



SOCRATES

Compass

Mechanism -

Pilot

Implementation

and Evaluation

Guide





Project Information

Call/Topic	CERV-2025-CHILD
Project Title	Supporting Opportunities for Children's Rights and AcTive Engagement in Society
Project Acronym	SOCRATES
Grant Agreement No.	101252695
Project Website	https://socratesproject.eu/compass-mechanism/

Document Information

Deliverable No.	D.3.1
Deliverable Name	Pilot Implementation and Evaluation Guide
Work Package	WP3
Author/s	Red Deporte
Contributor/s	Partners
Reviewed	Steering Committee (SC)
Approved	SC (simple majority)
Version	1.0
Date	13/08/2026
Dissemination Level	Internal

History of Changes

Version	Date	Comments	Main Authors
1.0	13/08/2026	Finalised version	Red Deporte



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1. Introduction

1.1 Purpose of the Pilot Implementation and Evaluation Guide

The **SOCRATES Compass Mechanism (SCM) Pilot Implementation and Evaluation Guide (PIEG)** has been developed to support facilitators, teachers, educators, social workers in the consistent implementation, monitoring and evaluation of the pilot phase of the SOCRATES project. It provides practical guidance on how to organise and deliver the pilot activities, collect evidence throughout the implementation process, evaluate the effectiveness of the methodology, and report findings in a coherent manner across all participating countries.

The guide establishes a common implementation framework to ensure that the SCM is piloted consistently while allowing sufficient flexibility for adaptation to different educational, cultural and community contexts. It also provides the tools and procedures required to document children's participation, collect feedback from facilitators and decision-makers, monitor implementation quality, and assess the outcomes of each participation cycle.



The evidence collected throughout the pilot will contribute directly to refining the SCM methodology, validating its effectiveness and informing its future replication and scalability beyond the project.

1.2 Relationship with the SCM Framework (D2.1) and Toolkit (D2.2)

The Pilot Implementation and Evaluation Guide should be used alongside the two previous SCM deliverables:

- **D2.1 – SCM Framework**, which explains the theoretical foundations, methodological principles and overall structure of the SOCRATES Compass Mechanism.
- **D2.2 – SCM Toolkit**, which provides the practical activities, facilitation materials and supporting resources for implementing each phase of the Compass.

While the Framework explains **why** the SCM has been designed in its current form and the Toolkit explains **how** to facilitate the activities, this guide focuses on **how to implement the pilot, how to monitor and evaluate the process, and how to collect and report evidence** throughout the pilot phase.

1.3 Who is this Guide for?

This guide has been developed for all professionals involved in the implementation and evaluation of the SCM.

Its primary audience includes:

- Facilitators, who will plan, deliver and document the participation activities with children.
- Partner organisations, responsible for coordinating implementation, monitoring progress and reporting project results.
- Schools, community organisations and host institutions, supporting the delivery of the pilot activities.
- Project managers, responsible for analysing the evidence collected throughout the pilot and evaluating the effectiveness of the SCM.



1.4 How to use this guide

This guide is intended to accompany facilitators and partner organisations throughout the entire pilot process, from planning and implementation to monitoring, evaluation and reporting.

It should be used alongside the **SCM Framework (D2.1)** and the **SCM Toolkit (D2.2)**. While the Toolkit provides the activities to be implemented with children, this guide explains how those activities should be organised during the pilot, what evidence should be collected, and how implementation should be monitored and evaluated.

The pilot follows a common structure across all participating countries to ensure consistency in data collection and evaluation. However, implementation should remain flexible enough to respond to different local contexts and the diverse needs of participating children. Facilitators are encouraged to adapt the language, timing, materials and level of support according to children's age, abilities, communication styles, confidence, group dynamics and learning environment, while maintaining the core objectives of each activity.

The guide follows the chronological flow of the pilot. It begins with an overview of the pilot structure and implementation procedures, continues with guidance on monitoring and evaluation, and concludes with reporting requirements and recommendations for continuous improvement. Throughout the pilot, facilitators should use the templates and tools provided in the Annexes to document implementation consistently across all partner organisations.

