

Young Monitoring Citizens

Teacher Handbook

Anti-corruption civic education and monitoring for schools

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1

Introduction

Overview of the project

Young Monitoring Citizens is an Erasmus+ project that brings together the Italian NGO Libera. Associazioni, nomi e numeri contro le mafie with the two European schools I*IS Janello Torriani* (Cremona, Italy) and *CPIFP Pirámide* (Huesca, Spain) to develop an innovative model of civic education focused on anti-corruption, civic monitoring, and integrity culture.

Building on the experience of the MoMoEU project, Young Monitoring Citizens responds to European priorities around democratic participation, active citizenship, and the development of civic and digital competencies. Its central ambition is to turn students into informed, engaged protagonists of public life — active agents of positive change within their school communities and beyond.

The project pursues three interconnected goals:

- Innovating civic education through replicable, up-to-date didactic tools;
- Training teachers in participatory methodologies and innovative content;
- Promoting youth leadership through civic monitoring practices, peer education, and intercultural exchange.

To achieve these goals, the project develops this multilingual teacher handbook (available in: EN, ES, IT) with ready-to-use educational units and peer education materials, training pathways for both teachers and students, international mobility experiences, and public dissemination events involving schools, institutions, and local communities. The project is co-funded by the European Union under the Erasmus+ programme (KA210-SCH — Small-scale partnerships in school education), Project No. 2025-1-IT02-KA210-SCH-000352290).

The role of anti-corruption civic education in schools

The negative impact of corruption on our democracies, societies and economies is widely recognised across the world. Education plays a fundamental role in preventing and countering corruption: it fosters the internalisation of values of integrity and enables the construction of a collective dimension of resistance to misconduct, abuses of power, and illicit private interests that damage the common good and undermine the enjoyment of human rights.

And yet, knowing how to bring these themes into the classroom, especially with young learners, is not a straightforward task. There is a profound need to equip educators with the knowledge, skills and confidence to return genuine agency to young people, so that they can become active in countering corruption rather than mere passive observers of it.

Civic education in this sense is not a subject among many: it is a foundational dimension of democratic growth that permeates every area of study and life. As Libera's long experience in schools confirms, education for citizenship must be an oriented education: one that requires adults to take responsibility for proposing a clear vision of person and society, grounded in the principles of justice, equality, freedom, and respect for human dignity. These four pillars are not in competition with each other; they are simultaneous and mutually reinforcing. There can be no justice without equality; no respect for dignity without the guarantee of freedoms.

This handbook is designed to make anti-corruption education accessible, meaningful, and actionable. Rather than presenting corruption as an abstract or distant problem, it connects directly to the lived realities of young people: how power is exercised in everyday relationships, how public decisions affect their communities, and how they themselves can contribute to safeguarding the common good. The school thus becomes not just a place where values are described, but a space where they are practised.

Our two-fold educational approach

The educational units in this handbook are structured around a two-fold educational approach that reflects the core conviction of the Young Monitoring Citizens project: that lasting integrity culture must be built from the inside out.

1. Personal reflection: Self-monitoring

The first dimension of our approach invites young people to turn the lens on themselves. Before monitoring others, students are guided to examine their own use (and potential misuse) of power in everyday situations: how they manage relationships of trust, navigate conflicts of interest, and make decisions that affect those around them. This process of self-monitoring is not about guilt or self-criticism, but about developing genuine self-awareness as a prerequisite for civic responsibility.

Young people often experience a sense of frustration and powerlessness when faced with complex problems such as corruption. Our starting point is to name this feeling honestly, and then work through it. By first recognising integrity and accountability in their own relational world, students build the foundation for understanding why these values, behaviours and attitudes matter and can generate positive change at a broader civic and political level.

2. Civic monitoring and active participation: Monitoring the common good

The second dimension equips students with concrete tools to observe, analyse, and act upon the world around them. Civic monitoring, understood as the informed and critical scrutiny of public decisions, institutions, and actors, is both a right and a democratic practice. Students learn to use the legal and institutional channels available to them: accessing public information, evaluating the accountability of decision-makers, and identifying where the common good is at stake.

This is not passive awareness-raising. It is empowerment. Our goal is to create a generation of young monitoring citizens, young people who place the values of integrity and care for the common good at the centre of both their private and public lives, and who have the competencies and the confidence to act on them. In this spirit, each unit in this handbook closes with a civic action component, designed to connect classroom learning with real engagement in the school, the local community, and beyond.

Taken together, these two dimensions — self-reflection and civic monitoring — mirror the broader vision of what we call a monitory democracy: a democracy based on a widespread, participatory, bottom-up system of power oversight, built through the creation of monitoring communities of young people across Europe. This handbook is a further step towards that vision.

2

Guidelines for teachers

Structure and organization of the handbook

This handbook is designed for secondary school teachers who want to bring anti-corruption civic education into the classroom — whether during dedicated civic education or ethics lessons, or across other school subjects, thanks to the interdisciplinary links built into each unit.

After this introduction, it opens with **three thematic modules**, each built around the two-fold approach described above.

Module 1 – Self-monitoring and personal integrity develops the first dimension of our approach, inviting students to reflect on their own use of power and relationships before turning outward.

Modules 2 and 3 – Monitoring the common good develop the second dimension: Module 2 introduces the approaches and methods of civic monitoring, while Module 3 applies them to specific thematic areas — the environment, local governments, and schools.

Each module opens with a **module overview**: a short introduction to the macro-theme, a reference to the European key competences for lifelong learning addressed by the module.

The module overview is followed by its **educational units**. Each unit is a self-contained, ready-to-use lesson plan built around a fixed structure:

- a brief **introduction to the topic**;
- the **learning objectives**;
- **interdisciplinary links**, connecting the topic to other school subjects to make it easier for teachers to bring these themes into lessons beyond civic education itself;
- two to three **classroom activities**, described concisely, since each activity links to the MoMo-EU platform, where detailed step-by-step instructions and downloadable materials are available in all three project languages;
- an **active citizenship section**, translating what has been learned into concrete points of activation — awareness-raising initiatives and civic actions involving other students, families, the local community, and local institutions;
- a closing **reflection and feedback session** with the class;
- a list of **reference materials and further resources**.

This consistent structure is designed so that teachers can use the handbook flexibly: running a full module in sequence, picking a single unit to fit into an existing lesson, or combining units from different modules into a more structured, custom-built pathway, without losing the thread of the two-fold approach that runs through the whole handbook.

Resources for further reading appear throughout the handbook — both here, in the module overview, and at the end of each unit — collected in all three project languages (English, Spanish, Italian) wherever possible. These materials are meant to serve a double purpose: they support teachers in deepening their own understanding of the topic, and they can be assigned directly to students who want to explore it further.

The handbook closes with a dedicated section on **peer education**: a methodology chapter and a concrete proposal for training students to become peer educators within their schools, extending the handbook's approach beyond the classroom led by the teacher.

Further reading and resources for teachers and students

Shaazka Beyerle – Curtailing Corruption: People Power for Accountability and Justice – Free book on grassroots, nonviolent movements against corruption worldwide, including a chapter on civic resistance to the mafia in Italy (EN).

Shaazka Beyerle – Freedom From Corruption: A Curriculum for People Power Movements, Campaigns and Civic Initiatives – Free training curriculum on using nonviolent, people-power strategies to fight corruption and build accountability (EN).

Libera – Una bibliografia per la scuola – Curated bibliography (essays, fiction, children's books) on mafia, legality, and civic culture, developed by Libera and Libera Informazione for schools and educational contexts (IT).

Lavialibera – Potere e corruzione – Ongoing investigative journalism section from Libera's own magazine, covering current cases of corruption and abuse of power in Italy and beyond (IT).

Centro Studi Gruppo Abele – Corruzione – Bibliography of various types of reports and materials on corruption, maintained by Gruppo Abele's research centre (IT).

Educación en Gobierno Abierto – Spanish programme (part of Spain's Open Government Plan) providing teachers and secondary school students with practical guides on transparency and civic competences (ES).

Pedagogical principles and suggested approaches for the teaching units

Methodological approaches

For Paulo Freire, "without dialogue there is no communication, and without communication there can be no true education." Dialogue is the path through which people, by speaking their word and naming the world, come to achieve genuine significance as human beings — it cannot be reduced to one person depositing ideas into another, or to a simple exchange of ideas to be passively consumed. The traditional model of teaching, by contrast, rests on a vertical structure that practices "anti-dialogue," while dialectic is the only tool that fosters an empathic relationship between students and teachers, creating a horizontal exchange that nurtures motivation and helps people rediscover their own abilities and knowledge. Dialogue is defined by three qualities in particular: respect for learners; genuine attention to their needs and choices; and tolerance, which Freire understands as the capacity to live alongside difference in order to fight what is unjust. Freire also insists on recognising that a student, a young worker, or a person facing poverty or social marginalisation does not have the same starting possibilities as someone living in comfort. A pedagogy that rewards only outcomes ends up rewarding "the privilege of the starting point," failing to value people for who they are. This is also why, for Freire, the "banking" model of education — which treats knowledge as a gift bestowed by those who consider themselves knowledgeable upon those they consider ignorant — denies education and knowledge as genuine processes of inquiry. Problem-posing education, by contrast, is grounded in creativity and stimulates genuine reflection.

John Dewey approaches learning from a different angle, but reaches a similar conclusion. For him, learning is an active, circular process rooted in experience: it begins with a concrete theme or situation, reflected upon to uncover its meaning; from that reflection, more abstract concepts and knowledge are built, which can then be applied in other contexts, generating new experience and starting the cycle again. For Dewey, learning is not memorising: it is joining action and thought together — learning by doing, and by reflecting on what one does.

