attitudes such as expressing opinions, negotiating, resolving conflicts, thinking critically, analyzing information, having the courage to defend a point of view, showing respect and tolerance, and a willingness to both listen to and stand up for others;
- ✓ Teachers' professional development;
- ✓ Conflict prevention between the different school agents;
- ✓ Youth problems prevention and overcome (such as violent behavior or bullying);
- ✓ Schools' openness to fostering inclusion and active participation of students, particularly for those in economically and socially disadvantaged groups;
- ✓ The bonds reinforcement between school and the involvement in the community.

What will students decide on?

Decision-making is related to school governance, curricular and pedagogical decisions, and the definition of community problems. Students can make decisions about several aspects, such as:

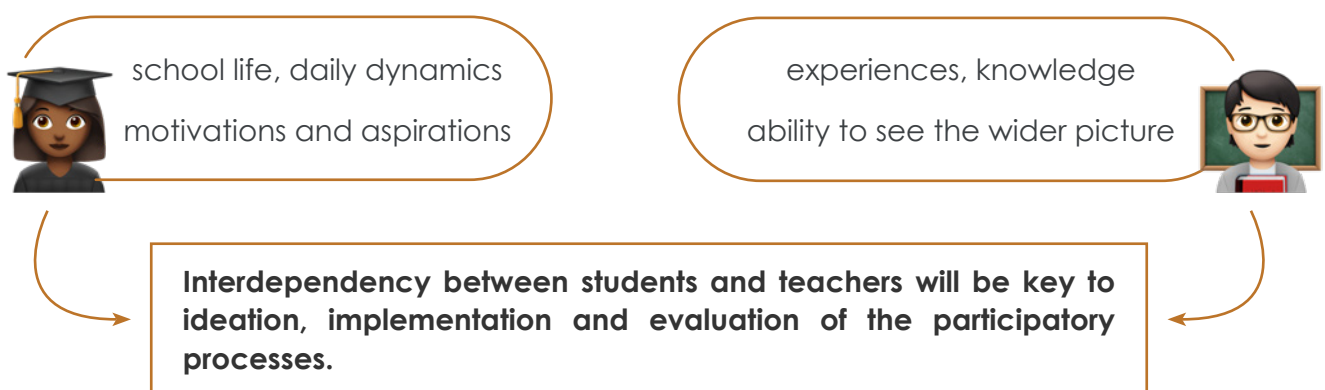


3.4. What is co-creation?

The BePart project has the objective of developing participatory processes in schools in four different European countries (Portugal, Spain, Greece and Latvia). These processes will be led by students and will be developed thanks to the collaboration between teachers and students. Therefore, this collaboration is called “co-creation” because both groups will be engaged in an ongoing and dynamic process where each part will be empowered to contribute to the best of their possibilities and abilities.

A whitepaper written by Platoniq, Senabre, E. (2015), defines Co-creation as “an effective method to imagine, select and execute solutions to problems or opportunities in differing contexts. As a technique, (...) it requires (...) to focus a significant part of the co-creation process in identifying and shaping a consensual conceptualization of who, individually or collectively, will be recipients or participants of any specific, collectively-developed design or solution.” More: “through using different principles, methods and solutions, (co-creation) originated from the necessity of placing the user or client at the centre of the value creation process as a practical and active source of knowledge, motivation and creation. (...) Co-creation can be understood as a way to activate and channel creative processes, especially as a tool which increasingly enables the collaborative identification and generation of products, services, and even learning dynamics or project incubation.”

Co-creation of participatory processes between students and teachers in BePart, then, will be a process based on the relationship and interaction of different perspectives, values, experiences, and expertise. **Such collaborative endeavour will only be possible if all parts contribute not only to the implementation of the projects but most importantly if all actors can shape the definition of the problem, of the activities and of the outcomes.** No one actor has the power to solve all problems. On the one hand, the insights that students have in their school life, daily dynamics, motivations and aspirations are a central tenet of the participatory processes that BePart will develop. Making sure that they sit at the decision-making table, that they can be heard and included is fundamental. On the other hand, teachers are best placed to accompany such a process thanks to their experiences, knowledge and ability to see the wider picture.

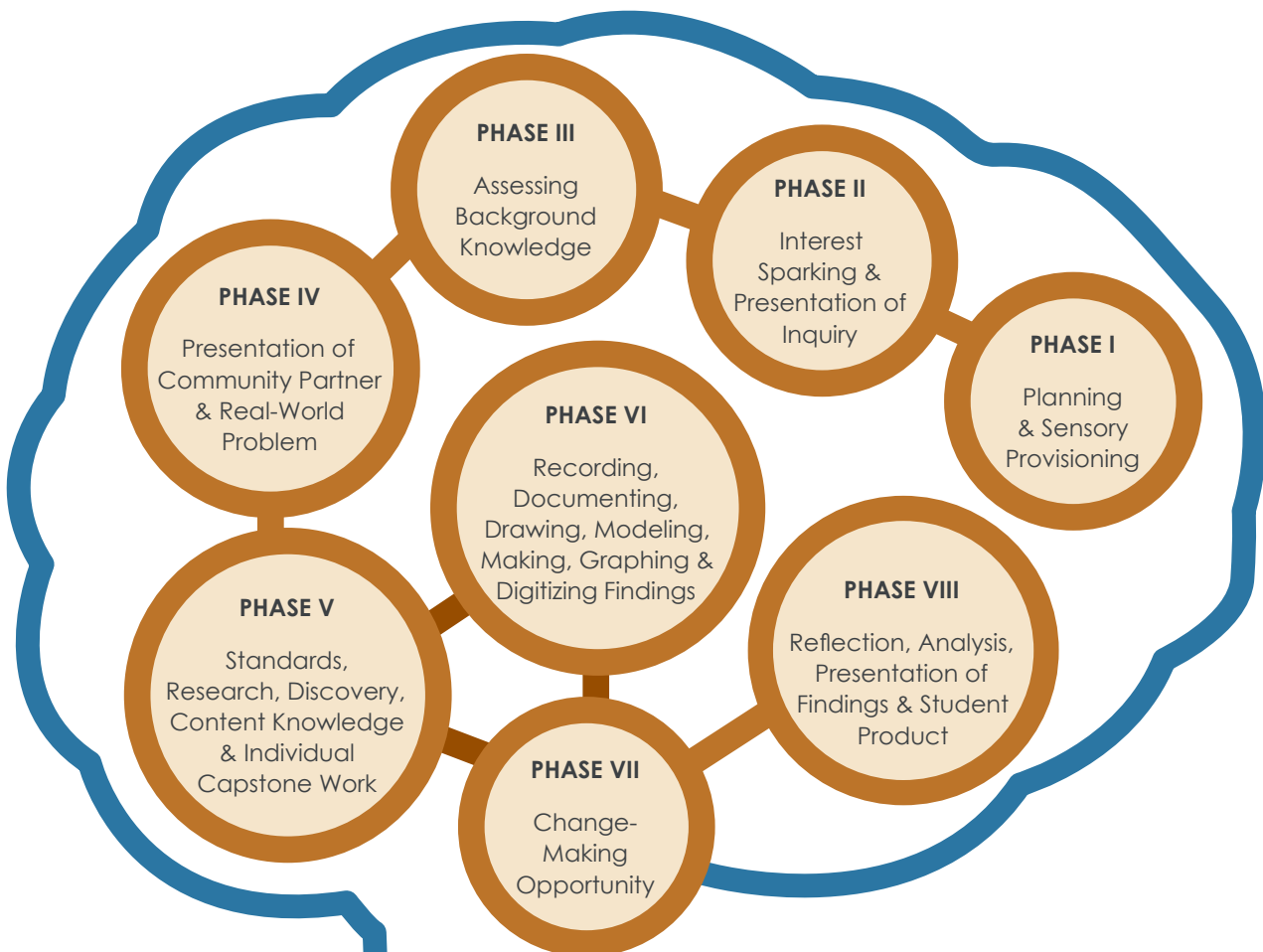


Co-creating in the BePart project will mean shaping together action plans, evaluation procedures, engagement processes of the wider student community and much more. This will only be possible (as explored in the sections below) if the parts involved (students and teachers) have a deep understanding and awareness of the power that each of them holds and if all participants operate with clarity of their roles and responsibilities.

