BePart

Youth-Led Development for Schools' Participatory Management Project

Compendium of Implementation Guides

Project Reference

612175-EPP-1-2019-1-PT-EPPKA3-IPI-SOC-IN

Contents

Introduction

The BePart - Youth-Led Development for Schools' Participatory Management (Project nr° 612175-EPP-1-2019-1-PT-EPPKA3-IPI-SOC-IN) developed, implemented and evaluated an innovative participatory youth approach that was implemented and tested in regular schools from Portugal, Spain, Greece and Latvia, fostering inclusive education while promoting citizenship competences and youth empowerment. The project idea is based on democratic principles and the pedagogy of active citizenship.

The heart of this project relies on the youth-led development concept, that places the youth at the centre of their own change, development and growth. This was made by challenging students, ageing between 13-15 years old with disadvantaged backgrounds, to take part in the process of decision-making of their schools.

By doing this, students have acquired and developed their civic competencies, empowerment and, ultimately, their social inclusion. Along with their development and growth, by implementing the BePart methodology, students have also acted as agents of innovative and positive change in the process of management of their schools. They did that by implementing a set of initiatives based on the Models of Youth Participation (MYP), available here.

Students were able and learned how to locate their problems and analyze them, how to create an action plan, how to set ground rules in a small community and how to evaluate the results of their initiatives. The MYP were tested during 2020/2021 and 2021/2022. Due to the COVID-19 pandemic and the lockdowns, the first implementation year was done at distance which was a challenge for the students and the teachers. However, despite the constraints and challenges faced with distance learning, students were able to test the MYP in a very interesting and productive way:

• During Year One of the piloting phase, they used theatre, technology and participation tools in order to tackle problems like disrespect of different school agents and classmates, low socializing skills, especially during COVID-19, Cyberbullying, and low internet safety.

• During Year Two of the piloting phase, they used inclusive methodology, nonviolence workshops, and collaborative tools to tackle gender equality, low participation, and inclusion problems, as well as learning difficulties and challenges in everyday school life. There are many lessons learned from this complex process of involving students in the decision-making of their schools and making them active on institutional topics in several – and very different from each other – educational contexts.

• We need to rethink the fact that in some educational systems of the partner countries, the participation of students is institutionalized only as a discussion in a class once every 3 months' time. We need to offer the students real participation rights.

• In order to do so, we need to change the culture of each educational system/ school: students, teachers, parents, and policymakers need to believe in the right of participation of every educational agent.

• Disadvantaged students were the ones who benefited most, through developing research and presentation skills, and learning how to participate democratically, talk in English, not be shy etc.

• Some good practice examples should be spread: students having to manage a small part of the school budget, students reacting to a Municipality or a national campaign and having the opportunity to meet policymakers in person, students creating a video campaign etc.

• We should integrate experiential learning activities into the school curriculum as they proved to be essential for the student's personal development.

• Along with their development and growth, by implementing the BePart methodology, students also act as agents of innovative and positive change in the process of management of their schools.

This Compendium gathers several guides developed by the students who implemented the MYP in the last two years and provides guidelines, and tips and shares good practices on how to implement them in other schools and the benefits this type of participation has in the school culture.

Country	Model of Youth Participation	School Challenge
	Six Principles of Online Participation - Tim Davies (2011)	Cyberbullying
Portugal		
	Five stages model of online participation - Gilly Salmon (2000)	Internet Safety
Greece	EAR Model – EAR Project (2020)	How to use theatre and dialogue to talk about issues that concern us in school
Spain	Finnish Model – Youth Participation in Finland (2011)	Improving Youth Participation in the school
	Participation Tree Model - Harry Shier (2010)	Distance Socializing Skills
Latvia		
	Participation Tree Model - Harry Shier (2010)	IT skills and Distance Socializing

Six Principles of Online Participation

Tim Davies (2011)
Cyberbullying - PORTUGAL

What the model is about?

It is based on the UN Convention on the Rights of the Child.

The 6 principles are:

1. Supporting digital citizens - aiming to engage innovative and ethical online interactions and bring about effective change;
2. Empowering young people - providing safe and positive online experiences;
3. Responding to risks - having clear and proportionate processes and policies in place
4. Promoting resilience - recognizing risky situations online and creating mechanisms to overcome these risks;
5. Offering positive spaces - creating opportunities to experience age-appropriate online spaces - issues of consent, privacy, safety, etc...
6. Creating youth-friendly services: youth and adult partnerships in defining digital age services.

(MYP model Handbook p. 40)

Why have we chosen this model?

• During the lockdown, this model offered a foundation for online participation
• It helped a lot with the online communication
• It supported the relationship between the students

What have we done?

• We researched videos on respect of children's rights and the subject of cyberbullying.
• We identified situations of online risk and created a small digital flyer/eBook to make other students aware of their rights in terms of privacy and consent.
• In order to produce a video/poster on cyberbullying, we created a competition, agreed on its rules and promoted it digitally using Facebook https://www.facebook.com/espf.edu.pt and YouTube https://

www.youtube.com/watch?v=pMeDsQj-wnw channels.
• We sent it via school email to the delegates and sub-delegates so that they could promote the competition to their classmates. We also asked the ICT teacher to collaborate.
• We collected the comics and/or texts and published them on the school channels - Facebook page; YouTube channel and Instagram https://www.instagram.com/espf403374/ of the Be Part project. See our ebook here https://online.pubhtml5.com/wuga/nibb/#p=1
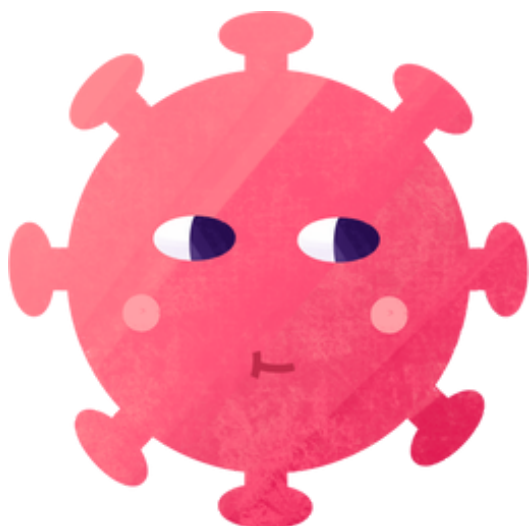
What solutions have we found?