The workshop method

Running a workshop can be broken down into seven closely connected phases:

1. Planning the working time. Keep each session under three hours; size the time to what needs to be done, giving each activity a beginning, a development, an elaboration, and — where possible — a conclusion within the same session.

2. Organising the space. Arrange the room according to what the activity requires: tables to lean on for planning work, a frontal setup for a lecture, visible bodies and postures when working through problems, a circle for introductions.

3. Presenting the theme. Introduce the working theme clearly to the group, describing both what will be addressed and how the group will proceed.

4. Giving voice. Encourage thoughts and representations to surface through different languages and modes, making them visible and workable at the educational level.

5. Identifying logical connections and priority content. Draw out from the discussion the most relevant content on which to focus further exploration and possible action.

6. Deepening and elaboration. Working from data, information, critical perspectives, and participants' own values and convictions, help each person engage in a mature, critical process of elaboration that expands their civic knowledge.

7. Change: from knowledge to action. Turn thinking into possible action. Share existing experiences and active projects that help participants imagine what interventions are possible in their own context.

For an educational pathway to succeed, the facilitator must be clear on the functions and roles they are called to embody, depending on the context in which the workshop takes place. A few general pointers on this role:

Listen deeply. Understand what moves in the thoughts and passions of young people, in order to connect with them and build experiences close to their world.

Bring the outside world in. Continuously connect the group with external reality, introducing dissonant elements or perspectives from other social, cognitive, or emotional contexts, so the experience opens up to the complexity and richness of the real world.

Care for the group's work, which depends on: clearly defined objectives; a well-prepared working method; identified and explained tools; recognition of each person's functional role within the group; attention to the work's direction and development; and care for the overall climate of exchange and elaboration.

Hold the relationship between the group and the task. The task must always stay visible and be connected back to what is actually happening — this helps people recognise their roles and feel effective in their work.

Work through questions. The teacher is part of the group but stands apart from what happens in it, helping useful questions surface that open paths of inquiry and exchange. They synthesise, connect content, and help people understand — but always to generate further inquiry, never adopting a role that settles things. Answers close things down.

3

Educational Units



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MODULE 1

Self-monitoring and personal integrity

Corruption is often discussed as something that happens out there — in governments, institutions, or distant power structures. Yet the values and behaviours that either enable or resist corruption are shaped, first of all, in everyday life: in how we manage relationships of trust, exercise small powers, handle conflicts of interest, and make choices that affect others around us. This module begins precisely there — not with abstract principles, but with the personal dimension of integrity, moving through four interconnected dimensions of everyday life.

The starting point is the relationship between desires, needs, and decisions (1.1): corruption does not always announce itself dramatically — it often begins in the small, ordinary moments where personal interest and collective good quietly diverge. From there, the module turns to trust (1.2): the invisible infrastructure of any functioning community, increasingly under pressure from misinformation and social fragmentation. Students explore what it means to be trustworthy not only as a personal virtue, but as a civic practice.

The module then examines power (1.3) — not as an abstract political phenomenon, but as something present in every relationship and daily interaction. Each of us exercises power over others, over resources, over decisions, often without noticing; recognising this is perhaps the most demanding act of self-monitoring, because it requires accountability not only for what one does, but for what one fails to do. The module closes with the question of speak-up culture (1.4): knowing that something is wrong is not enough. Acting on that knowledge requires awareness, courage, and practical skill — and the conviction that everyone has both the power and the responsibility to contribute to ethical and fair communities.

By starting from what is closest and most concrete, this module aims to make anti-corruption education personally meaningful rather than abstract and distant. Self-monitoring — the capacity to observe and evaluate one's own behaviours and choices against shared values — is introduced here as a core civic skill, linking individual agency to collective outcomes: the decisions we make, however small, contribute to building or eroding the culture of integrity in the spaces we inhabit. The goal is not compliance with rules, but the development of an inner orientation — a sense of integrity as something one chooses and builds, day by day.



European key competences for lifelong learning

Personal, social and learning to learn competence: developing self-awareness, the capacity for self-reflection, and the ability to manage one's own behaviour in relation to shared values and responsibilities.

Citizenship competence: understanding the personal roots of democratic values; recognising the connection between individual choices and collective outcomes; developing an active and responsible relationship with rules, rights and duties.

Literacy competence: engaging critically with texts, narratives and testimonies that illuminate integrity and its opposite; expressing one's own positions through structured discussion and written reflection.



Reference materials and resources

MoMoEU - Monitoring yourself section – Overview of the full "Monitoring yourself" framework, which underpins all activities in Module 1 (multilingual).

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1.1

Self-monitoring and how we manage conflicts of interest: decisions, desires, needs

This session helps participants reflect on their decisions, their values, and how corruption can begin in the small, ordinary moments where personal interest and collective good quietly diverge. In today's society, where ethical dilemmas are increasingly present in both personal and professional contexts, reflecting on these issues becomes especially relevant. Developing this awareness can support more responsible and conscious decision-making. Through discussion and interactive activities, students connect personal needs and desires to the ethical choices they generate, building the vocabulary and self-awareness needed to recognise conflicts of interest before they escalate.



Learning objectives

- Reflect critically on personal behaviour and daily decision-making, identifying moments where self-interest and collective good may come into tension.
- Recognise everyday, non-legal forms of corruption, and understand how they relate to more visible or codified forms of wrongdoing.
- Identify personal and group needs.
- Understand how needs and values influence choices.
- Experience ethical dilemmas and reflect on the reasoning process behind difficult decisions.
- Begin to develop a personal framework for recognising and navigating conflicts of interest in everyday situations.

Interdisciplinary links

Civic education: Explore the concepts of corruption, responsibility, conflict of interest, and decision-making in everyday contexts.

Ethics / Philosophy: Reflect on personal values, moral dilemmas, and the meaning of integrity in individual choices.

Social sciences: Examine needs, group priorities, and the social dynamics that shape behaviour.

Physical education: Explore fair play, teamwork, and leadership (in the escape game context).

Activity 1: Name game (Time: 15 min)

Participants stand in a circle and say their name with an adjective using the same letter (e.g. "Curious Clara"). This helps break the ice and create a relaxed atmosphere.

Activity 2: Tree of needs (Time: 60 min)

Participants write down needs they see in their life or environment. Together, they organise them and identify the most important ones, reflecting on which needs are central and how they could be addressed. The expected result is a shared visual map of the group's needs and priorities, and a first sense of which ones are most urgent to act on.

Full activity on MoMoEU website: The tree of needs

Activity 3: Corruption and our needs (Time: 30 min)

The teacher briefly introduces the concept of corruption. Participants then answer the question: "Looking back at the Tree of Needs you just built, which of these needs or desires do you think corruption gets in the way of — for you, or for young people like you? Choose one, and explain how." They share their answers and discuss, connecting the abstract idea of corruption to needs and desires they've already recognised as personally important. The expected result is a class-wide picture of how corruption shows up in ordinary life, used as a starting point for discussion.

Activity 4: Escape game – the sports dilemma (Time: 60 min)

Participants take part in a game where they face ethical dilemmas in a sports team. They must make decisions and reflect on values, fairness and responsibility.

Full activity on MoMoEU website: Escape game 1: the sports dilemma

Active citizenship

In today's context, developing active and responsible citizenship is essential. Students need to see that they can play a role in improving their immediate environment.

Students can use a student assembly or a "self-management day" to collect needs and problems from different classes, and present them to the school management team, opening a genuine dialogue .

The goal is to show that integrity is expressed through concrete action.



Reflection and feedback session

Participants reflect together on what they learned about their own decision-making and the needs and desires that shape it; on whether they can now recognise conflicts of interest in situations they hadn't previously seen as ethically loaded; and on how they might act differently the next time personal interest and collective good pull in different directions.



Reference materials and resources

MoMoEU - Are you aware of your desires? Do you know your needs? Are you able to identify what your personal good is? (Call to Refl-Action 2) – Background reading on desires, needs, and how corruption can get in their way (multilingual).

MoMoEU - Can your desires, needs and personal interests go against the common good? (Call to Refl-Action 3) – Background reading on conflict of interest and entrusted power (multilingual).

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1.2

Self-monitoring and the issue of trust: do we trust others, and do others trust us

This session focuses on trust, power, and relationships. In a context where misinformation, social media, and uncertainty affect how we relate to others, reflecting on trust becomes especially relevant for young people today. Participants explore how power works, how trust is built, and how it affects their daily life.



Learning objectives

- Reflect critically on the role of trust in personal relationships and everyday interactions.
- Explore how power operates within relationships of trust, and how it can be exercised responsibly or abused.
- Understand personal experiences of trust and authority.
- Reflect on trust in public institutions.



Interdisciplinary links

Civic education: Explore trust in institutions, power dynamics, and democratic participation.

Social sciences: Examine authority, social roles, and the mechanisms of collective trust.

Performing arts: Use body expression and theatre techniques, drawing on the sculpture activity (in the sculpture activity).

Physical education / well-being: Build body awareness, movement, and emotional regulation (in the sun salutations activity).

Activity 1: Names and body check-in (Time: 10 min)

Participants say their name and briefly describe how their body feels (tired, calm, tense, relaxed, etc.). This helps them connect with themselves and the group.

Activity 2: Sun salutations (Time: 20 min)

Participants do guided sun salutations to relax, focus, and become more present.

Activity 3: Sculpture of entrusted power (Time: 90 min)

In groups, one person shapes the others into a "sculpture" showing a situation of abuse of power they have experienced, witnessed, or heard about, prompting the observing group to reflect on it and reshape it into a more positive situation, focused on rebuilding trust. The expected result is a shared, embodied understanding of what it takes to rebuild trust once it has been broken.