3.5. Project-based learning: a pedagogy of the hands, heart and mind

"True learning is based on discovery... rather than the transmission of knowledge". John Dewey

Project-Based Learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. The core idea of project-based learning is that **real-world problems** capture students' interest and provoke serious thinking as the students acquire and apply new knowledge in a problem-solving context.



The **importance** of creativity and innovation within schools is supported by the research and writings of individuals from Daniel Pink to Sir Ken Robinson. To highlight a few of the research findings, students working through this method have exhibited large inquiry, math, and science vocabularies, a questioning mindset, persistence, creativity, and high nonfiction reading comprehension. PBL intentionally develops students' problem solving and creative making of products to communicate a deeper understanding of key concepts and mastery of **21st Century essential learning skills** such as critical thinking. Students become active researchers and assessors of their own learning when teachers guide student learning so that students learn from the project making processes.

It naturally involves students developing and demonstrating all **four C's** of modern learning: Critical thinking and problem-solving, Creativity and imagination, Collaboration, and Communication.

The teacher plays the role of facilitator, working with students to frame worthwhile or essential questions, structuring meaningful tasks, coaching both knowledge development and social skills, and carefully assessing what students have learned from the experience, “learning by doing”.

Typical projects present a problem to solve (“What is the best way to reduce the pollution in the schoolyard pond? How can we help older people in our neighborhood? Is there a way to persuade local politicians to start recycling?”) or a phenomenon to investigate (“What causes indifferent citizens? What causes negativity in the Media?”). PBL replaces other traditional models of instruction such as lecture, textbook-workbook driven activities and inquiry as the preferred delivery method for key topics in the curriculum.

It is an instructional framework that allows teachers to **facilitate and assess deeper understanding** rather than stand and deliver factual information.

Comprehensive project-based learning

- ✓ is organized around an open-ended driving question or challenge;
- ✓ creates a need to know essential content and skills;
- ✓ requires inquiry to learn and/or create something new;
- ✓ requires critical thinking, problem solving, collaboration, and various forms of communication, often known as 21st century skills;
- ✓ allows some degree of student voice and choice;
- ✓ incorporates feedback and revision;
- ✓ results in a publicly presented product or performance.

PROJECT	PROJECT BASED LEARNING
Can be done alone	Requires collaboration and teacher guidance
About the product	About the process
Teacher-directed	Student-directed
All projects have the same goal	Students make choices that determine the outcome
Products are submitted to the teacher	Products are presented to an authentic audience
Lack real-world relevance	Based in real-world experiences or problems
Occur after the “real” learning	Real learning occurs through the project



4. How to accompany an inclusive participation process?

4.1. What actors are involved?

Students and teachers are the protagonists of these participatory processes, but there are more actors on stage that must be taken into account.

Generally, the educational system and, therefore, schools have a hierarchical structure. This means that the predisposition to innovation and youth participation of some actors are necessary to define the spaces within school management where students will be able to participate and take decisions.

In addition, involving some of these actors in the process by asking for their support can make the process more participatory and sustainable over time.

These actors may vary according to the location and characteristics of the school. In general terms, we have identified the following ones:

STUDENTS

[Student council // Students' representatives // Class representatives]

Students participate directly or by joining one of the school's participation structures (legacy team, sustainability commissions, solidarity and others).

The Student Council works with the director, the teachers' association, the parents' association and other educational institutions to submit suggestions for the promotion and resolution of issues concerning students and the improvement of their conditions.

Students' and class representative(s): they meet regularly with the school management team to receive the demands or requests of the classes or to discuss the functioning and management of the school.

TEACHERS

[Teachers' association]

Teachers are organised in working groups (level, area, others for projects) facilitating participation. Teachers' Association set directions for the better functioning of the school.

DIRECTOR // MANAGEMENT TEAM

The Director deals with issues concerning the understanding and handling of administrative processes and the handling of official and administrative issues (organization, coordination, administration, reform and upgrade).

SCHOOL BOARD

School board is the governing body of the school with representatives of the entire educational community.

PEDAGOGICAL COUNCIL // EDUCATION COORDINATOR

Education coordinators offer scientific and pedagogical support of school units, support of the implementation of the Curricula and the implementation of educational innovations in educational structures and organize informative training meetings with teachers.

FAMILIES [Parents' Association]

Families have consistent participation in many of the decisions. There are some activities made by parents and activities parents give permission for.

Parents' Association aims to cooperate with the school for the better development and education of students.

LOCAL AND NATIONAL ACTORS:

School committee of the municipality // City council Director of education // Ministry of education

The school committee of the municipality or city council takes care of the school's infrastructure and the funding.

The Director of Education has the general responsibility of administering and controlling the operation of the school units in their area of responsibility, provides instructions to the directors of the schools regarding the administration and operation of the school and takes initiatives for innovative actions and use of new technologies in education.

The Ministry of Education legislates for the operation of schools (syllabus, teachers assignment, exams, curriculum, etc).

EXTERNAL ACTORS:

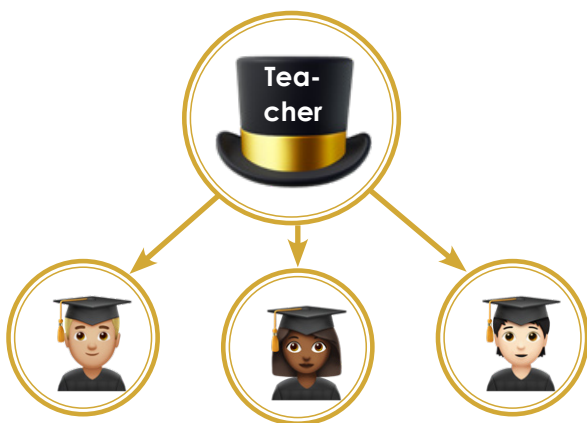
External experts who participate in specific projects

? Which actors have you identified in your school? Can you list them and reflect on how they are involved in the school management? Are they aware of the BePart participatory processes? How will you involve them?

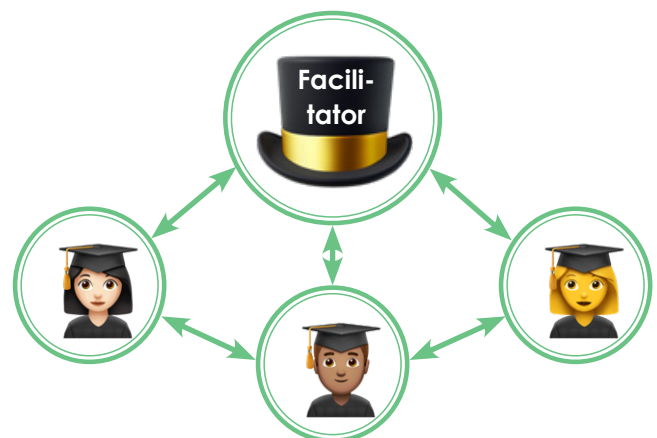
4.2. How can teachers use their skills to act as facilitators?