• Frequent Online Meetings
• Help from more teachers from other classes

What difficulties have we faced?

• Due to the COVID-19 pandemic situation, the activities proposed to involve other classes were difficult to achieve.
• The time available was also a constraint (difficult to find a common time, to meet on the weekends).
• Students were coming from different classes with a different schedule
• It was time-consuming to arrange a meeting and meet

Was this model sucessful?
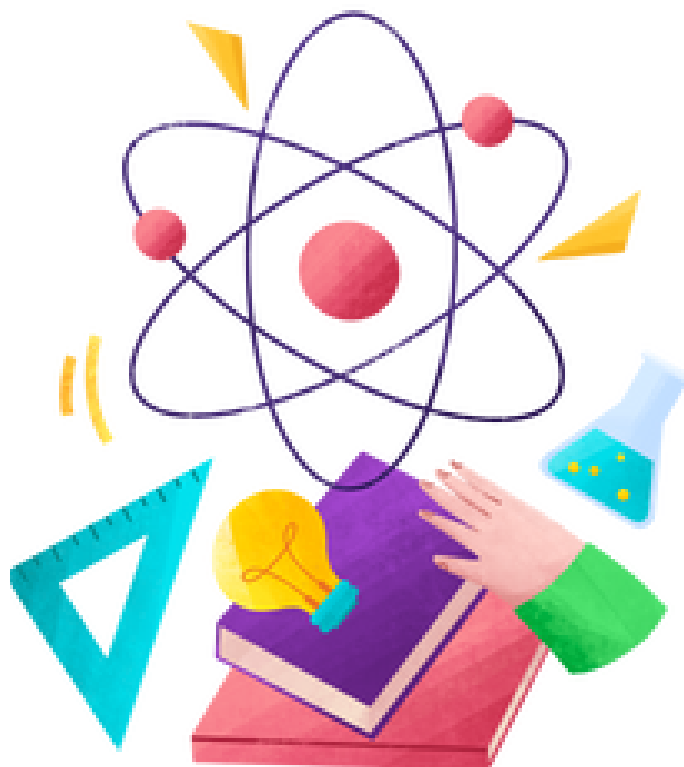
We believe our chosen model was successful. We noticed that we developed new skills, such as problem-solving, creative thinking, teamwork, decision-making, interpersonal skills, communication skills, and leadership.

We believe that we have managed to raise awareness of cyberbullying. We did not have any incidents in our school, although we were all online throughout the school year, and we were expecting to have incidents.

How much time did we need for implementation?

We needed 5 months to implement our model.
Every online meeting was for 1 to 2 hours, and we did many meetings.

Which were our best moments/highlights during the model implementation? In which ways we have increasedour participation?

We enjoyed working on the posters, video, competition, and also on the meeting with other schools. We enjoyed the storytelling process too.

What would we change if we had to implement the model again?

We should maybe find from the beginning a time zone when we had to work on the project. We think that if we had had the opportunity of undergoing students' mobility our motivation would have been even greater.

Which are our recommendations?

Add projects like this to the curriculum;
Work in small groups of students, as they need to be heard;
The students need to feel that the project is their own project, in order to be active and committed;
Free some time on students' schedules, we need this to develop more projects.

Five stages model of online participation

Gilly Salmon (2000)
Internet Safety - PORTUGAL

Model designed for Building online communities. In this model, members must communicate primarily online.
• **Stage 1 - Access and motivation** Participants are encouraged to join the community.
• **Stage 2 - Online socialization** Participants live and socialize online and create the basis of their own micro-community (WhatsApp? or another community - blog?).
• **Stage 3** - Information exchange, collaborative tasks, with a digital moderator)
• **Stage 4 - Knowledge construction** Learners take control of their learning, interact, and learn from each other.
• **Stage 5 - Development-** Participants can develop the ideas generated through their digital activities and apply and integrate them into their context.

(MYP model Handbook p. 20)

Internet safety was one of the most crucial topics during the lockdown and we were interested to work on that.
We thought that it would be important for everyone to learn about the risks of being for many hours online and speaking with sometimes unknown people.

We selected videos to encourage discussion on the topic of internet safety.
We created Posters or online campaigns - using collaborative online tools.
We have put Videos on the school's Facebook page https://www.facebook.com/espf.edu.pt YouTube channel https://www.youtube.com/watch?v=pMeDsQj-wnw, where everyone can leave comments. We also put all the information gathered on a Google Blog https://padlet.com/carlagabrielasousa/uukq8mmvc6v5ksyy/wish/1853642529.

We created a survey on cyberbullying. https://erasmusbepartferreira.blogspot.com/2021/04/survey-of-students-participation.html
We created an online community using Discord/Instagram https://www.instagram.com/terms/unblock/?next=/api/v1/discover/ayml/ with Bepart students
We implemented the survey in our school, gathered the results and performed data processing.
Finally, we presented our conclusions, using Prezi or other.

What difficulties have we faced?

Due to the COVID-19 pandemic situation, the activities proposed to involve other classes were difficult to achieve. The time available was also a constraint.
Time was a big constraint for all students and teachers.

What solutions have we found?

• Frequent Online Meetings
• Help from more teachers from other classes

Was this model sucessful?