Possible variation: the observing participants make the changes until the image represents a situation in which citizens can trust the entrusted power.

Full activity on MoMoEU website: Sculpture of entrusted power

Activity 4: Youth Trust Barometer (Time: 60 min)

Participants complete a questionnaire about trust in institutions. They compare results and discuss why they trust or distrust certain institutions. The resulting picture is used as a starting point for discussion.

Full activity on MoMoEU website: Youth Trust Barometer



Active citizenship

- Organise a student assembly to collect and discuss needs and concerns about trust in institutions.
- Create posters, videos, or campaigns promoting responsible use of power.
- Collaborate with other classes or local organisations on initiatives related to fairness and integrity.



Reflection and feedback session

Participants share their views on trust and power, and suggest what institutions should do to build and maintain trust among citizens, students, or employees.



Reference materials and resources

MoMoEU - Do you trust others? Do others trust you? (Call to Refl-Action 1) – Background reading on social trust and how we rely on strangers in everyday life (multilingual).

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1.3

Self-monitoring and the problem of power: use, abuse, non-use

Power is not only exercised by presidents, managers or teachers – it is present in every relationship and in every daily interaction. Each of us holds some form of power: over others, over resources, over decisions. Yet most of the time we do not stop to think about how we use it, whether we might be abusing it, or whether we simply fail to act when we should. This unit invites students to explore the concept of power from the inside out: not as an abstract political phenomenon, but as a lived, personal and social experience.



Learning objectives

- Identify the different forms of power that operate in their daily life (formal, informal, relational, institutional).
- Distinguish between the use, abuse and non-use of power, both in personal contexts and in broader social and professional settings.
- Reflect critically on their own power positions and the responsibilities these entail.
- Recognise how the non-use of power (passivity, silence, inaction) can itself be a form of complicity or harm.
- Connect personal experiences of power dynamics to broader concepts of integrity, trust, and democratic accountability.
- Begin to develop a critical and ethical vocabulary for talking about power in public and professional life

Interdisciplinary links

Ethics and citizenship education: Explore the concepts of power, responsibility, corruption and integrity.

Communication: Reflect on how power is exercised through language, persuasion, and silence.

History: Explore historical and contemporary case studies of corruption, institutional abuse of power, and civil resistance, helping students situate personal dynamics within broader systemic patterns.

VET: Understand workplace ethics, professional codes of conduct and occupational integrity, as well as power dynamics in professional hierarchies (between employers and employees, practitioners and service users, institutions and citizens).

Activity 1: Power molecule (Time: 30 min)

Students create a personal 'molecule' diagram mapping the different spheres of their life where they exercise or experience power (family, school, workplace, consumption, etc.). They reflect on how they feel in each role, and whether they would like to have more, less, or the same amount of power in each sphere. The expected result of the activity is the creation and discussion of how these molecules differ depending on students' experiences.

Full activity on MoMoEU website: Power molecule

Activity 2: Your corruption footprint quiz (Time: 60 min)

Participants take a short quiz reflecting on how far their own everyday choices and actions contribute to creating — or resisting — corruption in their social environment. There are no right or wrong answers: the value of the activity lies in comparing different points of view during the group discussion that follows.

Tip: Instead of the quiz, this activity can also be run as an Ethical dilemma, also available on the MoMoEU website.

Full activity on MoMoEU website: Your corruption footprint quiz

Activity 3: Map the corruption! (Time: 30 min)

This activity is a perception game on anonymised real cases of corruption to be placed on the European map, which challenges geographical and cultural stereotypes. The expected result is the completion of the map and students' discussion of the widespread phenomenon of corruption.

Full activity on MoMoEU website: Map the corruption!

Active citizenship

- Students create a visual exhibition to raise awareness about hidden power dynamics in everyday life (school, family, workplace).
- Organise a visit to a local council, court or public administration where students can observe democratic accountability in practice and ask questions about how power is checked



Reflection and feedback session

Students reflect on what they learned about power across personal, social, and institutional levels. Working in small groups, they discuss how perceptions have changed and what surprised them most. Each group shares one key insight in a plenary circle. Students then write short reflections on how to apply these lessons in real life.



Reference materials and resources

MoMoEU - Are you aware of the power you have over others, and that others exercise over you? (Call to Refl-Action 4) – Background reading on use, abuse and non-use of power (multilingual).

Transparency International - What is corruption? – Clear, accessible overview of corruption, abuse of power and institutional accountability (EN)

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1.4

Self-monitoring and the speak-up culture: how to act when we witness misconduct

This unit examines how to build a speak-up culture by developing awareness, courage, and practical skills to act against misconduct or unfairness. It focuses on the moment of choice when witnessing wrongdoing and analyzes personal, social, and institutional influences on speaking up. Through real-life scenarios, students explore why some remain silent while others take action. The concept of whistleblowing is broadened beyond legal definitions to include any effort to report or challenge wrongdoing for the common good. Ultimately, it highlights that everyone has both the power and responsibility to contribute to ethical and fair communities.



Learning objectives

- Define the concept of speak-up culture and explain its importance for personal and collective integrity
- Identify the barriers and enablers to speaking up when witnessing misconduct (fear, loyalty, group pressure, institutional climate, protection mechanisms)
- Distinguish between different forms of misconduct and discuss appropriate ways to respond in various contexts (school, workplace, community)
- Understand the basic legal and institutional frameworks that protect those who report misconduct (whistleblower protection in the EU)
- Reflect on their own values, fears and agency when faced with a moral dilemma involving wrongdoing
- Develop practical strategies for acting responsibly when witnessing misconduct, including knowing who to turn to and how

Interdisciplinary links

Civic education: Rights and duties of citizens; democratic participation; rule of law; whistleblower protection frameworks (EU Directive 2019/1937)

Professional counseling and career guidance: Anti-corruption legislation; labour law (reporting obligations and protections in professional environments); GDPR and data privacy when reporting

Communication and languages: Argumentation and persuasion; writing formal complaints; assertive communication skills

VET: Workplace ethics; codes of conduct; professional responsibilities and reporting channels in the relevant sector (health, construction, commerce, public administration, etc.)

Activity 1: What's up if... (Time: 30 min)

This warm-up activity grounds students in real-life scenarios and shows how misconduct - and the decision to act or remain silent - can affect ordinary people's daily lives. It sparks discussion about personal agency and responsibility without requiring prior theoretical knowledge.

Possible variation: Ask students to rewrite one of the stories set in their own vocational field (a hospital, a school, a construction site, a public office), and identify who in that context holds power, who is affected, and who could speak up.

Full activity on MoMoEU website: What's up if...

Activity 2: Ethical dilemma (Time: 60 min)

Students are placed in the role of a witness to misconduct and must navigate a series of choices that test their values, loyalties and courage. The step-by-step dilemma format makes visible the reasoning process behind speaking up -or staying silent. The expected result of the activity is the students' classification of common situations that involve speaking up and paths of action before misconduct.

Full activity on MoMoEU website: Ethical dilemma

Activity 3: All true things: Let's write a shared code of conduct (Time: 90 min)

Students move from reflection to action by co-constructing a shared code of conduct for their own group - a living document that defines how they commit to behave when they witness misconduct. This activity builds ownership, reinforces the collective dimension of integrity, and produces a tangible outcome. It can be evolved into a school activity, where peers from other classes are included while on the search for common problems across different educational levels.

Tip: Given the 90-minute constraint, we suggest focusing on Stages 1 and 2 of the full activity. The remaining stages (peer education and dissemination) can be developed as part of the active citizenship actions described below.

Full activity on MoMoEU website: All true things: Let's write a shared code of conduct



Active citizenship

• Display the class code of conduct in common areas of the school and invite other classes to comment on it or create their own version.

• Organise a short presentation or poster exhibition in the school corridor: 'What would you do if you saw something wrong?' based on the scenarios explored in the ethical dilemma activity.

• Create short videos (reels, podcasts or recorded role-plays) showing different responses to misconduct, and share them with the school community.

• Reach out to a local civil society organisation, union or anti-corruption body to invite a guest speaker who can share real-life experience of speaking up and the related support and protection system.

• Connect with a local journalist or civic media outlet to explore how the press plays a role in exposing misconduct and supporting those who speak out.



Reflection and feedback session

Students review what they learned about courage, responsibility, and integrity across the three activities. In small groups, they discuss how their views on speaking up have evolved and what real-life challenges they might face. Each group shares one takeaway or commitment for ethical action. Students write a brief reflection on what helps or hinders speaking up in their environments.



Reference materials and resources

MoMoEU - How do you react to lack of transparency, injustice or "blurred" situations? (Call to Refl-Action 5) – Background reading on whistleblowing as an act of civic responsibility, and on why whistleblowers are ordinary people, not heroes (multilingual).

Transparency International - 11 Movies About Whistleblowers – Transparency International's curated list of films dramatising real whistleblower stories, from discovery to disclosure to aftermath.

Open The Whistle – European project (Italy, Spain, Bulgaria) on whistleblower protection, offering supplementary material and the awareness campaign "We owe it to each other" (multilingual).

Libera – Linea Libera, il podcast – Five-episode investigative podcast on whistleblowers and victims of usury and extortion, and on how they can be helped to report it (IT).

Libera – Dossier "Linea Libera": estorsione, usura e corruzione, conoscerle per contrastarle" – National research dossier on how business owners in Turin, Florence and Naples perceive and experience mafia-related crime and corruption (IT).