Accompanying students in a participatory process is an exciting opportunity for creative expression and energies to emerge! As a teacher, you are very likely to have a lot of experience in working with young people and you probably have your own methods and practices to build on. The BePart project wants to help you make the best out of the great experience you have, supporting you in trying out a new approach. One of the key challenges here is for you to accompany such processes from a different perspective: as a facilitator rather than as a teacher. What does this mean?

If in a traditional school approach, teachers are used to sharing knowledge with their pupils, setting rules for their education and tutoring their learning through lessons and grading, in this occasion you might want to adapt your role by empowering them to create their own processes and projects. If you already run your lessons in a participatory way, great! This is exactly what this process is all about. If you have not had a chance to practice this yet, **a shift in mindset and attitude can help you greatly: taking off the traditional teacher's "hat" and putting the facilitator's "hat" on means letting go of some degree of control over the content and the activities, cooperating with your students rather than directing them**, helping them solve their problems and suggesting toolboxes rather than providing them with ready made answers.



Traditional one directional dissemination of knowledge through a teacher



Accompanying and shaping a learning process together

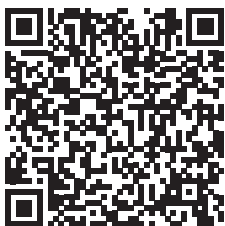
In **practical terms**, what can you do?

- ✓ Create the physical and psychological space where students can meet and take the lead;
- ✓ Helping the group divide responsibilities and tasks, appreciating existing competencies and strengths;
- ✓ Support students in creating the agendas for their meetings and in preparing the necessary materials;
- ✓ Asking participants how much time they need rather than giving timeframes for task completion;
- ✓ Provide students with further readings and materials to enable them to carry out their processes;

- ✓ If something does not work or you do not know how to do it, be ready to recognize it and invite students' perspectives. A facilitator supports the group in finding their own answers!
- ✓ Encourage everybody's participation during and in between sessions.

In terms of **behaviours and attitudes**, what can you do?

- ✓ Stepping back from deciding, and rather facilitating dialogue and decision making between students;
- ✓ Being completely transparent as to what your and their role is;
- ✓ Be available to provide help and feedback if requested by your students, rather than "scolding" them;
- ✓ Address your students as capable individuals, that are taking responsibility and initiative;
- ✓ Listening to the group with empathy and be receptive to feedback they might provide to what you suggest;
- ✓ Position yourself as someone who appreciates students as the maximum experts of their own lived experiences and needs, despite you having more experience and might be tempted to pointing at solutions you believe work best;
- ✓ Strengthen your ability to notice and react to group dynamics;
- ✓ Be ready to be surprised! Creative solutions and new ideas will definitely emerge from this process if you allow young people to experiment with being able to have a real impact and to have a say in things that matter to them;
- ✓ Turn on your radar for when emotionally intense moments happen: you have the capacity to accompany students and make them feel that they are not alone;
- ✓ Learn more about how power plays out in groups. Participation is highly dependent on self confidence to speak out and be seen. Students with experiences of marginalization (due to their identity or background or social status in the class) might particularly need your support;
- ✓ Try and remember the mantra of facilitating groups: "a person is more than a role, and a role is more than a person". Crystallised images of how a person operates in a group can be a self fulfilling prophecy: leave space for students to experiment their contributions differently from usual and for them to take on different roles at different times.



If you want to know more about this, please check the "Manual for facilitators in non-formal education involved in preparing and delivering the programme of study sessions at European Youth Centres"

Techniques for successful facilitation

The “Manual for facilitators in non-formal education involved in preparing and delivering the programme of study sessions at European Youth Centres” provides some interesting tips on how to facilitate a group session. This is an excerpt of the manual:

PARAPHRASING

is a fundamental listening skill. It is a foundation for many other facilitative listening skills, including mirroring, gathering and drawing people out.

How: use your own words to say what you think the speaker said.

GATHERING IDEAS

to help a group build a list of ideas at a fast moving pace, you want to gather ideas, not discuss them.

How: effective gathering starts with a concise description of the task (for example, “For the next 10 minutes, please evaluate the ‘pros’ and ‘cons’. First I will ask someone to call out a ‘pro’ reaction. Then I’ll ask for a ‘con’ and so on. We’ll build both lists at the same time.”).

ENCOURAGING

is the art of creating an opportunity for people to participate, without putting any one individual on the spot.

How: “Who else has an idea?” “Is this discussion raising questions for anyone else?” “Let’s hear from someone who hasn’t spoken for a while, etc.”

MIRRORING

captures people’s exact words. It is a highly formal version of paraphrasing, in which the facilitator repeats the speaker’s exact words.

How: if the speaker said one sentence, repeat exactly the same again. If she/he said more than one sentence, repeat back key words and/or phrases.

DRAWING PEOPLE OUT

is a way of supporting people to take the next step in clarifying and refining their ideas. It makes the speaker understand that you are with her/him and that you understand her/him so far. “Please tell me a little more!”

How: paraphrase the speaker’s statement, and then ask open-ended non-directive questions: “Can you say more about that?” or “What do you mean by ...?”

CREATING SPACE

sends the quiet person this message: “If you don’t wish to talk now, that’s fine. But if you would like to speak, there is an opportunity”.

How: keep an eye on the quiet members. Observe body language or facial expressions that may indicate their desire to speak. Invite them: “Was there a thought you wanted to express?”

STACKING

is a procedure for helping people take turns when several people want to speak at once.

How: a four-step procedure. First, the facilitator asks anyone who wants to speak to raise their hands. Then she/he creates a speaking order by assigning a number to each person. Third, she/he calls on people when it is their turn to speak. Then, when the last person has spoken, the facilitator checks to see if anyone else wants to speak. If so, the facilitator does another round of stacking. For example: (1) "Would all those who want to speak please raise your hands?" (2) "Anna, you are first. John, you're second. Natasha, you are third." (3) [When Susan has finished] "Who was second? Was it you John? OK, go ahead." (4) [After the last person has spoken] "Does anyone else have something to say?"

INTENTIONAL SILENCE

is highly underestimated. It consists of a pause, usually lasting no more than a few seconds, to give the speaker a brief "extra quiet time" to discover what she/he wants to say.

How: with eye contact and body language, stay focused on the speaker. Do not say anything, not even "hmm". Just stay relaxed and pay attention.

BALANCING

undercuts the common myth that "silence means consent". In doing so, it provides welcome assistance to individuals who do not feel safe enough to express their views because they think they are in a minority position.

TRACKING

means keeping track of various lines of thought that are going on simultaneously within a single discussion.

How: tracking is a three-step process. First, the facilitator indicates that she/he is going to step back from the conversation and summarises it. Then she/he names the different conversations that have been in play. Last she/he checks for accuracy with the group. (1) "It sounds like there are three conversations going on here right now. I want to make sure I'm tracking them." (2) "It sounds like one conversation is about methods and methodology. Another is about finances. And a third is about the educational programme of the activity." (3) "Am I getting it right?"

LISTENING

for common ground serves to resolve disagreements.

How: first, indicate to the group that you are going to summarise the group's differences and similarities. Second, summarise the differences. Third, note areas of common ground. Last, check for accuracy.

How: "Okay, now we know where three people stand; does anyone else have a different position?" "Are there other ways of looking at this?" "What do others think?" "Does everyone else agree with this?"