We believe our chosen model was successful. We noticed that we developed new skills, such as problem-solving, creative thinking, teamwork, decision-making, interpersonal skills, communication skills, and leadership.

All students were in the end aware of internet risks and safety and why they should be careful. We have learned how to deal with our personal photos and other personal information. We improved our awareness and our skills, as many of us admitted.

How much time did we need for implementation?

We needed 5 months to implement our model. Frequent meetings in small groups were held.

Which were our best moments/highlights during the model implementation? In which ways we have increasedour participation?

We enjoyed working together on this project as they were interested especially in the cyberbullying game and the escape room.
We also enjoyed working with other students from other classes.

We were happy to increase the number of students (and parents!) who were involved in the course of the project.
We developed better relationships among ourselves.

What would we change if we had to implement the model again?

We should have more time prescheduled.
We think that if we had had the opportunity of undergoing students' mobility our motivation would have been even greater.

Which are our recommendations?

Find a topic that is of interest to students.
Give them the chance to be heard. Let them schedule, plan, and be involved.
Try to adapt any theoretical model to your own context and needs. Follow the guidelines but interpret them more specifically.

EAR Model- EAR Project (2020)

How to use theatre and dialogue to talk about issues that concern us in school - GREECE

What the model is about?

The EAR Model is suggesting the use of theatre and Socratic Dialectic techniques in order to allow us to express our opinions and feelings about social issues and questions that concern us, exchange opinions within our group and find our own ways to solve any problem. More information can be found **(MYP model Handbook p. 46).**

Why have we chosen this model?

In our school, we had to face and overcome the disrespectful behavior of students towards their classmates, teachers, and school facilities. We have seen that the lack of awareness on these issues by our schoolmates was very high.
Through this model, we wanted to see what we all think about this situation and find among us ways that help us to react positively.

What have we done?

• We have selected our team including students from different backgrounds. We have divided the tasks among us and each one of us was responsible for one part of the implementation
• We made a questionnaire and we have asked the opinion of all our classmates related with these disrespectful behaviors. We have asked questions such as: which problems you think exist at school, how they affect you, what we know about these problems, what solutions can we ask etc.
• With the support of our teachers, we have organized sessions in the courtyard where we have used role playing and forum theatre in order to express our feelings and thoughts and in order to identify and discuss different solutions.
• We have made posters with these solutions, and we have put them on the walls of our school
• We have discussed our solutions with the Students' Council, the Parents' Association, the Teachers' Association
• We have made concrete decisions and activities in order to improve the school facilities (e.g. contributed to the painting of the classrooms, increased our activities related with recycling etc)
• We have went outside the school and talked to our Municipality and to neighboring schools

What difficulties have we faced?

Unfortunately, we had to implement this model during the Covid19 pandemic. The pandemic was a huge obstacle since for a big amount of time we could only communicate through the internet.

Was this model sucessful?

We are satisfied with the impact of our project because we saw significant changes in our school . The EAR Model can be used by other groups of students in different contexts, as they all can work with theatrical techniques.

In order to measure this impact, we used questionnaires, Focus Groups, Mentimeter and, answer-garden.

What solutions have we found?

• Careful Coordination
• Frequent Online Meetings
• Wait for the right time for the implementation

How much time did we need for implementation?

If you want to implement this model, we recommend:
• If you have a small group of students (up to 8 students), you can implement it in 3-4 months

• If you have a larger group of students (9-20 students), you need the whole school year, that is 7-8 months
• If you work online, you may need to work for about 5 months in order to complete all activities.

What would we change if we had to implement the model again?

• It would be nice if we had two different groups of students to implement throughout the year
• It would be useful to present to all school classes

• It would be fruitful to address different social or school problems so that everyone can see the results of this methodology

Which are our recommendations?

If you want to implement this model, we recommend:

• Convince your school to dedicate class time in order to explore and discuss social issues that concern you, so that you do not need to do it after school hours
• Do not exceed deadlines.
• Set ground rules; Teamwork, good

communication, coordination, and allocation of tasks.
• Overcome the obstacles by focusing, being patient, and having regular online meetings.
• Document everything that you did every week on a Jamboard platform.
• If you work online, you may need to meet face to face in order to play the drama work (advisable)

Finnish Model Youth Participation in Finland (2011)

Improving Youth Participation in the School – SPAIN

What the model is about?

This model creates a dynamic that helps us express our opinion more comfortably, in a group of people. Our opinions are shared with all the other groups and as the dynamic advances, our opinions are complemented and strengthened by each other's contribution and suggestions.

The Finnish Model tries to work with small groups of students, and the focus is on the students, not on the teacher. More information can be found.

(MYP model Handbook p. 43)

Why have we chosen this model?

The main problem in our school was the lack of student participation and we realized this by asking different teachers and students what they thought. We chose this model because we thought that we were not heard enough.

What have we done?

We created a team of teachers and students by using our school's website to introduce the project and spreading the word.

With the support of our teachers, we organized google forms to better connect with our fellow students and held group discussions to identify social issues.

We had physical and online debates in small groups (and bigger groups in the second round) in order to narrow down to the important questions we wanted to include and created monitoring tools.

The main question was "why the system does not give them a real voice?"

We have a meeting every month, the decisions though were not shared with everyone. Now every decision was shared with the principal of our school, and he had to share with everyone and with the students.

Another stage was for us to share responsibility on how to spend the school budget (around 1000 euros/ year), and this made us feel we participate really more dynamically.

Finally, these tools were useful in order to evaluate our actions in this project as well.

What difficulties have we faced?

Unfortunately, we had to face the Covid19 pandemic. We couldn't meet face to face a lot. Also, we noticed a lack of interest and Lack of time for participation at first. Some were not confident about being really heard in the beginning but they were persuaded at last, as the project was going on.