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MODULE 2

Monitoring the common good: approaches and methods

If Module 1 turns the monitoring gaze inward, Module 2 turns it outward — toward the public spaces, institutions and decisions that shape the communities we live in. Civic monitoring — the active, informed scrutiny of how public power and resources are managed — is introduced here not as a specialised or technical activity, but as something any citizen can and should practise: a way of engaging critically and actively with the common good, holding institutions to account.

The module is built around three complementary methods, each representing a different entry point into civic monitoring. The first is the body itself (2.1): through the methodology of the monitoring walk, students learn to read public spaces with their senses and their critical thinking, moving from passive experience to active observation. Public spaces are part of the common good — and learning to look at them carefully is already an act of civic engagement.

The second method is access to data and its analysis (2.2). In contemporary democracies, understanding how public resources are managed requires the ability to find, interpret and communicate public information. But data is not always easily accessible. Students learn how to identify relevant datasets, how to request missing information through the channels the law provides, and how to transform complex figures into accessible tools — dashboards, infographics — that make civic knowledge shareable.

The third method is advocacy (2.3). Monitoring does not end with observation or data collection: to generate real change, it must lead to engagement and institutional dialogue. This means asking the right questions — questions that clarify objectives, identify responsibilities and open constructive conversations with decision-makers and stakeholders — and knowing how to structure findings into a monitoring report and a small-scale campaigning action.

Together, these three methods form a civic toolkit that students will carry into the thematic applications of Module 3.



European key competences for lifelong learning

Citizenship competence: understanding the structures and functioning of democratic institutions; developing the skills and motivation to participate in public life through legitimate, non-violent means; practising the right to access public information.

Digital competence: using digital tools to search, evaluate and manage information; navigating open data platforms and public databases; understanding the role of digital literacy in civic participation.

Literacy competence: formulating precise questions; reading and analysing official documents, reports and journalistic investigations; communicating findings clearly and effectively.

Mathematical competence and competence in science, technology and engineering: reading and interpreting quantitative data, statistics and official reports as part of civic monitoring exercises.

Personal, social and learning to learn competence: developing collaborative research skills; building resilience in the face of incomplete or contested information; learning to manage uncertainty and ambiguity.



Reference materials and resources

MoMoEU - Monitoring the common good section – Overview of the full "Monitoring the common good" framework, which underpins all activities in Module 2 (multilingual).

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2.1

Monitoring with our body: how to conduct monitoring walks

Public spaces are part of the common good and play a fundamental role in the quality of life of young people and communities. However, they are often experienced passively, without critical observation or active involvement. This unit introduces students to the concept of civic monitoring through the methodology of the "monitoring walk", an experiential activity that allows participants to observe, analyse, and interpret public spaces using their bodies, senses, and critical thinking. In this way, students come to see themselves as active agents in the care and transformation of common goods.



Learning objectives

- Understand the concept of the "common good" and its relevance in everyday life.
- Develop the ability to observe public spaces critically through sensory and spatial awareness.
- Distinguish between individual desires and collective needs in relation to public spaces.
- Learn how to structure and conduct a monitoring walk as a civic research tool.
- Strengthen collaborative skills through group discussion and cooperative planning.
- Stimulate responsibility and commitment towards improving public spaces for young people and the wider community

Interdisciplinary links

Mathematics and social sciences: Collecting and analysing qualitative observations gathered during the monitoring walk; interpreting patterns and identifying priorities.

Information technology: Using digital collaborative tools (e.g. Mentimeter or Padlet) for brainstorming and idea sharing; accessing online resources.

Geography and civic education: Reading and interpreting urban spaces; understanding how public spaces reflect social dynamics and community needs.

Physical education: Experiencing space through movement and bodily awareness during the monitoring walk.

Activity 1: Brainstorming – distinguish and connect the desires (Time: 40 min)

Students begin with a guided brainstorming session based on the activity "Distinguish and Connect the Desires." Working individually and in small groups, they reflect on their personal desires regarding public spaces, then compare them with collective needs. The teacher supports students in identifying recurring themes and tensions between individual expectations and shared responsibilities.

Full activity on MoMoEU website: Distinguish and connect the desires

Activity 2: Escape game Bront (two levels) (Time: 50 min)

Students take part in the first two levels of the Escape Game Bront, a gamified activity that introduces them to the concept of monitoring and civic responsibility in an engaging way. Through problem-solving tasks and collaborative challenges, students explore issues related to public spaces and community wellbeing. The escape game fosters teamwork, critical thinking, and motivation, creating strong emotional and cognitive engagement with the topic.

Tip: We suggest that students play in one group player mode. You can consult the guidelines for further instructions.

Full activity on MoMoEU website: Keep it clean, Bront! - Monitoring the common good

Activity 3a: Planning the monitoring walk (Time: 45 min)

Students learn how to design and organise a monitoring walk. They can be organised as one large group in order to make better decisions together. Guided by the methodology provided in the activity "The Monitoring Walk," they define:

- The area to be observed
- The focus of monitoring (e.g. accessibility, maintenance, safety, inclusivity)
- Observation criteria and guiding questions
- Roles within the group

Students collaboratively prepare observation grids or guiding questions and discuss how to document their findings (notes, photos, mapping tools). This activity strengthens organisational and analytical skills.

Activity 3b: Conducting the monitoring walk (Time: 45 min)

Using the plan they've just built, students conduct the monitoring walk. The goal is to analyse both familiar and unfamiliar parts of the area, recognising its potential and its problems, and to experience monitoring as something done through their own bodies — a first, concrete strategy for civic monitoring.

Full activity on MoMoEU website: The monitoring walk



Active citizenship

After conducting the monitoring walk, students may:

- Present their findings to other classes or school assemblies.
- Share a report or visual presentation with families and the local community.
- Organise a public awareness initiative on the importance of caring for common goods.
- Engage in dialogue with local institutions or civil society organisations to propose improvements.

These activation steps reinforce students' perception of themselves as active citizens capable of contributing to tangible change.



Reflection and feedback session

Students can be invited to discuss not only what they have learned about monitoring public spaces, but also how they experienced the group work, collaboration and decision-making processes.

Particular attention is given to relational dynamics, emotional responses and the sense of responsibility developed during the activities. The teacher is free to structure this discussion according to the specific needs and characteristics of the class group, ensuring a safe and inclusive space for dialogue.



Reference materials and resources

MoMoEU - Turn your wish to know into your right to know – Background reading on how a shared "wish to know" becomes a collective goal, and how the right to know — a human right — turns that wish into a practical tool for civic action (multilingual).

Gruppo Abele - Video of a monitoring walk carried out in Turin – Recording of a monitoring walk activity in practice, showing the methodology applied on the ground (IT).

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2.2

Monitoring through numbers: how to find public data (and request it when it's missing), and how to obtain civic access

In contemporary democracies, data plays a crucial role in understanding how public resources are managed and how decisions are made. Monitoring the common good increasingly requires the ability to access, interpret, and communicate public data in a clear and responsible way. However, data is not always easily available.

Through practical simulations, students learn how to identify relevant public data, request missing information, and transform complex datasets into accessible communication tools such as dashboards and infographics.



Learning objectives

- Understand what public data is and why it is essential for democratic accountability.
- Learn how to identify relevant data sources for monitoring public issues.
- Develop basic skills in searching, interpreting, and organising datasets.
- Understand the purpose and procedure of a civic access (FOIA-type) request.
- Reflect on the ethical and communicative responsibility involved in presenting data to the public.
- Acquire basic knowledge of data visualisation tools such as dashboards and infographics.

Interdisciplinary links

Mathematics and statistics: Reading, interpreting, and organising data; recognising trends and patterns.

Civic education and law: Understanding transparency regulations and the right of access to public information.

Information technology: Searching databases, organising data in spreadsheets, designing simple dashboards or infographics.

Language and media education: Translating technical data into accessible narratives for the general public.

Activity 1: Choose what to monitor (Time: 60 min)

Students identify a public issue they would like to monitor (e.g. school services, environmental quality, public spending, urban mobility) and define: the topic of monitoring, the key questions they want to answer and the types of data needed.

This activity helps students understand that effective monitoring starts with clear research questions and well-defined objectives.

Full activity on MoMoEU website: Choose what you want to monitor

Activity 2: Simulate a data collection (Time: 60 min)

Students participate in a guided simulation of data searching. They explore where relevant public data might be found (municipal websites, national open data portals, statistical offices, institutional reports), reflecting on: what data is easily accessible, what data appears incomplete or missing, and the possible obstacles to accessing information. This activity develops critical awareness of transparency practices and strengthens analytical skills related to data reliability and completeness.

Full activity on MoMoEU website: A data-searching simulation

Activity 3: Civic access: simulating a FOIA request (Time: 60 min)

Students simulate drafting a civic access request for missing information, learning

what a FOIA-type request is, when it can be used and how to formulate a clear and legitimate request.

Tip: The teacher may conclude with a short introduction to data communication tools (dashboards and infographics), discussing how collected data could be transformed into clear visual outputs for the general public.

Full activity on MoMoEU website: Let's make a FOIA request!



Active citizenship

This unit empowers students to move from passive data consumers to active transparency advocates. Possible follow-up actions include:

- Submitting a real civic access request to a local authority (if appropriate).
- Creating an infographic summarising collected data and sharing it within the school community.
- Presenting monitoring findings during a school assembly.
- Collaborating with local journalists or civic organisations interested in open data.

Through these actions, students experience transparency not as an abstract principle, but as a practical democratic tool.



Reflection and feedback session

At the end of the unit, the teacher facilitates a structured reflection. Students are invited to discuss:

- What difficulties they encountered in searching for data.
- How accessible public information really is.
- How they felt when simulating a civic access request.
- The challenges of communicating numerical information clearly and responsibly.