4.3. What makes a space safe enough for participation?

In order for students to learn, participate or contribute to the maximum of their possibilities, they must feel like they are in a safe place to do so. But what does “safety” mean? As we support processes of participation we are often confronted with the responsibility and objective of creating spaces and dynamics where participants can feel safe enough to participate, where no harm or oppression happen and when all the different voices can be heard. In this sense, students must feel comfortable but comfort does not mean being passive in their learning, not stepping out of their comfort zone.

The necessity of feeling safe, comfortable and welcomed in a group is quite likely to be a widespread human experience. Nonetheless, safety is not a neutral concept and talking about “safe spaces” is probably something different for every person we speak to. Safety is a concept that varies culturally, spatially and temporally, it’s socially produced and context-dependent.

The extent to which one feels like they can be part of a group and actively participate in it can be interpreted according to many factors. The feeling (and realities) of power (or lack thereof) and the feeling of safety are two key factors to take into consideration. Feeling able or legitimised to express opinions, show emotions or vulnerability, tell one’s story, gather the self-esteem necessary to muster up the courage and speak or simply not feel endangered are not a given for everyone at all times. The intertwinings between power and safety, in this sense, can have to do with one’s opinion of the self, with the judgment others make of you, with internalised oppression, with one’s ability to express themselves in the language shared by the majority of people in the room, with one’s physical ability to participate without specific supports, with access to resources to take time off from paid or unpaid responsibilities, with not feeling overwhelmed by being a minority in the group... and much more.

Exploring the connections of power and safety in groups could help us ground our facilitation into the awareness of systems of oppression that might be active at any given time between participants but also in connection to broader dynamics of power.

The way we refer to “safety” in this manual, then, involves:

RECEIVING NO HARM

This refers to the care of each participant’s mental health and well-being as collaborators within a group. Exclusionary practices and prejudices need to be acknowledged and addressed for wider participation and a safe(r) space for more vulnerable participants;

ACCESSIBILITY

with regards to making the spaces where the participatory process takes place free of material and immaterial barriers. This might have to do with provisions for people with functional diversity or with making processes more participatory outside the face-to-face interaction;

SELF-ORGANISATION

when participants/ students take initiative to develop their own dynamics and goals outside of the parameters set by the facilitators/teachers and when they can reshape a project or space to fit their needs.

4.4. What prevents real participation? What do you need to be aware of?

You might remember from the above sections on the differences between symbolic and real participation how the latter (in its different levels and layers) can be challenging for schools and teachers to engage with and support. This is due to a great number of issues that range from the lack of experience with students leading processes to how power works within the school system and within the classroom, to the practical setups of timetables, to the oftentimes excessive amount of work that teachers have to take on, on a quite limited budget.

The following section sketches out some of the issues that might need to be made visible when planning a participatory process with students. What issues prevent real participation? What do teachers and school staff need to be aware of?

POWER

Participation is closely linked to decision making (that can range from pure endorsement of existing proposals to student-led initiative). Being able to participate in decision-making has a lot to do with feeling empowered to do so. It's a lot about how power is shared and accessed. Understanding how power dynamics work in your school and in your classroom is key to exploring the day to day interactions but also to open up possibilities for changing how things are run.

Power is very much about visible and invisible hierarchies. For example: Who has more legitimacy in taking decisions? Who is considered to have more knowledge? Who controls finances? Who can set rules? Who has more social status than others? As Nishiyama, K. (2020) puts it *"Teachers often - if not always - have some level of power over students. This power is, among others, administrative (e.g. teachers mark student work, meet with parents), authoritative (teachers have authority in relation to knowledge), and normative (teachers police norms of communication and behaviour in the classroom)."* Power hierarchies are not, however, just those between students and teachers. If teachers have more power than students, traditionally in school settings school directors have more power than teachers. As one of the interviewees of the BePart project says: *"If you don't listen to teachers, how are you going to listen to students? In many high schools, the decision is made by the Director or Head of studies only"*. Both school directors and teachers can be consciously and unconsciously afraid that by loosening control over decision making, they also lose their power. Innovating, trusting the process and letting go of control can be scary. As we will see throughout this manual, in a classroom setting (as in general life) power can rarely be completely neutralised - people cannot become equals at will. However, power can be made visible and its effects can be mitigated through facilitation that is aware of how power and rank work and with a genuine participation objective in mind.

Power imbalances are also present among students (due to their gender, social status, belonging to a majority or a minority etc). Taking this into account is relevant when planning participation processes: making sure that different activities and methods are implemented is important to ensure participation of different types of students.

DIVERSITY

Talking about power, then, is also very much talking about diversity. Quoting Nishiyama, K. (2020) again, *“If you do not understand diversity, you will hardly understand participation. Young people are not a homogenous group. Their involvement in decision making is more likely to succeed when the diversity of their circumstances, ethnicity, background, interests, skills and needs is recognised and respected. They are as diverse as adults and have variable access to decision-making processes (...). For young people, the risks of exclusion are particularly pronounced as they are in a transitional period in their lives: to adulthood, to autonomy and to independence”*. Reflecting on the role of facilitators (who are teachers, in this project) in fostering diverse participation spaces means also being aware that facilitation is not “neutral”: social structures and systemic inequalities are active at all times and facilitators occupy a role too. To accompany a participatory process that is as inclusive as possible, you need to consider strategies to mitigate privileges and oppressions present in your group and motivate those that occupy the margins more often than others. Who is placed at the margins of the classroom? Who occupies the centre and has more power and legitimacy? Try and think of strategies that address this.

TIME FOR PARTICIPATION

If participation is prioritised within school curriculums, students need to be able to dedicate time to this purpose. Allocating slots for participatory activities outside mandatory school hours will significantly reduce attendance rates, even more so if such gatherings are scheduled to happen within much needed recess hours. Although participation from students should be voluntary, creating spaces where all students can freely attend is a proactive step towards making such processes more inclusive.

EARLY ON

Similarly, if teachers and school management are really determined to involve students in participatory processes, young people's role should be central from the get go of the activities. Having students actively engaged from early on is likely to be the only way to have them really participate and co-create the design, structure and activities of what is planned. If the framing happens according to someone else's views, if it is not their own, if it is imposed young people are less likely to feel a real commitment to it.

HONESTY, TRANSPARENCY AND ACCOUNTABILITY

Treating young people honestly is key to engaging them, especially in a context with power imbalance like school. There needs to be clarity on the purpose of the process you are inviting them to embark on, on the level of influence they will have and what responsibilities they are expected to take on.

STUDENTS' BASIC NEEDS

Similarly, what are the priorities in students' lives that you can centre the activities on? What do they need that they cannot attain? Context greatly influences participation, and every student will have a fairly different context. As a teacher that accompanies students in their daily lives you are likely to have a grasp of what they are not able to access, both on a material level (e.g. do they not have a computer at home and need the school to find a way to allow them to use one?) and on a psychological level (e.g. are there students that are often excluded from the group?). Finding a way for participation processes to speak to what moves students is key for these to have an impact in their lives.

BLOCKAGES TO ALLOWING PARTICIPATION

If real participation is the objective of this project, we need to acknowledge in what areas of school management and of school life students are allowed to participate. Why is that? Is it because students are not considered to have enough experience? Reliability? Is it because old school systems have very often worked like this for a long time? What assumptions are made about students? Is it due to fear of not reaching the hoped results? Through a participatory process young people will take risks, learn, find ways to express themselves. Allowing the options of "failure" or simply not reaching the results teachers hoped for (or through the route teachers hoped for) opens up possibilities for learning and creative action.