2. Overview of the SOCRATES Pilot

2.1 Pilot objectives

The pilot phase aims to test the feasibility, effectiveness and adaptability of the **Socrates Compass Mechanism** in real educational and community settings across the partner countries. Rather than evaluating a finalised methodology, the pilot is designed as an iterative learning process in which the SCM is progressively implemented, tested and refined through four consecutive participation cycles.



Each cycle follows the complete SCM process and generates evidence that informs the subsequent cycle. **Qualitative and quantitative data will be collected from children, facilitators, partner organisations and relevant stakeholders using age-appropriate and measurable indicators.** Rather than relying primarily on numerical rating scales, particularly for younger children, the evaluation will focus where appropriate on observable measures of participation and progress, such as the number and diversity of ideas generated by children, the level of facilitator support required, children's ability to complete specific activities independently, the number of children actively contributing to discussions, and changes in participation or engagement across cycles. Where appropriate, simple tasks, observations and structured questions will be used to generate comparable data that can be analysed quantitatively. This evidence will be used to assess the **quality and effectiveness of implementation**, identify **implementation challenges and successful practices**, and measure progress towards the project's intended objectives. Findings will then inform the refinement of facilitation approaches, activities and supporting materials throughout the pilot phase.

By embedding continuous reflection and evidence-based adaptation into the implementation process, the pilot will validate the SCM as a practical, adaptable and effective mechanism for promoting meaningful child participation. The findings will directly inform the final version of the SCM Framework and Toolkit, providing a robust evidence base for the mechanism's scalability, transferability and sustainable implementation across a wide range of educational, community and institutional contexts beyond the lifetime of the SOCRATES project.

2.2 Pilot timeline and implementation schedule

The pilot implementation will take place over a **nine-month period, from September 2026 to July 2027**, during which SCM will be implemented through four consecutive participation cycles.

Each pilot cycle is expected to require approximately **two and a half months of implementation time** and will cover the complete SCM process, including the four participation phases: Notice, Explore, Speak and Weigh. This timeframe refers to the implementation of the cycles themselves and does not include preparation activities, school



holidays, inter-cycle analysis and reflection, or final reporting. The two-and-a-half-month timeframe should therefore be considered **indicative rather than fixed**, allowing partners to adapt the schedule according to the needs of the children, the pace of implementation and the lessons learned throughout the pilot.

The **first cycle should be completed by the end of December 2026**, after which the consortium will review the implementation experience and, where necessary, adjust the timeline for the subsequent cycles. This flexibility may include allocating more or fewer sessions to individual phases depending on their complexity, the level of support required by children and the time needed to achieve meaningful participation. An **indicative implementation calendar** is provided below to illustrate the expected duration of one participation cycle and the periods that may be allocated for reflection, analysis and adaptation between cycles. These periods are also flexible and may be adjusted based on the progress and needs identified during implementation.

Indicative implementation schedule for one participation cycle

The following schedule provides an example of how one participation cycle could be organised over approximately ten weeks. It is intended as practical guidance and may be adapted to local school calendars, group availability and organisational contexts.

Period	Main activities
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Weeks X	Operational preparation: confirmation of participating groups, collection of parental consent and child assent, facilitator briefing, accessibility arrangements, baseline information and initial identification of relevant stakeholders.
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Week X	NOTICE – first session: introduction to the cycle, group agreements and initial observation and identification of issues.
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Week X	NOTICE – second session, where required: consolidation and prioritisation of the issues identified, followed by the short end-of-phase child feedback tool.
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- Week X **EXPLORE** – first session: investigation of the selected issue, including causes, effects and different perspectives.
- Week X **EXPLORE** – second session, where required: organisation of evidence and shared understanding of the issue, followed by the end-of-phase child feedback tool.
- Week X **SPEAK** – first session: development of proposals and identification of the relevant audience or decision-maker.
- Week X **SPEAK** – second session, where required: preparation of messages, recommendations and communication materials, followed by the end-of-phase child feedback tool.
- Week X Dialogue with the relevant decision-maker or stakeholder, followed by the **WEIGH** phase: reflection on the response received, prioritisation of next steps and consideration of what should happen afterwards.
- Week X **Final child feedback**, facilitator reflection, completion of the End-of-Cycle Report and identification of adaptations for the following cycle.

Where partners work with more than one cohort, the same session may be delivered to the different cohorts during the same implementation week. The subsequent cycles should follow the same general sequence, incorporating the lessons and agreed adaptations emerging from the previous cycle.