Tip: The reflection should address not only technical skills, but also the relational and ethical dimensions of working with public data.



Reference materials and resources

MoMoEU - Decide what to monitor – Background reading underpinning Activity 1, on how to turn a shared interest into "good monitoring questions", narrowing down a broad topic (multilingual).

MoMoEU - Find the data – Background reading underpinning Activity 2, on how to locate institutional and civic data, and on the "open, accessible, machine-readable" standard a good dataset should meet (multilingual).

MoMoEU - Ask for the data (or create the data) – Background reading underpinning Activity 3, on filing a FOIA-type request when data isn't public, including country-specific tools, and on creating civic data directly through site visits, interviews, and document analysis (multilingual).

European Data Portal (data.europa.eu) – Access point for datasets from European institutions and member states (multilingual).

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2.3

Monitoring using good questions: how to engage stakeholders and carry out advocacy

Effective monitoring of the common good does not end with data collection or observation. To generate real change, monitoring must lead to dialogue, engagement, and advocacy. Asking the right questions is a crucial step in this process: good questions clarify objectives, identify responsibilities, and open constructive conversations with stakeholders. Students learn how to formulate clear and strategic questions, structure an effective monitoring report, and organise a small-scale campaigning action. The unit strengthens communication skills and promotes responsible civic engagement grounded in evidence and dialogue.



Learning objectives

- Understand the role of questions in shaping effective monitoring and advocacy actions.
- Learn how to structure a clear and accessible monitoring report.
- Develop the ability to define realistic and measurable advocacy goals.
- Identify relevant stakeholders connected to a specific public issue.
- Strengthen teamwork and organisational skills through role division.
- Reflect on ethical and constructive approaches to civic campaigning.

Interdisciplinary links

Civic education and social sciences: Understanding participatory democracy, stakeholder engagement, and public accountability.

Language and communication studies: Writing structured reports and formulating persuasive yet respectful advocacy messages.

Information technology: Designing communication materials and disseminating content through digital platforms.

Media education: Analysing how campaigns are structured and how messages influence public opinion.

Activity 1: Writing a clear monitoring report (Time: 60 min)

Participants analyse the essential elements of an effective monitoring report. Working in groups, they organise previously collected data or simulated monitoring results into a structured document. The focus is on clarity, transparency and accessibility. Students reflect on how language and structure can make a report understandable to a non-expert audience.

Full activity on MoMoEU website: Beautiful and clear: the best report for monitoring action

Activity 2: Choosing the good question and defining the goal (Time: 60 min)

Starting from their report, students identify the most strategic question to address to stakeholders. They reflect on:

- Who has the power to influence change?
- What specific decision or action is being requested?
- Is the objective realistic and measurable?

Then, each group formulates one "good question" and defines a concrete advocacy goal. The teacher supports students in refining questions so that they are clear, respectful and solution-oriented rather than accusatory.

Full activity on MoMoEU website: Choose the 'good question'

Activity 3: Role division for campaigning action and dissemination (Time: 60 min)

Participants design a simple campaigning action aimed at presenting their monitoring findings and advocacy request, identifying different roles within the group. Students outline a dissemination strategy (e.g. school presentation/infographics, posts on social media, meeting with local authorities). This activity strengthens organisational skills and highlights the importance of collaboration in civic initiatives.

Full activity on MoMoEU website: Role division for campaigning action



Active citizenship

Possible follow-up activities include:

- Presenting the monitoring report and advocacy question to school leadership or local authorities.
- Organising a public debate or roundtable discussion involving stakeholders.
- Launching a small awareness campaign within the school community.
- Publishing the report in the school newspaper or on digital platforms.

Through these actions, students experience advocacy as a democratic process based on dialogue, responsibility and evidence.



Reflection and feedback session

At the end of the unit, the teacher facilitates a reflection session focused on both content and group dynamics. Students may discuss:

- How difficult it was to formulate a "good question".
- What challenges emerged in defining realistic advocacy goals.
- How they experienced role division and teamwork and why it is so important to do so.
- Whether their perception of civic engagement has changed.

Tip: Particular attention should be given to the relational dimension: listening skills, respect for different perspectives and the importance of constructive communication in advocacy processes.



Reference materials and resources

MoMoEU - Turn data into civic information: write a monitoring report – Background reading underpinning Activity 1, on turning a dataset into a monitoring report (multilingual).

MoMoEU - Choose your question – Background reading underpinning Activity 2, on what makes a "good monitoring question" that turns a working group into a real monitoring community (multilingual).

MoMoEU - Create a campaign to spread the message – Background reading underpinning Activity 3, on building an effective advocacy campaign, including a practical toolbox of online and offline communication tools for a civic campaign (multilingual).

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MODULE 3

Monitoring the common good: thematic applications

If Module 2 introduced the principles and tools of civic monitoring, this module puts them to work. Students now apply the methods they have developed — observation, data access, advocacy — to three concrete domains of public life, each chosen because it is both civically significant and genuinely close to the experience of young people.

The module opens with the environment (3.1). Natural resources, like water, soil, air, are fundamental to life, yet their governance often goes unnoticed. By exploring how local environmental resources are managed, organised and financed, students develop ecological awareness alongside civic responsibility: the understanding that environmental stewardship is not only a scientific question but a deeply political one, involving decisions that can and should be scrutinised.

The second unit moves to the municipality (3.2). Local institutions are where democracy is most tangible and where the gap between citizens and decision-makers can feel most frustrating. Focusing on a concrete case particularly relevant to young people, the management of a public youth space, students learn to examine how a project is designed, financed and implemented, using civic access requests and public accountability tools to build a picture of how local governance actually works.

The third unit brings the monitoring gaze closest of all: to the school itself (3.3). Schools are public institutions that manage funds, make decisions and shape the lives of entire communities, yet students rarely know how these decisions are made or how resources are spent. This unit invites participants to apply civic monitoring to the institution they know best, developing an informed and active relationship with a space they have always inhabited but may never have truly examined.

Overall, this module draws on years of experience running monitoring pathways with different classes, proof that this kind of civic monitoring work is not just possible in principle, but has already been done, refined, and shown to work in real classrooms.

Across all three units, the emphasis is on proximity: students are encouraged to bring the monitoring gaze close to home. This is not a limitation but a pedagogical choice, as proximity makes abstract concepts concrete, and local knowledge gives students a genuine epistemic advantage.



European key competences for lifelong learning

Citizenship competence: applying civic monitoring skills to real cases; engaging with public institutions and open data; practising advocacy and responsible civic action.

Digital competence: using open data portals, civic tech tools and online mapping platforms; critically evaluating digital sources; producing and sharing monitoring outputs in digital formats.

Literacy competence: writing monitoring reports; formulating public questions and advocacy messages; reading investigative journalism and official documents with analytical precision.

Mathematical competence and competence in science, technology and engineering: working with quantitative public data; understanding procurement data, environmental indicators and public expenditure figures.

Entrepreneurship competence: developing and presenting a civic monitoring project; taking initiative in identifying questions and designing investigative processes; moving from analysis to action.



Reference materials and resources

MoMoEU - Monitoring the common good section – Overview of the full "Monitoring the common good" framework, which underpins all activities in Module 3 (multilingual).

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3.1

Monitoring the environment: how to relate to nature and how natural resources are governed, organised and financed in response to the needs of communities and ecosystems

Environmental resources like water, soil, and air are essential for life and ecosystems, yet their management often goes unnoticed despite its impact on daily life. This unit explores environmental monitoring through a concrete entry point: the local waste collection system. Students learn how local resources are governed, organised, and financed. Activities include research, field observation, and dialogue with institutions, fostering ecological awareness and shared civic responsibility.



Learning objectives

- Understand how waste collection and environmental services are organised at municipal level.
- Analyse how public services are financed and how they respond to community and ecosystem needs.
- Develop critical observation skills through environmental monitoring activities.
- Recognise the impact of citizens' behaviour and sense of responsibility on environmental quality.
- Enhance data collection and interpretation skills through access to information (FOIA) requests.
- Promote active participation and constructive dialogue with local institutions.

Interdisciplinary links

Social sciences and civic education: Understanding local administration policies on environmental issues.

Economics: Monitoring how local municipalities manage public resources, e.g. how revenues from waste-collection taxes are spent.

Information technology: Conducting online research through municipal and service provider websites; producing digital content such as video podcasts.

Science and geography: Analysing environmental impact in specific urban areas.

Language and media education: Writing articles and producing reports for the school and, more broadly, for the wider community.

Activity 1: Monitoring of waste collection: institutional research (Time: 30 min)

Students conduct a virtual tour of the municipality's website and/or the company contracted for waste collection. They collect information about waste collection methods and frequency; area-based services; focus on the school's neighbourhood; communication strategies and environmental objectives. The teacher encourages critical questions about transparency, efficiency and environmental sustainability.

Activity 2: Monitoring walk and "Trash Attack" (Time: 90 min)

Students carry out a monitoring walk in the school area (see Unit 2.1), observing and documenting the environmental situation. They photograph different types of litter, whether dumped in the areas around the school or left behind by the contracted company. The activity includes: identifying the types of waste officially collected, classifying abandoned waste by category, and identifying the neighbourhood areas most affected by degradation. The teacher encourages students to connect institutional data with real-life environmental conditions.

Activity 3: Data analysis and reporting (Time: 60 min)

Based on the collected data, students analyse the gap between how waste management systems are supposed to work and the actual situation observed. They then prepare a communication product, choosing between:

- Writing an article for the school's social media;
- Producing a video podcast for the school radio and/or local TV and newspaper.