COMMITMENT FROM THE SCHOOL MANAGEMENT

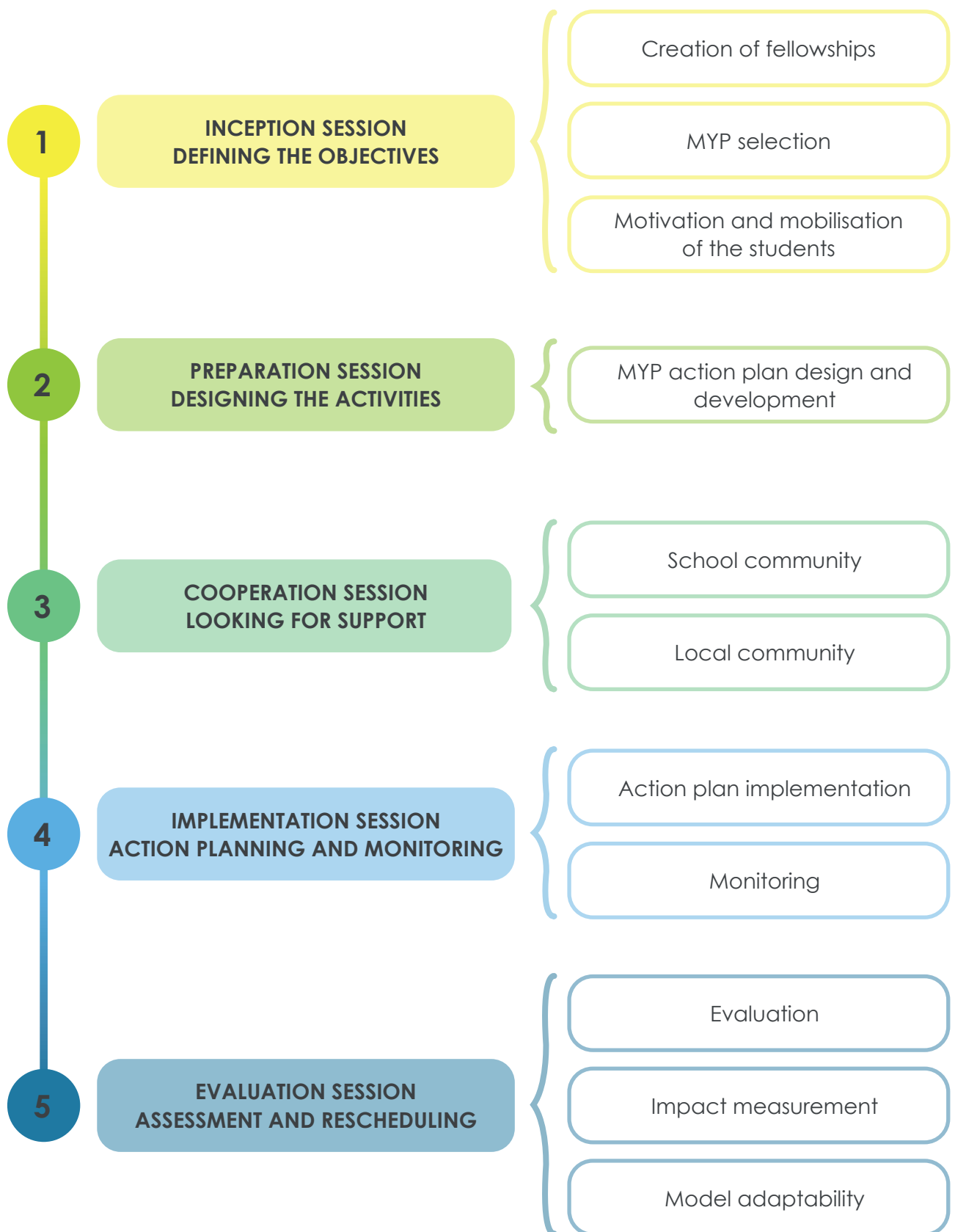
As explored in the points above, real commitment from the school management and the governing board is key for participation processes to be successful. If the school management is not committed to participation and to taking responsibility for prioritising this, it might be very challenging for isolated teachers to plan and deploy such processes with their students. Prioritizing this means giving it an important space in teachers' tasks and duties, creating recurring meetings to work on participation, means fostering collaboration between those supporting such processes and much more.

MOTIVATION AND REAL IMPACT OF PARTICIPATION

One of the ways to support the development of commitment from students towards the participatory process is also making sure that young people see the effect of their participation. They should see clearly what their participation will have an impact on: is it a budget? Is it having an input in their school curriculum? Is it a school trip? Taking on responsibility and not considering it to be a vain effort is important in order for your students to have a voice. Importantly, this also means creating a space for your students to see a value in participation beyond mere complaining, a space for them to be taken seriously. Reducing the level of abstraction and really influencing what is decided (and that will impact their life at school) is key to motivating students' participation.

5. Testing & implementation

5.1. The process of implementing: what steps?



INCEPTION SESSION DEFINING THE OBJECTIVES

Creation of fellowships

The inception session will be organized by the project team in each partner school and will bring students into contact with the project. One of the major objectives for the project team of teachers is to select by an open call of Schools' Fellowships the students who will actively participate in the project.

The Schools' Fellowships will gather the team of students who will work on implementing and developing a model of youth participation (MYP) in their school.

Criteria to select the fellowship

- ✓ The team of students should have an inclusive and representative character, which means that it should include students from different social, economic and ethnic backgrounds, students with learning difficulties, students with special needs, students from all genders etc.
- ✓ The students who will participate should show their real interest in the project aims and declare that they will do their best to serve the aims of the project.
- ✓ The students should have some knowledge of technology or at least want to learn it, as they will have to produce teaser videos, do online marketing tasks, etc.
- ✓ The students should cooperate well with their teachers who are members of the project team in each school.

After the formation of the fellowship, the students will prepare the selection process of the most relevant models of youth participation (MYP) to them.

Criteria to select a Model of Youth Participation

The Model should:

- ✓ be relevant to the specific school context
- ✓ address a real problem in the school
- ✓ be realistic to implement in terms of time management
- ✓ have all team members' s agreement on implementing it
- ✓ be able to gather help from at least some members of the school community e.g. the parents 'association, the teachers' association, the school management, etc,
- ✓ be relevant to the students' age
- ✓ be able to ask for more resources from, for example, the Municipality, businesses and SMEs, different associations, and individual citizens

Motivation and mobilisation of the students

The fellowship will then have to be mobilised and develop their interest in working for the project.

Ways to mobilise the students

- ✓ they will actively participate in choosing a model of youth participation (MYP) that is of interest to them personally and to their school community
- ✓ they will be trained through the project activities to apply it
- ✓ they will travel to meet students from other schools to exchange views and experiences on the realization of a model of youth participation (MYP)
- ✓ they will be part of an international group of students who, like them, try to implement active youth participation processes in their schools
- ✓ they will be awarded distinction among their school communities and among the international network of students, when they will manage to implement effectively the models of youth participation (MYP) that they chose and even to develop them further

MYP action plan design and development

The project team of students and teachers will organise meetings in every school context among students in order to design specific actions and activities to implement their models of youth participation (MYP).

Questions to be addressed during the preparation phase

- ? What is the major problem in our school community that we want to address and what are the minor problems that can also be addressed by the implementation of the model of youth participation (MYP) that we have chosen?
- ? Until when we need / we plan to address these problems?
- ? What challenges will we have to overcome?
- ? How do we want to implement our model of youth participation (MYP) and what actions can we design step by step?
- ? What resources do we already have available?
- ? What additional resources are we going to need in order to succeed?
- ? Where could we find those resources?
- ? How can we make the best use of the resources we find?