What solutions have we found?

• Stronger motivation when we were allowed to manage a budget
• Frequent Online Meetings
• The teachers were not the ones who guided, and not the main and stronger voice now. Students had more to share and they developed the skills they needed for leading the meetings, the project and all processes of it.

Was this model sucessful?

We are happy with the impact that our project had since it helped us develop and be trained in a number of tools that can be used in our school to engage students participation. We found out that we were successful since we felt leaders in our small community.

The project team are now students who feel confident and stronger to manage school problems and also to take part in any participatory process together with the teachers.

How much time did we need for implementation?

We needed around 5 months to complete all phases of implementing this model. We had meetings every two weeks' time and every meeting lasted at least one hour.

What would we change if we had to implement the model again?

It is necessary to involve more the families of students.
We would involve the other teachers of the school context.
Participation is a concept that actually relates to society and all members of the community should be involved.

Which are our recommendations?

It took us about a month to organize everything, but we would recommend other students to decide for their own action plan and timeline, considering the available resources. This has to be done before the start of the implementation.

Participation Tree Model (Harry Shier 2010)

Distance Socializing - LATVIA

What the model is about?

The Participation Tree model focuses on practical activities, which allows everyone to be equally involved, each according to their abilities.

The model consists of a trunk, which is the students' self-awareness as members of society and as owners of rights. Then follows the branches of the tree, where children develop their active participation according to their knowledge. The next level is the leaves of the tree where rights are realised, at the end, there are the fruits which are dignity, equality, human rights, development and peace.

(MYP model Handbook p. 36)

Why have we chosen this model?

In our school, we had to face and overcome the lack of communication among us, and a decrease in learning motivation. We realized that because of the COVID-19 pandemic, the students started to feel depressed and lonely. We wanted to improve our school life and social activities.

This model will allow us to be aware of our roles and problems in collective relationships. It will present opportunities in the field of law. And the benefit will be respectful relationships and participation in the collective and society.

What have we done?

We have selected our team including students from different backgrounds. The activities were implemented together with Valmiera Olympic Center and its sports motivation coach, some other schoolteachers and the municipality.

We split the responsibilities among the students so we could all be engaged.

We set some ground rules together. These were: i) if you need some help - you can just talk and we will all help; ii) if we see that somebody is getting tired of the project, we all want to support them.

In each team, we decided one person would be responsible for the reporting.

We went through the "trunk" stage - a learning process to gain awareness of ourselves as members of society.

In the "branches" stage, we worked on communication problems.

At the stage of "leaves", we took on meaningful roles as community educators and representatives.

From the local community, we worked with a school psychologist and a social pedagogue, with the School Parents' Council, and with the school director.

At the stage "fruits" we were able to create and participate in digital events in an "n-etiquette" and respectful manner ("Voice

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From the local community, we worked with a school psychologist and a social pedagogue, with the School Parents' Council, and with the school director.

At the stage "fruits" we were able to create and participate in digital events in an "n-etiquette" and respectful manner ("Voice in Mask").

What difficulties have we faced?

The COVID-19 pandemic was a challenge not only in learning but also in bringing the classroom together.

We encountered learning difficulties in the digital environment: lack of courage to express oneself, not enabling peers in the process, as well as cyberbullying.

What solutions have we found?

• Frequent Online Meetings
• Psychologist's advice, lessons.
• Social trainer lessons/video material for social training.

Was this model sucessful?

We, and our mentors, are very satisfied with the process and the impact of the results. We believe our Model had a positive outcome and can be used by other groups and in different contexts. Questionnaires, focus groups, discussion groups and web meetings were used for the evaluation process.

The process of implementing the model was successful because communication skills were visible: we participated in events and learning processes about how to respect each other, learned how to give our word and also evaluated each other.

How much time did we need for implementation?

We needed one year to implement our model.
Participation in active activities took 6 months, meeting regularly and at events.

Which were our best moments/highlights during the model implementation? In which ways we have increasedour participation?

As our chosen project topics were very relevant, we all engaged and loved the experience. What we liked more is the events where we feel safe and secure.
We will never forget anxiety when addressing people outside of our everyday circle.

What would we change if we had to implement the model again?

We would cooperate more with our schoolmates.

Which are our recommendations?

• Convince your school to dedicate class time. This model will make students aware of the things that are important to them.

• Agree on the problems/ issues in your community first, and then look for solutions.
• Set ground rules that ensure everyone is listened to and uplifted.

Participation Tree Model (Harry Shier 2010)

Distance Socializing - LATVIA

What the model is about?

The Participation Tree model focuses on practical activities, which allows everyone to be equally involved, each according to their abilities. The model consists of a trunk, which is the students' self-awareness as members of society and as owners of rights. Then follows the branches of the tree, where children develop their active participation according to their knowledge. The next level is the leaves of the tree where rights are realised after following the fruits which are dignity, equality, human rights, development and peace.

(MYP model Handbook p. 36).

Why have we chosen this model?

In our school, we had to face and overcome the lack of communication among us, and a decrease in learning motivation. We realized that because of the COVID-19 pandemic, the students started to feel depressed and lonely. We wanted to improve our school life and social activities, supplement IT knowledge and develop the application of programs, despite everyone's capabilities.

What have we done?

• We have selected our team including colleagues from different backgrounds. The activities were implemented together with Valmiera Olympic Center and its sports motivation coach, some other school teachers and the municipality.
• We split the responsibilities among the students so we could all be engaged.
• We set some ground rules together. These were: i) if you need some help - you can just talk and we will all help; ii) if we see that somebody is getting tired of the project, we all want to support them.
• In each team, we decided one person

would be responsible for the reporting.
• We went through the "trunk" stage - a learning process to gain awareness of ourselves as members of society.
• In the "branches" stage, our group worked on – IT skills, and communication problems.
• At the stage of "leaves", we took on meaningful roles as community educators and representatives.
• From the local community, we worked with a school psychologist and a social pedagogue, with the School Parents' Council, and with the school director.