The report must present the monitoring results and include concrete proposals for improvement, such as awareness campaigns, better communication strategies, or organisational adjustments.



Active citizenship

The unit culminates in a public feedback event involving municipal officials and representatives of the waste collection company. Students present their findings, ask questions, and propose improvements. This moment of dialogue turns the monitoring activity into a real civic participation experience, strengthening democratic engagement and institutional accountability. It can potentially lead to the creation of a permanent student monitoring group.



Reflection and feedback session

Students are invited to discuss what they have learned about local policies, public services, and civic responsibility. Particular attention is paid to the relational and emotional dimensions of the experience: how did it feel to interact with institutions? Did the monitoring activity change their perception of environmental issues? What challenges did they encounter in group work?



Reference materials and resources

Your municipality's official website — Look for the councillor or department responsible for environmental policy and waste management, and for any published information on collection schedules and service organisation.

Your local waste collection company's website — Look for service details, collection calendars, and any public environmental targets or reports.

Additional institutional documents and open data sources may be consulted to deepen understanding of environmental policies and financing methods.

Catasto Nazionale dei Rifiuti (ISPRA) — Italian open dataset on municipal waste, down to municipal level (IT).

INE — Estadística sobre recogida y tratamiento de residuos — Spanish waste statistics, down to regional level (ES).

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3.2

Monitoring our municipalities: how to build trust in public institutions and how spending, decision-making, organisation and public accountability work

Local municipalities play a crucial role in responding to community needs. Yet trust in public institutions depends on transparency, accountability, and citizens' ability to monitor how decisions are made and how public funds are spent. This unit explores how students can monitor municipal activity, focusing on a topic particularly relevant to young people: youth community centres. Through research, access to information requests, and virtual inspection tools, students analyse how a "Youth Space" project is designed, financed, and implemented, strengthening their understanding of local governance and promoting a sense of empowerment.



Learning objectives

- Understand how municipalities are organised, and how responsibilities are distributed across sectors.
- Learn how to access and interpret public documents related to municipal projects.
- Develop skills in analysing public spending and funding sources (local, regional, European).
- Strengthen the ability to formulate monitoring questions related to transparency and accountability.
- Compare project plans "on paper" with their implementation in reality.

Interdisciplinary links

Civic education and social sciences: Understanding local governance structures, transparency regulations, and public accountability mechanisms.

Economics: Analysing public spending, co-financing mechanisms, and European Social Fund contributions.

Information technology: Navigating institutional websites; using digital tools such as Google Earth for virtual site inspections.

Social sciences: Reflecting on youth policies and community participation.

Language and communication: Producing a structured civic monitoring report.

Activity 1: Virtual tour of the municipality (Time: 30 min)

Students explore the municipality's official website, identifying:

- Organisational structure and responsible departments
- Councillors or officials in charge of youth policies
- Public documents available (budgets, projects, resolutions)

The aim is to understand who is responsible for decisions, and which documents can be requested to monitor a specific sector.

Activity 2: Focus selection - The youth space project (Time: 45 min)

For this unit, the class selects a concrete focus: a community/youth centre project. Students clarify why the topic is relevant and define key monitoring questions.

Tip: The focus may vary, it's best to follow students' own interests and the local context.

Students then read and analyse a municipal project dedicated to a youth space published on the official website, noting its objectives, timeline of interventions, and funds allocated and requested.

The teacher supports students in interpreting administrative language and identifying relevant information.

Activity 3: Civic access and funding analysis (Time: 45 min)

Students simulate a FOIA request to obtain information on:

- Regional funds
- European Social Fund financing
- Municipal co-financing

They then analyse the obtained or simulated data, addressing monitoring questions such as:

- How much has been spent so far?
- How much remains to be spent?
- Are there delays or critical issues?

Activity 4: Virtual site inspection (Time: 30 min)

Students conduct a virtual inspection using tools such as Google Earth or OpenStreetMap, observing:

- The location and accessibility of the youth centre
- Surrounding infrastructure and transport connections
- Visible progress of construction (if available)

Students reflect on whether the space appears accessible and well integrated into the neighbourhood context.

Tip: Teachers can invite students to physically check the situation they previously monitored online, in their own time outside school.

Activity 5: Data analysis and civic monitoring report (Time: 30 min)

Students compare the project "on paper" with the available information about its implementation. In groups, they produce a short civic monitoring report including:

Key findings

Strengths and weaknesses

Reflections on inclusivity and accessibility

Concrete civic recommendations for improvement

Tip: Students can complete the report at home, drafting practical suggestions addressed to the municipality.

Optional extra: Youth City Council role play

If time allows in a future session, teachers may organise a simulation of a Youth City Council, with students taking on different roles (citizens, administrators, designers) to debate the recommendations formulated in their monitoring report. This deepens understanding of decision-making dynamics but falls outside the three-hour timeframe.



Active citizenship

Possible follow-up actions include:

- Sending the civic monitoring report to municipal authorities.
- Requesting a meeting with the councillor responsible for youth policies.
- Presenting findings during a school event.
- Publishing recommendations through school media channels.

Through these actions, students experience how monitoring can contribute to institutional trust grounded in accountability and dialogue.

Reflection and feedback session

At the end of the unit, the teacher facilitates a reflection session focusing on both institutional understanding and group experience. Students discuss:

- What surprised them about municipal organisation and spending.
- Whether transparency tools seem accessible and effective.
- How their perception of public institutions has changed.
- The challenges encountered in analysing official documents.

Tip: Special attention should be given to the relationship between transparency, responsibility and trust in democratic institutions.

Reference materials and resources

Kohesio — Official EU platform mapping cohesion-policy funded projects across all member states (multilingual).

OpenCoesione — Italy's open data portal on cohesion-policy funding: search for projects by municipality, budget, and status (IT).

Monithon — Italy's civic monitoring platform for publicly funded projects, including youth spaces and community centres funded with EU cohesion funds (EN, IT).

Civio – ¿Dónde van mis impuestos? — Spanish civic tech making public budgets and spending understandable to citizens (ES).

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3.3

Monitoring our schools: how we relate to the school as an institution and how it manages funding, organises itself, and makes decisions in response to the needs of school communities

Schools are not just places of learning, they are public institutions that make decisions, manage public funds, and shape the lives of entire communities. Yet students, families, and staff rarely know how these decisions are made, who holds power, or how money is spent. This unit invites participants to look at their own school through the lens of civic monitoring: to ask questions, find information, and develop an informed, active relationship with the institution they are part of.



Learning objectives

- Identify the main governance bodies of a school (e.g. school council, board of governors, headteacher, student council) and describe their roles and responsibilities.
- Locate and read key institutional documents, such as the school development plan, annual budget, and meeting minutes, using publicly available sources.
- Apply basic monitoring skills to analyse how the school makes decisions and allocates resources in response to community needs.
- Critically reflect on issues of transparency, accountability, and participation within their own school context.
- Learn how to formulate civic questions or proposals based on their findings and share them with relevant school or community actors.

Interdisciplinary links

Mathematics: Reading quantitative information in budget documents; representing data in graphs or infographics.

Language and communication: Searching for, evaluating, and presenting institutional information from official sources; drafting civic proposals addressed to school governance bodies.

Information technology: Navigating official school and government websites to locate institutional documents; using digital tools to produce infographics or presentations.

Civic education: Understanding school governance structures, students' and families' rights, and legal obligations around institutional transparency and public accountability.

Economics: Reading and interpreting institutional budgets, public funding flows, cost centres, and expenditure priorities.

Professional training and guidance: Understanding the workplace as an institution subject to rules, rights, and accountability (mirroring the school as an institution).

Activity 1: Who runs our school? Mapping school governance (Time: 50 min)

Participants collaboratively map the governance structure of their school (identifying the key bodies, roles, and decision-making processes) and reflect on where students and families do or don't have a voice.

1. Warm-up (10 min): spark reflection on competing values and decision-making in institutional contexts through these possible inputs: Who do you think makes the most important decisions in your school? How are those decisions made?

Tip: You can run the Ethical dilemma activity, with the school story.

2. Group mapping (25 min): In groups of 3-4, participants receive a blank organisational chart template (or use a large sheet of paper) and fill in what they know about their school's governance bodies. The teacher provides the school's official governance documents or website links for reference.

3. Plenary (15 min): Groups share their maps and discuss: Which bodies have the most power? Who is underrepresented? Where do students have a formal role?

Activity 2: Follow the money: reading the school budget (Time: 70 min)

Students access their school's budget document and analyse how money is allocated across different needs, considering whether the priorities reflected in the budget match the needs they observe in school life.

1. Introduction (10 min): Brief teacher-led explanation of where school funding comes from (national/regional government, local authority, grants, family contributions) and where it goes (staff costs, facilities, learning materials, etc.).

2. Document analysis (35 min): In small groups, participants receive a budget extract or simplified table. They identify: the largest cost centres; any unexplained or surprising items; spending areas that seem inadequate for student needs.

3. Data visualisation (15 min): Each group creates a simple chart or infographic representing one aspect of the budget (eventually using free tools such as Canva, Datawrapper, etc.).

4. Discussion (10 min): Is this budget transparent? What questions does it raise? What is missing?

Activity 3: Our school, our voice: drafting a civic proposal (Time: 60 min)

Building on the previous activities, participants formulate a short civic proposal or monitoring question addressed to the school - something they genuinely want to know or change. The proposal is written in a structured format that could be submitted to the student council, school board, or headteacher.

1. Individual reflection (10 min): Each participant writes one thing they found surprising or concerning in the previous activities.