The delivery of each phase is designed to remain sufficiently flexible to accommodate the characteristics of different groups and implementation contexts. While every phase must be completed in sequence, a phase may be delivered through **one or multiple sessions**, depending on the pace of the group, the complexity of the activities and the availability of participating children. The decision regarding the number of sessions required for each phase rests with the facilitator, who should determine the most appropriate approach based on ongoing observation of children's engagement, understanding and participation.



To accommodate children's attention spans and developmental needs, individual sessions should generally last **between 45 and 60 minutes**, particularly when working with younger participants. Where the local context, timetable and participants' engagement allow, facilitators are encouraged to extend sessions to a maximum of **90 minutes**. In such cases, a **15-minute break** should be incorporated, ideally between participation phases, to maintain children's concentration and wellbeing while providing facilitators with an opportunity to prepare for the next stage of the session. The duration of each session should always be adapted to the age, energy levels and needs of the participating group, while ensuring that sufficient time is available for meaningful participation, reflection and discussion.

This flexible implementation model enables the SCM to be delivered consistently across diverse educational and community settings while allowing facilitators to adapt the pace and structure of the sessions without compromising the integrity of the methodology.

2.3 Pilot structure

The pilot comprises four participation cycles organised around a progressive thematic structure. The **first two cycles** address **predefined topics** selected by the partnership, while the final two cycles are based on themes identified by the participating children themselves. This progression is intended to gradually strengthen children's confidence and autonomy in applying the SCM, while allowing partners to assess its effectiveness across both guided and child-led participation processes.

Cycle 1 focuses on **bullying**, a topic that is widely experienced or observed by children across educational settings and one that directly affects their wellbeing, sense of belonging and participation. As a familiar and relatable issue, bullying provides an appropriate starting point for introducing the SCM, allowing children to become familiar with the methodology while exploring a subject they are generally able to recognise and discuss. Although the overall theme is predefined, children are encouraged to identify the specific forms, causes and consequences of bullying that are most relevant within their own context, as well as to develop their own ideas and recommendations for addressing them. Given the sensitive nature of the topic, facilitators must take particular care in how they introduce and frame questions, the language they use, and how they respond to children's contributions.



Discussions should be conducted in a safe, respectful and non-judgemental manner, avoiding leading questions or responses that could make children feel uncomfortable, blamed or pressured to disclose personal experiences. Facilitators should remain attentive to children's emotional wellbeing throughout the sessions and follow the project's safeguarding procedures whenever a child raises a concern or shares information requiring further support or follow-up.

Cycle 2 addresses the theme of the **environment**, encouraging children to reflect on the spaces they use and the environmental challenges affecting their communities. This cycle broadens the focus from interpersonal relationships to the wider community, enabling children to explore issues such as public spaces, waste management, biodiversity, sustainable mobility or other environmental concerns that they consider important. As in the first cycle, facilitators introduce the overarching theme but do not prescribe the issues to be explored. Children are expected to identify the priorities they consider most relevant and to develop their own proposals for improvement through the SCM process.

Cycles 3 and 4 adopt a more **child-led thematic approach**. In these cycles, the overall participation topic is not predefined by the Consortium. Instead, it should be identified on the basis of the interests, concerns and priorities expressed by the participating children during the previous cycles and through the NOTICE activities of the new cycle.

Facilitators should support children in reviewing the issues that have emerged, discussing their relevance and selecting the topic they consider most meaningful to explore further. The facilitator remains responsible for providing structure, ensuring inclusion and assessing whether the proposed topic can be addressed safely and realistically within the SCM process, but should not impose the final thematic choice.

In this Guide, therefore, "child-led" primarily refers to children having a determining role in identifying and selecting the topic, defining the aspects they wish to explore and shaping the messages or recommendations they wish to communicate.

Moreover, if a proposed topic raises safeguarding concerns or falls outside the realistic scope of the participation process, facilitators should not simply reject it. They should explain the



limitations in an age-appropriate manner and support children in identifying a related issue that can be safely and meaningfully addressed.

The introduction of child-selected topics also serves an important evaluation purpose. It enables partners to assess whether the SCM effectively supports children's ability to independently recognise issues, prioritise topics of collective interest and develop evidence-based recommendations without relying on facilitator-led thematic direction. This provides valuable evidence regarding the maturity, adaptability and practical applicability of the mechanism across different contexts.