What difficulties have we faced?

The COVID-19 pandemic was a challenge not only in learning but also in bringing the class together to find the time and willingness to discuss and work together.

What solutions have we found?

• Frequent Online Meetings
• Exchange of experience
• Training sessions
• The students themselves trained or explained to each other
• Individual work

Was this model sucessful?

We and our mentors are very satisfied with the process and the impact of the results. We believe that our model had a positive result that can be used by other groups and in different contexts. We passed on our experience to the teachers and were able to help other students.

Subject teachers use new IT tools in lessons, learn them, and supplement their knowledge. Other classes followed our example and held extracurricular activities. These shared training and fun free time allowed us to bond and feel safe.

How much time did we need for implementation?

We needed one year to implement our model. The meeting was once every two weeks for one hour, but if necessary we also communicated more often if there were uncertainties.

Which were our best moments/highlights during the model implementation? In which ways we have increasedour participation?

As our chosen project topics were very relevant, we all engaged and loved the experience. We liked to see each other, hear each other, play games together, gain new skills

We will never forget our class action "Balss maska" because it was necessary to take responsibility due to technical problems.

What would we change if we had to implement the model again?

In distance learning, it was difficult to agree on a common time, it was necessary to remind about the meeting.
If it was in person, it would be easier to arrange a day and time after hours.
Meeting times would be observed more precisely.

Which are our recommendations?

If you want to implement this model, we recommend:

• Convince your school to dedicate class time. This model will make students aware of the things that are important to them.
• Agree on the problems/ issues in your community first, and then look for solutions.
• Set ground rules that ensure everyone is listened to and uplifted.

Year 2
2021.2022

Country	Model of Youth Participation	School Challenge
Portugal	Council of Europe – RMSOS Framework - Council of Europe (2003)	From Passive To Active
	The CLEAR Participation Model - Lawndes & Pratchett (2006)	The Future Me
Greece	yMIND MODEL - yMIND Project (2016)	How to use workshops for promoting inclusion and non-violence
	5 STAGES MODEL of ONLINE PARTICIPATION - Gilly Salmon (2000)	How to use Online Community for promoting inclusion and non-violence
Spain	CLEAR Participation Model - Lawndes & Pratchett (2006)	Improving Youth Participation in the school
	Seven realms of participation - Francis & Lorenzo (2002)	Save for the Future
Latvia	Seven realms of participation - Francis & Lorenzo (2002)	Free Time in the Fresh Air

Council of Europe – RMSOS Framework (2003)

From Passive To Active - PORTUGAL

What the model is about?

This Model can be briefly described by establishing five key factors.

• RIGHT: Young people have a right to speak and a right to be heard.
• MEANS: Economic exclusion is real, and the participation process loses credibility if some young people are prevented from taking part.
• SPACE: A reference to space means access to a physical location, but it also represents space in time to do things.
• OPPORTUNITY: Exclusion barriers should be identified and removed.
• SUPPORT: Meaningful support for participatory involvement by and for young people comes in many guises (the structural initiatives referred to above, political commitment, etc.)
(MYP model Handbook p. 24).

Why have we chosen this model?

We, the students engaged in the "From Passive to Active" project, feel that the most urgent problem our school is facing is that most teaching methodologies are unchallenging and do not capture our interest, turning lessons into real pain…
We prefer active methodologies and more playful teaching with resources such as newer technologies and with challenges that make us more active and involve collaboration and group projects.
We believed this model would be the most suitable to find answers to these questions:

• What is our role in the teaching process?
• What can we do to change the present-day teaching and learning paradigms?
• How can we contribute to this change?

What have we done?

• We asked our teachers to collaborate with the support of our school library (through the articulated work between the Teacher Librarian and the other teachers) who are available to implement more often active methodologies.
• We asked our class partners to, in groups, think about the questions previously indicated.
• As we concluded that many of us had difficulties with our behaviour (self-control, focus, autonomy, responsibility), and in the learning process, we talked with the School Psychologist who then went on to do two sessions with the class (one in the classroom and another one outside) in order to work these skills.
• We asked our Director to schedule a meeting of our group with the Alderman of Education in order to ask him about the investment possibility of the municipality in technological resources to equip the school.

What difficulties have we faced?

• A filled school time, with not much time to inset in the project.
• The level of demand of the project to the age group of the students.
• Planning the project.
• Lack of time for students and teachers.

Was this model sucessful?

We believe our chosen model was successful. We noticed that we developed more confidence and new skills, such as communication, leadership, decision-making, problem-solving skills.

What solutions have we found?

• The students and teachers use a lot of their personal time to implement the project.

How much time did we need for implementation?

We needed one school year to implement our model. We had meetings regularly and every meeting lasted 2 hours at the least.

Which were our best moments/highlights during the model implementation? In which ways we have increasedour participation?

This Model can help young people understand the importance of having their voice heard, after reflection and decision-making, and that there are experts who can guide and help them on the path they want to follow as well as politicians who can and should take their suggestions into account.

What would we change if we had to implement the model again?

After having chosen and understood the model to be used in the resolution of the problem identified by the young people, we would promote a joint meeting with all the structures/ people to be involved, i.e. a meeting similar to the dissemination meeting, in this case, to explain the objective(s) and concert dynamics in a more effective and less fragmented way.

Which are our recommendations?

For those who want to implement the RMSOS Framework model, we recommend, first of all, that the students have a good understanding of what the model consists of and, secondly, that they follow the strategy indicated in the previous question.

The CLEAR Participation Model – Lawndes & Pratchett (2006)

The Future Me - PORTUGAL

What the model is about?