2. Group drafting (30 min): In groups, participants select one shared concern and draft a short civic proposal that should include the issue identified; the evidence or information they rely on; a concrete request or question for the school; the addressee (governing body, headteacher, student council).

Tip: Use Map your area activity to help participants identify which school or community actors to address.

3. Presentation (20 min): Groups share their proposals with the class. Peers provide brief feedback: Is the request clear? Is it realistic? Is it well evidenced?



Active citizenship

The activities carried out in the session can be the starting point for ongoing civic engagement. Possible follow up activities include:

- Organise a school exhibition displaying the governance maps and budget visualisations created during the session, inviting other students, families, and staff to engage with the findings.
- Involve the school community formally submitting the civic proposals drafted in Activity 3 to the relevant governing body (student council, headteacher, school board), and request a response or meeting. You can also invite a member of the school administration or a governing body representative to a class session to discuss the findings and answer students' questions.
- Connect with local journalists or community media to share the results of the monitoring exercise as a story of civic engagement.

Reflection and feedback session

At the end of this unit, the teacher and class should take time to reflect together on the session.

This conversation should cover not just the content (what was learned about school governance and funding) but also the group experience: how did it feel to examine an institution that is part of daily life? What was surprising, uncomfortable, or energising? What worked well in the group, and what was challenging?

The format is left entirely to the teacher: what matters is that the conversation happens, and that it feels like shared reflection rather than evaluation.

Tip: Possible prompts (to be adapted freely): What did you discover that you didn't know before? What question are you still carrying? What would you like to do differently next time? How did the group work together?

Reference materials and resources

MoMoEU - Turn data into civic information: write a monitoring report – Background reading underpinning Activity 2 (data visualisation), on turning a dataset into a monitoring report (multilingual).

MoMoEU - Turn civic information into monitoring questions – Background reading underpinning Activity 3, on formulating good monitoring questions (multilingual).

MoMoEU - Demand your answers: address your monitoring question to the competent institutions – Background reading underpinning Activity 3, on identifying the right institutional interlocutor, recognising a "good answer" versus an evasive one, and keeping a collaborative rather than confrontational tone when demanding accountability (multilingual).

Kohesio — Official EU platform mapping cohesion-policy funded projects across all member states, including schools (multilingual).

MIUR – Trasparenza e open data – Open data portal of the Italian Ministry of Education: school budgets, staffing, buildings, and learning outcomes (IT).

Ministerio de Educación – Estadísticas – Official statistics on the Spanish education system: funding, school organisation, outcomes, and participation (ES).

Your region's or school's open data portal — Many regions and schools publish their own open data on public spending and funded projects; check whether yours has one alongside the national and European sources above.

ETICO – Ethics and Corruption in Education – UNESCO's knowledge platform on corruption in education worldwide (school financing, teacher recruitment, admissions, fake degrees, and more), with statistics, interactive tools, codes of conduct from 76 countries, and research resources (EN, ES).

4. Peer education

Methodology

While the traditional classroom places the transmission of notions at the centre of the relationship, peer education is a methodology built around valuing and empowering people. It makes space for people's identity and for their capacity to act cooperatively, turning the group into a genuine community of shared practice. Peer educators act as a bridge between the world of adults — institutions, experts, teachers — and the world of young people. What makes that bridge work is a shared language: cultural references, feelings, and experiences close to young people's own, rather than the distance or judgment that can come from adults. It also depends on credibility and legitimacy — what is said is not handed down from above with an expert's theoretical approach, but comes through personal experience — which in turn lets peer educators become positive role models: knowing a topic and having some practical competence encourages positive imitation, and shows that moving in that direction is possible. All of this feeds a fourth dynamic, positive group pressure, which mobilises the group's own energy in a constructive direction.

Eight characteristics of peer education

- **Peer education is participation.** On their own, peer educators don't transform anything — but they spark participation. During each session, the class is drawn in and encouraged to work through their own experiences, reactivating socialisation within the group.
- **Peer education is not theoretical training.** Peer educators are neither teachers nor experts in a specific field of scientific knowledge, and are not meant to replace either. Their specific knowledge comes from their own personal experience, close to that of their classmates, and their role is one of mediation and relationship management.
- **Peer education empowers.** It makes young people the direct protagonists and owners of their own education and wellbeing, built on their ability to communicate effectively with one another.
- **Peer education is part of a network.** Schools, third-sector organisations, local services, and local institutions all play an indispensable role in carrying out the project, offering a range of expertise and knowledge that peer educators can draw on.
- **Peer education is inquiry.** Young people can talk about themselves and compare experiences as equals, searching together for what is useful for change.
- **Peer education brings life into the school.** As experiences, doubts, and uncertainties are shared between peers, students feel they are living an informal moment within the normal school routine. Life slowly makes its way inside the school walls.
- **Peer education builds culture.** Peer educators are ordinary students with a greater awareness of the communication processes at play within the peer group; they take part in building the culture through which the group expresses itself.
- **Peer education builds life skills.** Peer educators develop skills such as empathy, effective communication, and problem-solving.

Taking care of the organisational dimension

For peer education pathways to work as intended, the whole system needs to be carefully managed — selecting good peer educators and giving them good training is not enough on its own. It is also necessary to identify who the pathway is meant to benefit, organise working sessions, find spaces for meetings, and secure the materials needed to carry out the activities. Where needed, competent adults should also be identified to support the pathways run by peer educators, bringing their technical and scientific knowledge alongside the experiential, activating knowledge of young people.

Preconditions for a good peer education pathway

Pathway structure. Peer educators need a clear picture of how the pathway will unfold from start to finish — its objectives, and the tools, methodologies, materials, and external contributions it will require.

Specific content. Peer educators must be well versed in the topic to be addressed (e.g. prevention, health, bullying) in order to answer questions correctly. This requires scientific knowledge — an in-depth understanding of the data and information on the chosen topic — and a shared language, translating technical concepts into language accessible to peers.

Relational and communication skills (soft skills). Peer educators must be able to listen and engage without judging. This requires active listening and empathy — the ability to put themselves in others' shoes and listen without prejudice — and effective communication: expressing ideas clearly, managing debates, and speaking in public.

Teaching methodology and facilitation. Peer educators should be familiar with tools useful for running workshops, for example:

- **Brainstorming.** Starting from a word written at the centre of the board, each participant writes down concepts, phrases, or words they associate with it, which are then discussed together. Useful for gathering ideas and gauging the class's level of awareness on a topic.
- **Role playing.** A technique for stepping into and trying out roles within pre-set situations. It helps participants reflect on the relationship between individual choices and context, and sharpens critical thinking.
- **Focus group.** The group focuses on a topic and debates it internally, starting from a generative question. Useful for building people's capacity for dialogue and surfacing different opinions and points of view.
- **Problem solving.** Simulating realistic or real situations while searching for different ways to solve problems. It stimulates creativity and prompts reflection on possible forms of cooperation and on decision-making processes.
- **Documents, video, images.** Using documentary material to support an argument or spark constructive discussion. It stimulates dialogue starting from a specific prompt, building participants' ability to abstract and reason more broadly.
- **Gamification.** Using game elements to make the acquisition of technical information more engaging.

The stages of a peer education pathway

1. Working group. Defining objectives and roles between teachers and expert tutors.

2. Selecting peer educators. Identifying the students — often in their third or fourth year — who will take part in the training and meet with their peers.

3. Training the peer educators. Between 6 and 20 hours, during which students build competences in content, communication techniques, and conflict management.

4. Designing the intervention. Peer educators, supported by teachers, design the activities and campaigns they will bring to their peers.

5. Delivery. Carrying out the interventions in classrooms or in the community.

6. Evaluation. A final analysis of the project's impact on students and teachers, to measure its effectiveness and plan future improvements.

Choosing who the peer educators will be

When identifying which students to invite, a few factors are worth considering:

- **Age.** It's best to invite young people in their third or fourth year of upper secondary school — old enough to be free from the pressure of final exams, close to adulthood, but still able to commit to at least one further year after the training ends.
- **Gender.** It helps to build a group that is balanced in terms of gender representation.
- **Personal qualities.** The group should not be selected on the basis of academic performance (e.g. grades), but on human aptitude: peer educators who are empathetic, engaging, and able to interact spontaneously with their peers will make the pathway more effective.

- **Personal connection to the topic.** Young people who feel the topics they will address are personally relevant to them will be able to pass them on to their peers with more passion, and from a more concrete, personal point of view. It's always worth reflecting together on the topic's negative impact on their own lives, while also highlighting the transformative impact the group — and its members — can have on it.

How to train a group of peer educators

While the previous section looked at the pathway peer educators should plan for the younger group they will work with, this section focuses on how teachers can train the peer educator group itself. Building on the considerations above, it offers a few key points to keep in mind, followed by a concrete pathway teachers can put into practice.

Three things to keep in mind when building an effective pathway

Planning. To build a pathway that is effective and has a real impact — not only on the group being trained, but on the wider school context — it is strategic to plan the whole itinerary from the very start, working out objectives, tools, resources, and timing. For this reason, it is useful to agree with the school's decision-makers not only on the timing of the training pathway toward peer educators, but also on the period in which the peer educators themselves will be able to put what they have learned into practice. For example, a school might plan, at the start of the school year, a pathway that trains peer educators in the spring of that same year, with the peer educators then training the younger beneficiary group at the start of the following school year.

