

**Virtual course:
Promoting Democratic Participation in Educational Settings**

Integration activity

Introduction

The aim of this task is to create a participatory proposal or project for the classroom that addresses a challenge, question or issue relevant to students. This initiative can be collaboratively developed by the students and the teacher or introduced by the teacher. Such activities are designed to foster learning opportunities that promote civic engagement through an active methodology. Under the teacher's guidance, students will implement initiatives that enhance the quality of the environment and cultivate democratic competencies. The purpose of this task is to design a participatory proposal or project for the classroom, based on a challenge, question or problem relevant to the students, which can be built between them and the teacher in charge, or proposed by the teacher.

This type of activity seeks to generate learning opportunities where the exercise of citizenship is favored, through an active methodology where students, guided by the teacher, carry out initiatives that improve the quality of their own environment and develop democratic competencies.

To achieve this, a proposal or project that is currently being developed in the school or community can be revisited and enhanced, or an initial proposal can be created based on a relevant challenge or problem that needs to be addressed. To do this, a proposal or project that is being developed in the school or community can be retrieved and reviewed with a view to its improvement, or a first proposal can be developed according to a challenge, question or relevant problem that is to be addressed.

To complete this assignment, you are asked to complete the following items:

1. Identification of the topic or problem to be worked on with the students: clearly specify the name of the project, according to a specific need or challenge that limits or affects the civic participation of young people in the school or community to which they belong.
2. Substantiation of the participatory proposal or project: briefly justify why this activity is important: what is the role of the school as a privileged space for learning and the practice of citizenship, what are -if applicable- the curricular guidelines that address the topic or problem, the regulatory frameworks and the training objectives of the educational level.
3. Objectives: to define a general objective and, at least, three specific objectives that are intended to be achieved once the project is completed, aimed at promoting attitudes, knowledge and participatory practices in students.
4. Recipients: mention who the proposal or project is aimed at and the actors involved in the development process.



5. Place of realization: determine the spaces where the activities involved in the proposal or project will be carried out.

6. Contents: state the key concepts and/or competencies to be promoted throughout the project.

7. Learning activities: Select and briefly describe at least three specific activities to promote youth participation. For any of these three activities, find and include a didactic resource related to the contents selected in item 6.

If you wish, you can explore the OAS-OER Open Educational Resources Hub, whose links are as follows:

- Hub: [OAS-OER Hub for the Americas | OER Commons](#)
- Group: [OAS Training of Trainers Group Resources | OER Commons](#)

8. Articulations and networks: specify whether the project is linked to other subjects, school actors, community organizations or public institutions.

9. Monitoring and evaluation strategies: propose at least three criteria and instruments to evaluate the process and results of the project, considering both student learning and the impact on the community.

10. Long-term considerations: indicate how the project could be maintained or replicated over time.

Delivery Format

Length: 5 pages maximum in Word or PDF document uploaded into Wall 5: Promoting participation in educational settings.

Evaluation criteria

The criteria for assessing the development of this integrating activity are specified in the following heading:

Criteria	Excellent	Very good	Well	Insufficient
1. Identification of the topic or problem to be worked on with the students	The theme/problem is clearly defined, relevant, concrete and contextualized in reality. The title of the participatory project is creative and representative.	The theme/problem is defined and pertinent, although it could be more specified. The title of the participatory project reflects the content appropriately.	The topic/problem is vague or poorly contextualized. The title of the participatory project is generic or unclear.	The issue/problem is not clearly identified. The title of the participatory project is not related to the theme/problem.
2. Rationale for the participatory project	It presents a solid justification, highlighting and arguing the importance of the participatory project in a coherent and convincing way.	It presents a clear and adequate justification, with partial references to the importance of the participatory project.	It presents a superficial justification or one that is not very connected to the importance of the participatory project.	It does not present a foundation, or is irrelevant to justify the development of the participatory project.
3. Objectives	It includes a clear and achievable general objective and more than three well-written specific objectives, consistent with the theme/problem.	It includes a general objective and three specific well-written objectives, consistent with the theme/problem.	Presents somewhat confusing, incomplete or incoherent objectives with the theme/problem.	It does not present objectives or are irrelevant to the participatory project.
4. Recipients and actors involved	Clearly define recipients and actors, explaining their role and relevance for the participatory project.	Define recipients and actors, although with general descriptions of their role in the participatory project.	It mentions recipients and actors, but incompletely or without specifying roles in the participatory project.	It does not identify recipients or actors involved in the participatory project.
5. Place of realization	Describe the spaces for realization and justify in detail their choice and contribution to the participatory project.	Describe the spaces for realization and justify their choice in the right way.	Mention the spaces of realization, in a concise or incomplete way.	It does not mention the spaces where the participatory project will be developed.

Criteria	Excellent	Very good	Well	Insufficient
6. Content / Competencies	The contents/competencies are clear, relevant and aligned with the pre-set objectives.	The contents /competencies are relevant, although they could be better specified or linked to the objectives.	The contents/competencies are generic or not well linked to the objectives.	No relevant content or competencies are identified.
7. Learning activities	It presents more than three specific and feasible activities, consistent with the objectives and contents/competencies.	It presents three concrete and feasible activities, consistent with the objectives and contents/competencies.	It has less than three activities, moderately coherent with the objectives and contents/competencies.	It does not present activities, or they are irrelevant with respect to the objectives and contents/competencies.
8. Articulations and networks	It clearly explains the joints and networks, detailing benefits and synergies.	It mentions articulations and networks, although without detailing specific benefits or relationships.	Superficially mentions some articulation and network, without further development.	It has no joints or networks.
9. Monitoring and evaluation strategies	It defines more than three criteria and appropriate instruments, considering the aspects of learning and their impact.	It defines three appropriate criteria and instruments, considering the aspects of learning and their impact.	It defines few criteria and instruments, with little relation to the aspects of learning and their impact.	It does not present evaluation strategies, or they are inappropriate.
10. Long-term results	It presents viable strategies for maintaining or replicating the project over time.	It presents ideas for sustainability, although without detailing the strategies to be developed.	It presents a vague proposal for sustainability, with no clear feasibility.	It does not mention long-term results, or the proposal is unfeasible.
Overall consistency and presentation (transversal)	The participatory project is clear and coherent, it is well drafted.	The participatory project is clear and coherent, with minimal drafting errors.	The participatory project has a certain incoherence, or drafting errors.	The participatory project is confusing, or has many drafting errors.