This Model can be briefly described by establishing five key factors.
o   C - can do
o   L - like to
o   E - enabled to
o   A - asked to
o   R- responded to

These five factors allow for impactful and meaningful participation. The topic within the school administration in which the students will participate and make decisions is selected, a five-columns table with the CLEAR factors is prepared, the current status of school participation is analyzed and the projects to be implemented are defined.

(MYP model Handbook p. 37).

Why have we chosen this model?

The problem in our school was that many students had not chosen their future path for their career and personal development, as they did not know their own needs and expectations for any future job for them. We needed to have some conclusions after meeting with professionals. We had to have a model to reach these conclusions.

What have we done?

• We made an action plan
• We presented the "Future Me" project and asked for authorization and collaboration for its implementation.
• We surveyed all 9th-grade students about vocational orientation.
• We did a video presentation of the status of the process at our school.
• We proposed the participation of 9th-grade students in the Apprentice for a Day Project of the Municipality of Paços de Ferreira.
• We organized a small event for the Greek and Spanish mobile students and teachers and the BePart Team partners from Mentortec and the University of Porto-CIIE.
• We organized information sessions with people from different professions.
• We presented the project to the whole community.

What difficulties have we faced?

• There were difficulties in reconciling schedules for collaborative work with the different partners and professionals this time.
• The level of demand of the project to the age group of the students.
• Planning the project.
•Lack of time for students and teachers.

What solutions have we found?

• The students and teachers use a lot of their time to implement the project.

• The municipality was the coordinator in meetings with professionals.

Was this model sucessful?

We believe our chosen model was successful. We noticed that we developed more confidence and new skills, such as communication, leadership, decision-making, and problem-solving skills.

How much time did we need for implementation?

We needed 5 months to implement our model.

Which were our best moments/highlights during the model implementation? In which ways we have increasedour participation?

We met the fellows from Greece and Spain and we will remember that and the work we have done together. We will remember the visits we did to different professional places.

What would we change if we had to implement the model again?

The only thing we would change is the time schedule.
We need more time to implement such nice projects.

Which are our recommendations?

Add a project like that to the main curriculum either in Citizenship education or in the Professional Orientation sessions with the psychologist and other teachers and staff.

yMIND MODEL - yMIND Project (2016)

How to use workshops for promoting Inclusion and Non-violence GREECE

What the model is about?

yMIND Model is based on a participatory innovative project that promotes better social inclusion of newly-arrived migrant and Roma children and youth through comprehensive diversity education in school and community-based settings. It also promotes gender equality and prevents gender-based violence, bullying and discrimination.
(MYP model Handbook p. 48).

Why have we chosen this model?

After thorough discussion, the project team concluded that the major problems we face in our school are: discrimination, minorities, stereotypes, gender equality and bullying. The Roma minority at school usually complains about discrimination.

What have we done?

• We have selected our project team including students from different backgrounds. It included 15 students with different social, economic and cultural backgrounds, with learning difficulties, and from all genders, 3 mentor students from the previous year and 4 teachers.
• We selected 2 POLs (Public Opinion Leaders) from the Roma community and the Students Council.
• The project team held meetings every week and in each meeting, it implemented an experiential workshop. At the end of each workshop, there was an evaluation of the results and a discussion. The actions were recorded in a jamboard, which functioned as a diary.
• After we had completed the workshops included in the yMIND Model, the team chose which workshops to implement in each class of the school.
• The team organized a poster and a poetry competition in order to raise awareness in the whole school community.
• We have discussed our solutions with the Students' Council, the Parents' Association, and the Teachers' Association.
• We presented the results of the project to the Municipality of Pallini (small-scale event), to the students, teachers, and parents (large-scale event at school) and students, teachers and policymakers (participation in a large-scale event organized by the 2 Directorates of Secondary Education).

What difficulties have we faced?

• A large number of experiential workshops had to be implemented in a short period of time.

What solutions have we found?

• Careful Coordination
• Frequent Online Meetings

Was this model sucessful?

We are satisfied with the impact of our project because it resonated with the school community and contributed to the cultivation of students' abilities. There were changes in the way of thinking of the students who participated in the project and of students of the school community. Changes were also observed in the behaviour of the minority group (Roma). The workshops contributed to raising awareness of the students' group and students of the school on the issue of violence, gender equality and diversity because discussion and interaction among the students took place and the students listened carefully to the opinion of the others. Also, our poster and poetry competition contributed to the above result.
To measure this impact, we used Focus Groups.

How much time did we need for implementation?

If you want to implement this model, we recommend:
• If you have a small group of students (up to 15 students), you can implement it in 4 months
• If you have a larger group of students (>15 students), you need the whole school year, that is 7-8 months
• If you work online, you may need to work for about 5 months in order to complete all the workshops

What would we change if we had to implement the model again?

• More time for discussions after each workshop
• More time for diffusion of the model (more time for workshops to be implemented in each class)

Which are our recommendations?

If you want to implement this model, we recommend:

• Set ground rules; Teamwork, good communication, coordination, and allocation of tasks.

• Overcome the obstacles by focusing, being patient, and having regular online meetings.
• Document everything that you did every week (eg. on a jamboard platform).
• If you work online, you may need to meet face-to-face in order to implement some workshops (advisable)

Five stages model of online participation - Gilly Salmon (2000)

How to use Online Community for promoting Inclusion and Non-violence - GREECE

What the model is about?

"5 stages Model of online participation" - Gilly Salmon (2000) includes core principles that have been deployed across the world to enable fully collaborative ways of online learning and participation.
(MYP model Handbook p. 20)

Why have we chosen this model?

We all actively participated in choosing a model of youth participation (MYP) that is of interest to the project team and our school community, as we see this project as a great opportunity to see positive changes in our school.