The teacher-facilitator–peer educator relationship. Working within a school setting, students inevitably perceive the teacher's authority. Even so, it is essential to try to build as welcoming an environment as possible — setting rules of mutual respect, but also spaces for open exchange that bring the teacher's sensibility closer to that of the students. Here, the teacher's task is not to "instruct," as in the traditional front-of-classroom setting, but to "accompany" students toward building competence and awareness, in a more collaborative spirit. It matters that students feel safe expressing their own opinions, and that they perceive the teacher-facilitator as a guide rather than a judge, stepping outside the logic of performance and grades. For this reason, it always helps to set up a different "setting" from the ordinary classroom — both in terms of how the space is organised and in terms of approach.

Building shared responsibility. Students who become peer educators carry a key task: not only going through their own learning and awareness pathway, but also enabling other students to reclaim their own power as young people active in their everyday context. This is why it is important, from the very start, to underline the responsibility peer educators carry, so as to foster genuine commitment to the pathway — but it is equally essential to give them trust. Peer educators are young adults who will have a real impact on their peers, and for this they deserve real co-decision-making space and genuine legitimacy from adults. It follows that teachers should make sure peer educators understand the trajectory and impact of the pathway from the outset, being upfront about objectives, challenges, and commitments — while also remaining open to adjusting the proposal if needs or reflections emerge from the peer educators themselves.

Planning the pathway in practice

It is useful to plan a pathway made up of several sessions, not spaced too far apart, and of a length compatible with the school day — generally two to three hours per session. This allows reflections and skills to settle between one session and the next, without letting too much time pass and the memory of each session fade.

As a possible working model, here is a pathway of 4 sessions, each lasting 2 hours. This whole proposal — including the specific timings indicated — should be taken as a starting point, to be adapted depending on how many training hours are available (both for training the peer educators, and for the peer educators' own sessions with younger students) or on other specific needs of the group or facilitator.

Session 1 – Group building and introduction to anti-corruption themes

- *Introducing the pathway (10 min).* Setting the project in context and explaining how many sessions there will be, what topics will be covered, through what methods and tools, and what the objectives are. Tip: It helps to prepare a simple slide or handout listing the key points and dates.
- *Getting to know each other and building the group (20 min).* Each participant, and the teacher, introduces themselves, to start building a sense of group; icebreaker activities build a climate of trust; participants' expectations for the pathway are collected. Tip: Games work well for group building (e.g. name-memory games, games to share aspects of one's personal life or character, warm-up games), while for collecting expectations, sticky notes work well, letting anyone who wants to explain what they wrote (the "popcorn" method).
- *Introduction to anti-corruption themes (65 min).* Reflecting on how power is distributed among each of us, how much it matters to use it well in the collective interest, and what the negative impact of abusing it looks like in young people's everyday context.
    - Running the Manus: The magic of entrusted power activity (35 min), to explore power and its use, abuse, and non-use in a dynamic way.
    - Running the Ethical dilemma activity (30 min), to explore potential conflicts of interest in one's own life — how to spot and prevent them. *Tip: It is important that the teacher works through these activities together with the students afterwards, to help them grasp the deeper meaning — by drawing out their own input as much as possible, rather than offering reflections in a front-of-classroom way.*
- *Introduction to peer education (15 min).* A brief presentation of what peer education is, how it works, what its objectives are, and what tools and modes of action it offers. *Tip: This can start from a brainstorm, building toward a more structured discussion. The goal here is just to plant some seeds ahead of the next session, so it's fine to only touch on the themes briefly; a few short supporting slides help.*
- *Wrap-up and feedback (10 min).* Time to put what was done and learned back in order, underlining the key points that emerged and noting them down for the future, and to gather any feedback, criticism, or comments on the session. *Tip: Students may be hesitant to voice criticism given the teacher's role — it is important to reaffirm openness to feedback and to adapting the pathway going forward, so it stays as shared and as close to the group's needs as possible.*

Session 2 – Training on peer education techniques and role

- *Getting back into it (10 min).* Recapping the concepts from the previous session and a short energiser to sharpen attention and shift the setting from a front-of-classroom mode to the group dimension built the previous time. Tip: Ask someone from the group to summarise what was done and learned last time (others can help). The energiser should be brief and fun, aimed purely at mental and physical wake-up.
- *Reflecting on the peer educator's role (30 min).* Reflecting on the objectives and the actions a peer educator should pursue or avoid in an educational setting. Through the Blurred silhouette activity, participants place sticky notes inside a figure to answer "What is a peer educator, and what do they do?", and outside it to answer "What is a peer educator not, and what don't they do?" Tip: It can help to connect this reflection to the anti-corruption theme, prompting participants to think specifically about the figure of a "peer educator on anti-corruption."
- *Building the "Peer educator's anti-corruption handbook" (20 min).* Having reflected on anti-corruption and on the peer educator's role, the group builds a short practical handbook of the care and sensitivity needed to act correctly toward younger classmates. All the necessary reflection has already been done; this is the stage where it gets organised for future use. Suggested guiding questions:
    - What feelings, elements, or experiences do you share with participants that can build a relationship of trust?
      What actions or precautions can help hold participants' attention and active involvement?
      What are the possible responses or actions in the face of signs of low engagement, discomfort, or distress among participants during an activity?
    - What actions, phrases, or behaviours should be avoided, so as not to push participants away?

Tip: If participants struggle to contribute spontaneously, a structured brainstorm helps — ask everyone to write one idea per question on a separate sticky note, and place them on different posters or spots in the room; then, as a group, work through each poster to define a few shared principles through brief discussion. This approach may take more time.

- *Practical pathway building (20 min).* A brief presentation of the tools, methods, and approaches for building a peer education pathway. Tip: Gather comments and prompt with questions wherever possible, to make the explanation more interactive; slides can help.
- *The MoMoEU interactive platform (10 min).* Presenting the free, interactive digital MoMoEU platform as a possible source of activities to draw on. Tip: Start by watching the general presentation video on the platform's homepage, then briefly show how the sections are organised. It can help to give special focus to the "activities" section, showing how the filter works.
- *The building blocks of the peer educators' pathway (20 min).* To structure the pathway well, it helps to know:
    - How many hours and sessions the peer educators' pathway will run (and whether it is a single pathway or separate sessions with different target groups each time).
    - Who will run it (whether the whole group takes part in each session, or the group works in subgroups).
    - Who it is aimed at (which classes, and what age the target group is). If these details have already been decided, the group is simply informed; if they can still be decided together, this becomes a moment of collective reflection and decision. Tip: In the first case, it helps to have slides ready with this information; in the second, it helps to build posters together.
- *Wrap-up and feedback (10 min).* Time to put what was done and learned back in order, underlining the key points that emerged and noting them down for the future, and to gather any feedback, criticism, or comments on the session. Tip: As before, keep in mind students' possible hesitancy to speak up and act as suggested above.

Session 3 – Group building and introduction to anti-corruption themes

- *Getting back into it (10 min).* Recapping the concepts from the previous session and a short energiser to sharpen attention and shift the setting from a front-of-classroom mode to the group dimension built the previous time. *Tip: Ask someone from the group to summarise what was done and learned last time (others can help).*
- *Building the workshop (50 min).* Splitting into subgroups to draft a peer education pathway that takes into account the structure and target group defined in the previous session. It helps to work on: 1) an introductory activity; 2) one or two main activities (depending on time available); and 3) how to close the session, underlining the key concepts. Groups should also think through how to organise the space, making the "setting" as welcoming and inclusive as possible, both emotionally and physically. *Tip: Groups can draw on the MoMoEU platform and consult the slides presented as a guide. The teacher should always be present and ready to step in if difficulties arise.*
- *Sharing in plenary (20 min).* Each subgroup presents its proposed pathway to the rest of the group; together, the group discusses what works and what feels weaker, and how it could be improved. Tip: Since this is a learning pathway, it is important — even when a proposal isn't fully on target — to value the work done and reinforce it positively. Before the teacher gives their view, it helps to first ask the group what they think of the proposal, prompting them to identify any weak points themselves.
- *Optional: Building a shared pathway (30 min).* If a single peer education pathway is planned for a single younger class or group, groups can pool their proposals into one shared pathway, drawing on the strongest elements that emerged. Activities from different groups' proposals can be combined, or two different activities merged into one. *Tip: A whiteboard is useful for gradually "composing" the pathway as the collective discussion unfolds. Encourage participants to keep the target group's needs and available time in mind throughout. Note: if instead different peer education pathways are planned for different target groups, this time can be used to finalise and write up each group's proposal.*
- *Wrap-up and feedback (10 min).* Time to put what was done and learned back in order, underlining the key points that emerged and noting them down for the future, and to gather any feedback, criticism, or comments on the session. *Tip: As before, keep in mind students' possible hesitancy to speak up and act as suggested above.*

Session 4 – Building the workshop

- *Testing the pathway (60 min).* The teacher has the class run through the activities in a condensed form, to test how well they work. The final goal — to be reached in the next step — is to identify any weak points or precautions needed for the activities to succeed. Tip: The time this testing takes can vary a lot, so the session's schedule needs to stay flexible. Not every activity needs to run in full — focus on the most complex or decisive parts.
- *Discussion, adjustment, and validation (40 min).* The group reflects on what was tested and discusses whether it works or not. Adjustments are made where needed to fix weaker points, and useful pointers for running the activities are noted down. Tip: It helps to build a poster or list of things to watch out for when running the activities. If weak points emerge, it is useful to discuss them right away and try to work out fixes together.
- *Wrap-up and feedback (20 min).* Time to put what was learned across the whole pathway back in order, and to gather any feedback, criticism, or comments. It is also important to revisit the schedule of upcoming sessions with the target group, as a reminder of the commitment made. Tip: Set up a poster divided into three sections and ask participants to answer: 1) What am I taking away from this pathway, in terms of skills? 2) What was the most illuminating idea, concept, or realisation? 3) What would I change or do better next time?



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