COOPERATION SESSION LOOKING FOR SUPPORT

School community

Students will then invite others in their school context to support their project and to cooperate actively with them, so that they can change the school culture. They will present the project to them, they will present the models that they have chosen and why, explain to them what they want to find and what are the needs, ask for help, promise ways to support their partners' aims.

We propose students to invite the larger school community:

- ✓ Invite their classmates
- ✓ Invite the representatives of students i.e. the students' councils in every class and in the whole school
- ✓ Invite different clubs and groups in their school
- ✓ Invite the association of parents
- ✓ Invite the association of teachers
- ✓ Invite the school management persons and the director(s)
- ✓ Invite the administrative and the helping staff of the school

Local community

Students will then invite people and organisations outside their school context to support their project and to cooperate actively with them so that they can change the community culture.

We propose students to invite their local community:

- ✓ Invite the representatives from the Municipality who are assigned to cooperate with local schools
- ✓ Invite some local institutions that are relevant to their objectives
- ✓ Invite large enterprises and SMEs (Small and Medium Enterprises) who are dedicated to the objective of social responsibility
- ✓ Invite the Ministry of Education and / or the Pedagogical Institute and other bodies, where relevant

Action plan implementation & Monitoring

Students need to select a smaller team who will be responsible for following and monitoring the project's activities ("Who does what when?") and report back in every meeting of the Team. This Monitoring team will be working since the beginning of the project and follow all activities in a horizontal way.

We propose the monitoring cornerstones to be:

- ? Who is responsible for an action?
- ? What is this action's objective?
- ? Which is the deadline to complete?
- ? What exactly will be the activities to implement?
- ? What will be the ground rules to follow?
- ? How will the obstacles be overcome?
- ? Which ways the monitoring processes will be more effective?

Evaluation

Students need to select a smaller team who will be responsible for following and assessing the project's activities, propose possible changes or corrective actions to the Team and help the Team understand where they stand and what to do in order to complete their goals. This Evaluation team will be working since the beginning of the project and follow all activities in a horizontal way.

Evaluation criteria

We propose the evaluation criteria for the project activities to follow the SMART model. Each goal that was set by the students should have these five characteristics to ensure the goal can be reached and benefits the school community:

- ✓ S "specific,"
- ✓ M "measurable,"
- ✓ A "attainable,"
- ✓ R "relevant,"
- ✓ T "time-bound."

Evaluation tools

We propose the evaluation tools to be selected among the following:

- ✓ Questionnaires
- ✓ Focus groups
- ✓ Interviews
- ✓ Observation sessions

Impact measurement

Students need to also measure the impact that their project has on individuals, on the school community and possibly on the larger local community.

Questions to measure the impact:

- ? Has the intended objective of our Model of Youth Participation (MYP) been reached? And what is required to bring it to completion?
- ? Has the implemented Model developed our horizontal skills? (i.e. Problem Solving, Creative Thinking, Teamwork, Decision-making, Intra-personal skills, Inter-Personal Skills, Communication Skills, Leadership Skills and others)
- ? Is our team satisfied with the result?
- ? Is the school community and the larger community satisfied?
- ? Is this a quality model that can be adapted and adopted by other schools in different contexts?

Model adaptability

It is good for the project to check whether the Model of youth participation (MYP) that the Team of students have chosen is applicable to different schools or to different contexts where youth lives, i.e. a sports team, a theatre group, a smaller education group etc. It can also be measured against its capability to be adapted to other people's groups, adults, smaller children, etc.

Questions to measure the adaptability of the Model:

- ? Can our Model of Youth Participation (MYP) be used by other groups of people?
- ? What changes could be made to adapt it to new contexts?
- ? How could we cooperate with different groups that want to use our Model of Youth Participation (MYP)?
- ? How can we measure the results and effects of this new implementation and adaptation?

5.2. Teachers and students responsibilities



Teachers Responsibilities

Students Responsibilities

Teachers will access the BePart handbook, which contains a description of a set of 28 MYP, and will make a first selection of MYP (10 MYP, at least) that they consider interesting or important to their school development, taking into account school features and resources.

Teachers will select a group of students, called the “Fellowship” that will be the “early adopters” of the participatory processes, leading the BePart project on the students’ side and gradually involving more students in the activities.

Teachers will create proper spaces at school to present and discuss those MYP with students selected.

From the models selected by teachers, students will select 2 MYP they would like to implement. Teachers will act as facilitators, helping them to select but not interfering in students’ decision-process.

Teachers and students, based on a co-creation process, will design MYP action plans, documents that guide the MYP implementation. Students will be the primary implementers of the MYP, the teachers will assume a facilitator role.

Teachers will mobilize the selected students and promote their engagement in the implementation and testing of the MYP in their schools.

Students will develop several Guides of the MYP implementation, as a strategy and tool to support the adoption and deployment of the MYP in other classes or schools at national and European level.

Students and teachers will prepare small-scale events and students will participate in international exchanges in both years of the project.

5.3. Example: How to select a MYP?

There is not a super MYP, without weaknesses or limitations. So, to select a MYP, teachers and students may start to reflect on questions such as the following ones:

- ? What does the action plan aim to achieve? What are students' concerns about school living?
- ? What contribution do you want to make?
- ? What opportunities can be constructed to enable students to play an active role in shaping the objectives?

To define the purpose of the participatory initiative.

- ? How will students contribute?
- ? What processes might work to interrupt limiting assumptions about the capacity of students?
- ? What methods will be used to invite diverse perspectives from the participants?
- ? Whose perspectives and voices are included, excluded or privileged in the programme?

To position all participants as contributors and ensure that students have an active role in each project's phase, including evaluation.

- ? How are roles and responsibilities assigned, adopted and enacted in the programme?
- ? How are relationships managed to ensure equity and respect is enacted between all parties?
- ? How power relations, structures and surrounding physical and social environments impact on possibilities for engagement?

To recognize that power is relational and know-how participants are positioned in relation to each other.

- ? How can young people themselves play an active role in ensuring the safety of their peers and those affected by their action plans?

To acknowledge that participation is a 'right' which is in itself in need of protection.

- ? What are the social, physical and virtual spaces in which participation can take place?
- ? How does place or context affect what is possible or desirable in relation to participation?
- ? What mediates access to particular spaces and places?
- ? What strategies might be needed to create reach and access to the spaces of participation?

To draw attention to the physical and relational nature of participatory space.

After this exercise, take a look at the scheme (Decision tree), available on pages 12 and 13 from the MYP handbook, and try to select a cluster of models. Teachers will explain those models and put it simple to students. Students will analyze the practical examples within those models and select two of them.

Afterwards, check if:

- ✓ The MYP is in line with the participatory purpose and able to answer the problem identified.
- ✓ It is easy to linkage the MYP selected to young people's individual life-trajectories.
- ✓ The activities and tasks predicted in the purpose of the participatory initiative (considered meaningful and empowering by students and teachers) can be fitted in the selected MYP (challenging activities and tasks are responsible for successful participatory intervention, and they can be addressed to different models).

In short, the choice of a MYP should occur in response to purpose, context, participants, activities tasks. It is clear that the more innovative and alternative participatory contexts, activities and tasks, higher participatory levels are expected.

Let's exemplify in a nutshell.