The project team had the skills of creating an online community on the Instagram platform and an online campaign with the use of online collaborative tools on social issues such as gender equality, inclusion, and non-violence.

What have we done?

• We have selected our project team including students from different backgrounds. It included 15 students with different social, economic and cultural backgrounds, with learning difficulties, and from all genders, 3 mentor students from the previous year and 4 teachers.
• Building an online community be_part.gr in Instagram.
• Posting a promotional video of the project in our online community of Instagram.
• Posting photos of the experiential workshops of the students of the project and of the school community.

• Creation of posters for diversity, bullying and gender awareness, during the mobility in Athens, and posting them to Instagram.
• Shooting a video, during the mobility in Athens, for the impact of ERASMUS+ KA3 "BePart" on students and posting it in the be_part.gr Instagram account.
• Creation of poster for the painting and poetry competition.
• Informing our students and their parents of our Instagram account for increasing followers in our online community.
• Creation of videos of the two mobilities and uploading them at the school's YouTube channel.

What difficulties have we faced?

• The online community we had to create in a short period of time.

What solutions have we found?

• Careful Coordination
• Frequent Online Meetings

Was this model sucessful?

We are satisfied with the impact of our project because it resonated with the school community and contributed to the cultivation of students' abilities. The students themselves created an online community of 85 followers and this was very satisfactory for them, along with the creation of videos and posters. The posts of videos, photos and posters attracted our followers and this can be estimated by the views and likes. Through this online community, the competition of posters and poetry on the issue of violence was promoted. The online community contributed to raising awareness of the student group and students of the school of the issue of violence, gender equality and diversity.vIn order to measure this impact, we used Focus Groups.

The "5 stages Model of online participation" – Gilly Salmon (2000) can be used by other groups of students in a different context, if they are familiar with platforms and online digital tools.

How much time did we need for implementation?

If the students are already familiar with online digital tools and platforms, it takes a short time to create the basis for an online community. It takes some time to create an online community by attracting followers.If the students are not familiar with online digital tools and platforms, then the teachers should teach them and this takes time.

What would we change if we had to implement the model again?

More time for creating more posters and videos.
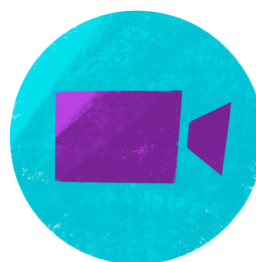
Which are our recommendations?

If you want to implement this model, we recommend:

• Set ground rules; Teamwork, good communication, coordination, allocation of tasks.

• Overcome the obstacles by focusing, being patient, and having regular online meetings.

• Document everything what you did every week (eg. on a jamboard platform).

CLEAR Participation Model- Lawndes & Pratchett (2006)

Improving Youth Participation in the School-SPAIN

What the model is about?

The model tries to develop increasing citizen participation in an organization. Each letter from CLEAR has a meaning in this process. The first letter of the CLEAR acronym, the C, stands for "Can do". After all, before you can measure the success of your participation project, you have to make sure that citizens have the necessary skills and tools to participate. In the CLEAR model, the L stands for "like to". For a successful participation project, you have to raise awareness about your project and convince your citizens to get involved. The E in the CLEAR model stands for "enabled to". In order to participate, you need to create the opportunity for citizens to do so. The A in CLEAR stands for "asked to." Lastly, the R in CLEAR stands for "responded to": "for people to participate they have to believe that they are going to be listened to and, if not always agreed with, at least in a position to see that their views have been taken into account."
(MYP model Handbook p. 37)

Why have we chosen this model?

1. We thought about our specific school context which can be described as follows:
So we have chosen a Model relevant to student encouragement.
We believe that the Model we have chosen addresses a real problem in our school because it has a lot of resources for all the students who don't want to participate. This Model can be described briefly as allowing the students resources to flourish and allowing everyone take his/ her own part of responsibility and feel as a member of a community.
2. We thought about different practical aspects of its implementation. The Model we have chosen is realistic to implement in terms of time management, clarity and effectiveness. We had all team members' agreement on implementing it, their number being 7.
However, members who did not agree supported its implementation by working with everyone.
3. We thought we were able to gather help from at least some members of our school community, such as the school board, and some teachers such as Quique Vergara, Suzanne Davis. And of course from the school management, Sandra Entrena and Montse Ballarín.
We even thought of asking for help from other external actors, such as Alejandro Kemp.

What have we done?

• During the new phase of our project, we defined where and how and when we could actually involve more people, namely teachers and students from 6th to 10th grade. We thought about inviting the representatives of students i.e. the students' councils in every class and in the whole school.

• We invited different clubs and groups in our school such as El Meu Primer Vot. The association of teachers in our school helped us with the information sessions and with the organization for the votes. We also thought about inviting the school management persons and the director, so we had a couple of meetings with the school board. Even the administrative and the helping staff of the school were involved in a way to plan the idea that the students had decided to implement in the playground.

• Outside our school context, we thought to invite the representatives from the Municipality who are assigned to cooperate with local schools, but we didn't get the chance to involve them.

We also planned to invite some local institutions that are relevant to our objectives, but we didn't get the chance to meet them. There are also some large enterprises and SMEs (Small and Medium Enterprises) that are dedicated to the objective of social responsibility and we decided to approach them.

What difficulties have we faced?

Find the time to meet. Finally, the school schedule has changed to allow us to meet.

In the beginning, not all students were confident with the idea of the project and we worked a lot to increase their trust in the model we have chosen in the core group.

Teachers of our school didn't know about the model and our ideas and we met often with them to convince them about the power of participation.

Was this model sucessful?

Yes. Having a specific goal to achieve helps a lot with the process. Improving the rest area (a very interesting thing for the students), a significant aspect of our daily lives was one of the success keys.

What solutions have we found?

• Stronger motivation when we were allowed to manage a budget
• Find allies in teachers' team
• More student participation in every decision

How much time did we need for implementation?

We needed around 9 months to complete all phases of implementing this model. We had meetings every week time and every meeting lasted at least one hour. We have designed a specific project to improve the rest area of the school.

Which were our best moments/highlights during the model implementation? In which ways we have increasedour participation?

Exchanges with Portugal and Latvia students were the best moments for us. And they acted as a motivation and participation booster.

What would we change if we had to implement the model again?

We think that making all the process in less time is an important

Which are our recommendations?

1. We have discussed and measured whether the intended objective of our Model of Youth Participation (MYP) has been reached, and after analyzing the work that we've been doing, the objective has finally been reached and what is required to bring it to completion is to have a group of people working on it and checking and teaching people how to work with it.

2. We also observed and evaluated whether the implemented Model developed our horizontal skills, (i.e. Problem Solving, Creative Thinking, Teamwork, Decision-making, Interpersonal skills, Interpersonal Skills, Communication Skills, Leadership Skills and others): organization and motivation.

3. Our team is satisfied with the result because we've accomplished our objective, which was to get a reaction from the school regarding our concerns and demands the school community and the larger community are satisfied because we've worked a lot and we've shown them that we are capable to do what's need to do to get what the students want.

4. We believe that this is a quality model that can be adapted and adopted by other schools in different contexts, as the improved classes and the amount of participation of the students. We even thought that our Model of Youth Participation.

Seven realms of participation Model - Francis & Lorenzo (2002)

Save for the Future - LATVIA

What the model is about?

This Model is about participatory efforts. Children and young people are discussed as seven realms or approaches to their participation. The authors characterise these realms as advocacy, romantic, needs, learning, rights, institutionalisation, and propose a seventh realm, proactive, as a more integrative and effective way to involve children and young people. **(MYP model Handbook p. 25).**

Why have we chosen this model?

We chose the model because we could understand real settings for actions. We could imagine ourselves as social scientists, planners, learners, citizens and as adults. We were inspired by the trends of the young society, we wanted to make a responsible attitude towards natural resources.

What have we done?

• We created a team of participants, encouraging students from different walks of life with different social needs to participate.
• We worked with the school council and the extracurricular team and developed a plan to hold campaigns to raise awareness of the need to conserve natural resources.
• Several action campaigns were carried out in the school, such as: "Trend of empty plates", "Put on a sweater", "Christmas tree".
• We cooperated with the Educational workshop in the nature and technology park "URDA", where we learned about saving resources and sorting waste.
• We organized a co-creation workshop to create fabric bags for each family.

What difficulties have we faced?

Time management was a big challenge due to the busy schedule of the students. Maintain participation even if the influencing circumstances are changing.

What solutions have we found?

• Regular motivation, increasing teachers' interest.
• Integrating the project into the curriculum with the help of our teachers.

Was this model sucessful?

The model was successful because the students were able to assert themselves as part of society and opinion changers.

How much time did we need for implementation?

The project lasted 8 months.

What would we change if we had to implement the model again?

We would choose either action campaigns or shopping bag workshops and training sessions to reduce the organizational burden.

Which are our recommendations?

• Integrate the content of the project into the students' work schedule and, if possible, into the curriculum.
• Find small but important topics for students.

Seven realms of participation Model - Francis & Lorenzo (2002)

Free Time in the Fresh Air LATVIA

What the model is about?

This Model is about participatory efforts. Children and young people are discussed as seven realms or approaches to their participation. The authors characterise these realms as advocacy, romantic, needs, learning, rights, institutionalisation, and propose a seventh realm, proactive, as a more integrative and effective way to involve children and young people .
(MYP model Handbook p. 25).

Why have we chosen this model?

We chose the model because we could understand real settings for actions. We could imagine ourselves as social scientists, planners, learners, citizens and as adults.

What have we done?

• We created questionnaires and surveyed school members about current wishes.
• In cooperation with the Valmiera Sports School, we tried different types of activities suitable for our needs. And we chose the "Boccia" game as the most suitable for our needs and conditions.

• In cooperation with the parents' council and the association, we developed a project for the purchase of game equipment and received it from the Valmiera County Foundation.
• After the school tournament, we held tournaments in our residential areas.

What difficulties have we faced?

The biggest difficulties were finding opportunities and continuing the project.
We had problems purchasing equipment when delivery was delayed.

What solutions have we found?

• We had the help of teachers and parents who suggested ideas and helped us stick to the project.
• We rescheduled the tournament several times.

Was this model sucessful?

The model was successful because we could implement it. We got game equipment, new friends in the play areas and social experience. The local community also saw the thoughts, needs and actions of the youth with positive results.

How much time did we need for implementation?

We worked with the model from November to June, that is 8 months.
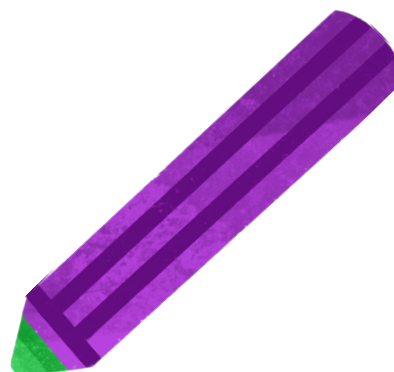
What would we change if we had to implement the model again?

We would choose a smaller task to be less anxious. When distributing tasks, we would choose 2 responsible people to have a sense of shoulder and support each other.

Which are our recommendations?

If you want to implement this model, we recommend:
• Document everything what you did every week on a jamboard platform. It would be necessary to plan the project time in the students' agenda.
• Develop a calendar plan.
• Division of work and coordination is required.
• Documenting works is also a whole industry, if you need a report and historical evidence.

BePart

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