Example 1: The Yin-Yang Model of Youth Participation (Shier et al., 2012)

This MYP can be selected if the focus of youth participation is successful political advocacy. In the context of teachers and students' discussion about the project model implementation, it is recommended:

- 1 To explore the eight key concepts of the model to help shape the analysis of the proposal.
- 2 To answer the four main questions that guides this model:
 - ? What are the main problems faced by children and young people seeking to influence public policy?
 - ? What prior conditions increase children and young people's chances of influencing policy?
 - ? What spaces or forms of organization help children and young people achieve policy influence?
 - ? What methods and approaches by adult helpers/facilitators increase children and young people's influence on policy-makers?
- 3 To evaluate students' conditions to influence on policy-makers regarding their:
 - ✓ Knowledge and capability.
 - ✓ Interest of students in the proposals being advocated, and in organizing to achieve change.
 - ✓ Openness to the emergence of autonomous leadership within the group to reduce their dependence on teachers or other adults (it is common youth felt that young leaders with good organizational and communication skills had an important role to play in taking forward student's ideas and proposals to influence policy-makers).

4

To identify strategies through which influencing public policy occurs, such as:

- ✓ Being a direct participant in a policy-making body.
- ✓ Acting in an advisory or consultancy role to policy-makers.
- ✓ Meeting face-to-face with policy-makers, being listed to and taken seriously.
- ✓ Mobilizing a large body of opinions to put pressure on policy-makers.
- ✓ Using the media effectively to give added force to your views.
- ✓ Putting in practice an adequate follow-up strategy to ensure monitoring of the authority's commitments, and where necessary, demand that agreements were kept.

5

To point out students' meaningful activities to be developed by them, operationalizing the strategies, such as:

- ✓ Participate to draw up a new Municipal Education Development Plan.
- ✓ Develop campaigns for increased investment in students in their municipality, in which students' proposals were substantially reflected in subsequent municipal budgets.
- ✓ Create a municipal agenda for students and get it adopted by the city council.
- ✓ Participate in Municipal Children's Forum and in public assemblies.
- ✓ Promote marches, petitions or other kinds of advocacy activities.
- ✓ Get a policy commitment guarantee of students' proposals in official documents.
- ✓ Get support from community organizations (for example, NGOs, with human rights' approach to support students in putting their claims and proposals forward effectively to adult decision-makers; these organizations, jointly with school, can play an important role in the preparation, facilitation and accompaniment of the advocacy processes implemented by students); alliances between the local authority and civil society as one of the most important factors that facilitated the success of students' advocacy).
- ✓ Integrate networks of young community education volunteers.
- ✓ Invite political decision-makers to participate in students' forums and assemblies.

6

Provide supporting resources for students to prepare themselves to approach adult decision-makers with confidence and knowledge of the issues:

- ✓ Make available a physical space where the students make decisions, agree activity plans and solve problems.
- ✓ Make available equipment and digital technologies.
- ✓ Offer training sessions (if students think they need to develop their communication skills to be able to put forward proposals and defend their positions). Those sessions could involve teachers and/or community NGOs staff or even trained young volunteers.

Example 2: yMIND Model (European Union, 2016)

This MYP can be selected if the focus of youth participation is the diversity education for better social inclusion of disadvantaged young learners (community and social inclusion, namely the cohesive and inclusive learning environments), to promote acceptance and respect towards differences. In school's proper spaces for teachers and students' discussion about the project model implementation it is recommended:

1

To explore the model with the students, introducing briefly but clearly what is expected from students' participation and the core themes (understanding diversity, respecting differences, promoting gender equality and prevention of gender-based violence, and prevention of bullying and discrimination).

2

To explore together with students which of the themes (diversity, gender equality or bullying) is particularly relevant to them to be implemented, through activities such as:

- ✓ Graphic-creative techniques: from magazines showing the feelings of those who are discriminated/bullied and those who bully/discriminate; creating images: "a world of diversity"; creating posters "my super school", "my diversity-aware class", "my gender-aware- community"; creating messages to adults.
- ✓ Visual creative techniques: photo-voice - creating photo on the ideas, associations and messages of the children related to diversity, gender-equality, prevention of discrimination, racism, and violence.
- ✓ Interactive group-work techniques: various exercises/activities promoting self- and group-awareness, positive group climate, empathy, confidence and trust.
- ✓ A set of open-ended exploratory questions to trigger and guide the individual and group work of the participants.

3

Verify if the school curriculum already foresees a "thematic space", or if there is a special subject (por example, focus on transversal and life-skills) that can be grasped as a starting point.

4

Provide support for students' preparation of prevention and competence building workshops within the school:

- ✓ Make available a proper physical space for students.
- ✓ Make available equipment, digital technologies or other material resources.
- ✓ Suggest the definition of each student role and how tasks will be interconnected.

5

Provide support for students' development of prevention and competence building workshops with school:

- ✓ Enable active participation.
- ✓ Enhance the use of creative methods (drama methods, group dynamics, interactive tasks, etc.) to prevent and cope.
- ✓ Establish the activities that can be flexibly combined and, if possible, induce students to experiment with them.

Students must be reminded by teachers that their involvement includes the MYP implementation evaluation, in order to make improvements in the second project school year. Teachers act as facilitators in the promotion of a session where students reflect on the strengths and weaknesses of the first MYP implementations. This issue will be re-addressed at section 6., monitoring and assessment.

6. Communication & events

6.1. Communication channels and tools to communicate with the target group

In the BePart project, there are two communication channels: the project website and an Instagram account, aimed at our target audiences: teachers and students, respectively.

Project website

The website is the privileged communication channel to disseminate the project, namely the products, tools and news, aimed mainly at teachers. Here the development and achievements of the project can be monitored and they can involve the students, exploring the website with them.



www.bepart-project.eu

Instagram account

On the other hand, in a communication aimed more at young people the project will use Instagram as social media strategy to reach young people from 13 to 15 years old because it is the social network in which this age group is most present and represented. It is a very dynamic social network because it will allow young people to be involved in different ways (through photos, videos, with questionnaires, polls, stories) in accessing the project's contents.

How are we going to streamline the Instagram account?

- ✓ A plan developed by the partnership will be presented, assigning periods to the four schools in the consortium throughout the school year when they will be responsible for managing the Instagram account (Takeovers);
- ✓ Each period will last approximately two weeks;
- ✓ The right to images published on this channel will be safeguarded;
- ✓ In each school selected, a teacher is the account coordinator, being solely responsible for accessing the credentials.

What is the role of the coordinating teacher?

The teacher will have to request “minor authorization and consent to use photographs or images” from the parents of the students involved in the implementation of MYP (document provided by the project consortium). If parents do not authorize the disclosure of images of their children, they will not be excluded from participating in the project, having other roles to play.

The coordinating teacher will have to meet with the students involved in the MYP implementation to explain how the Instagram account will work. Some tips:

- ✓ Students can collect images or short videos (up to 30 sec) on activities, dynamics, resources or materials they consider relevant to the project;
- ✓ This collection will later be presented to the whole class and together with the teacher they will select the information that should be placed online and make the respective copy;
- ✓ The posts can have different objectives, namely, to disseminate activities to be carried out, activities already developed, reflections on various topics of the project through the pools or questionnaires in the instastories, etc.
- ✓ Although communication will be mainly in English, we suggest that the posts should be in English and in the national language of young people as a way of identifying those responsible for the activity;
- ✓ There is no limit on posts per school, but they should be as appealing and catchy as possible;
- ✓ Posts must always be accompanied by the project hashtags, which will allow greater reach for publications:

#erasmus+ #youthparticipation #bepart
#projectbasedlearning #youthdevelopment

Social networks live from the moment, from a constant feeding of news and posts so it is important to have them with some periodicity. In this sense, in addition to schools, the social network will be simultaneously managed by the project coordinator.

“Instagram is all about photo sharing. It’s a mobile-based platform, meaning you post photos straight from an app on your phone or tablet, not a desktop computer. It’s your go-to photo-sharing platform when you’re on the go! Instagram easily partners with Facebook, and schools using both can expand their audience by reaching parents and students alike since each platform tends to attract a different age group. Remember, a picture is worth a thousand words. With Instagram, you can do more than just tell followers how great your school is—you can show them”.

(Anna Nolan, Social Media Director, 2018)

6.2. BePart events

The Consortium is monitoring the evolving situation very closely and will adopt any additional measure that might become necessary.

The BePart project has three types of events: small-scale events prepared by the students actively participating on the project; international exchanges of students and a final project conference.

Small-scale events

In each phase of implementation, there will be events to introduce and share the project experience results and tools with others.

What is expected from teachers and students?

- ✓ Students need to prepare and promote 3 types of small-scale events to introduce and share their experience with other students, teachers and/or schools;
- ✓ Teachers will support students during the events;
- ✓ At the end of each small-scale event students with the support from teachers will develop a report with the activities/initiatives/events promoted in each one of the phases.

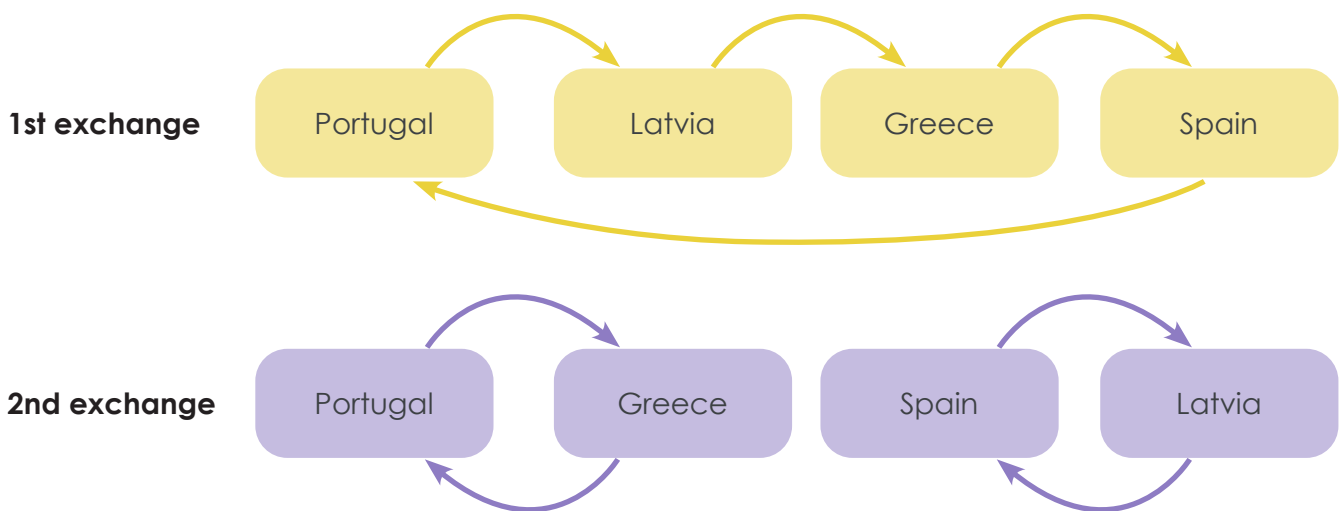
Event	Description	Editions	Participants involved
1st type	Introduce the initiative to other teachers and students of the same school and is to be promoted in the schools of the partnership	11/2020 - 01/2021 11/2021 - 01/2022	16 participants of the school, including teachers and students (in each event)
2nd type	Present the projects' results and tools to teachers and students from other schools of the region/country	02/2021 - 04/2021 02/2022 - 04/2022	12 participants from other schools, including teachers and students (in each event)
3rd type	Present the projects' results and tools to teachers and students of the same school, but also to others.	06/2021 - 08/2021 06/2022 - 08/2022	20 participants, including teachers and students of the same school and others (per event)

International exchange of students

The project foresees one exchange per each phase and per school with 2 students and 1 teacher. These travels are foreseen to take place after the first and the second phase of implementation, namely in September 2021 and September 2022, allowing students to share their previous experience on the implementation of the youth participation models.

Here are some information and recommendations you might find useful to share with students:

- ✓ you will have the opportunity to visit another school of the partnership (in Greece, Latvia, Portugal and Spain) to exchange experiences and perspectives on MYP implementation;
- ✓ Enjoy the experience of travelling and meeting new places, new cultures, new people, new experiences;
- ✓ You may have personal, academic or professional motivation to do the exchange but try to be active and interact with others to enjoy the most of this experience;
- ✓ You cannot participate in both exchanges;
- ✓ The travel will last from 3 to 5 days;
- ✓ At the end you need to deliver a report identifying the main outcomes of the exchange.



Let's take inspiration from other experiences of international exchanges....

"Erasmus+ does an enormous job in promoting openness and mutual understanding. The best way to challenge prejudices or to make people understand others is when they have a chance to meet or to cooperate together over reaching the same goal."

"People who are able to travel can discover other cultures for themselves and appreciate diversity. This is something that you cannot learn just from television."

"Erasmus+ has not only opened my mind but allowed me to take responsibility for my capacity and build trusting relationships across nations with my hard work and dedication."

7. Monitoring & assessment

7.1. How to track for the second edition?

The implementation of the first year of the BePart participatory activities will be evaluated through:

- ✓ Focus groups of participant students - to discuss not only the rewarding experiences during the implementation process, but also the difficulties felt and the strategies to overcome these.
- ✓ Focus groups of teachers who have helped facilitate the processes – to invite them to evaluate the experience, framing it in their professional career; to identify the strengths and the weaknesses regarding the implementation process; to explore their perception about students experience and the level of their engagement with the project.
- ✓ Interviews with key decision-makers in local authorities and community organizations, if applicable - to confirm that decisions were influenced by students' proposals; to identify the benefits of their participation; to foresee their sensitivity to the project results and continuity.
- ✓ One open seminar bringing together students, teachers, school managers and community agents - to present the results of the first year of MYP implementation; to, jointly, formulate conclusions and recommendations; to invite other students to participate in the project during the following year.

All these contributions will support a SWOT analysis that will be produced by teachers and students and, afterwards, will be shared with project's school partners.

7.2. Template to guide teachers to assess implementation

Strengths and opportunities allow us to identify the best practices/external conditions to be replicated/promoted in the second project school year. Weaknesses and threats will generate possible solutions to overcome problems and to change what did not work.

To fulfill this matrix, consider the following tips for each part of the grid:

Strengths: All internal conditions and features that distinguish the institution.

- ? What has been well done related to youth led participation?
- ? What unique resources can you draw on?
- ? What do others see as your strengths?

Weaknesses: All things that could be improved, and the sorts of practices (resources, systems, and procedure) that should be avoided.

- ? What can be improved?
- ? Where does the project implementation have fewer resources than others?
- ? What are others likely to see as weaknesses?

Opportunities: Opportunities are openings or chances for something positive to happen and they usually arise from contextual/external situations, requiring an eye to what might happen in the future.

- ? What opportunities are open to the project?
- ? What trends could you take advantage of?

Threats: Threats include anything that can negatively affect the project from the outside.

- ? What threats could put the project in risk?
- ? What is your competition doing?

Strengths:	Evidences:
Weaknesses:	Evidences:
	Improvement proposals:
Opportunities:	Evidences:
Threats:	Evidences:

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