Throughout all four cycles, the role of the facilitator is to guide the participation process rather than influence its content. While facilitators provide structure, encourage reflection and ensure that all children are able to participate meaningfully, they should avoid directing discussions towards predetermined problems or solutions. Regardless of whether the overall theme has been predefined or selected by the children themselves, the identification of specific issues, the exploration of their causes and impacts, and the development of recommendations should remain **child-led**, ensuring that the pilot reflects authentic children's perspectives and experiences.

2.4 Participants and group composition

2.4.1 Organisation and continuity of participants

The pilot will involve **130 children across the five implementing partner organisations**, with **26 children participating in each partner organisation's pilot activities**. The 26 children participating at each partner organisation should be divided into **two stable cohorts of approximately 13 children each**.

Facilitators are **strongly encouraged to organise the two cohorts according to age**, with one cohort comprising children aged **6–8 years** and the other children aged **9–12 years**. This division reflects the developmental differences between the two age groups, particularly in terms of cognitive abilities, communication skills, attention span and levels of autonomy.

The **same children should remain in their respective cohorts throughout all four participation cycles**. Maintaining stable cohorts is essential to the progressive nature of the



SOCRATES Compass, allowing children to become familiar with the methodology, build confidence and progressively take greater ownership of the participation process.

Within each cohort, facilitators may organise children into **smaller working groups of approximately 6–8 participants** when activities require more intensive discussion, observation, reflection or co-creation. This can be particularly useful during activities where children are expected to exchange ideas, develop proposals or work collaboratively.

A session may therefore include:

- a common introduction and closing reflection with the relevant cohort of approximately 13 children; and
- smaller working groups of approximately 6–8 children during the central activities, where appropriate.

When smaller working groups are used, sufficient adult support must be available to ensure that each group is appropriately facilitated and observed. This may involve a trained co-facilitator, note-taker or educator from the host institution, depending on the requirements of the activity and the applicable safeguarding arrangements.

2.4.2 Age-appropriate facilitation

The objectives and overall structure of the SOCRATES Compass remain consistent across both cohorts. However, **facilitation methods, language, activities and levels of support should be adapted to the age and developmental stage of the participants.**

Children aged 6–8 years generally benefit from shorter, highly interactive activities supported by visual materials, storytelling, games and concrete examples related to their everyday experiences. Facilitators should provide additional guidance throughout the participation process while ensuring that children's ideas remain at the centre of discussions.

Children aged 9–12 years are typically able to engage in more structured discussions, analyse issues in greater depth and reflect more critically on different perspectives. Facilitation should therefore encourage greater independence, collaborative



problem-solving and increasingly child-led discussions, while continuing to provide appropriate support where necessary.

2.4.3 Flexibility at the transition between age groups

The proposed age ranges should be used as practical guidance rather than rigid categories. For children close to the transition between the two groups, particularly those aged approximately **8–10 years**, facilitators should determine which cohort and activity format are most appropriate.

This decision should take into consideration not only chronological age, but also the child's communication and literacy skills, level of autonomy, confidence in group discussions, attention span, previous experience with participatory activities, learning needs and the overall dynamics of the group.

Partners should apply this flexibility consistently and document any significant departure from the proposed age ranges in the **Session Planning Template**¹ or **Activity Monitoring Sheet**².

2.4.4 Continuity and changes in participation

The same children should remain in their respective cohorts throughout all four participation cycles. This continuity is important for allowing children to build on their previous experiences, develop familiarity with the SOCRATES Compass and progressively strengthen their confidence, participation and autonomy.

Where a participant is temporarily absent, they should remain part of the same cohort and be able to rejoin the activities in subsequent sessions.

Where a participant permanently withdraws from the pilot, a replacement may be introduced where necessary to maintain the viability of the cohort. **Any replacement or substantial change in group composition should be documented**, including the reason for the change and the cycle in which it occurred.

¹ Annex A - Session Planning Template

² Annex E - Activity monitoring sheet



Late enrolment should only take place where necessary and should be managed in a way that minimises disruption to the established cohort and maintains the continuity of the participation process.

2.4.5 Diversity and inclusion

Partners should ensure that each cohort reflects the project's commitment to **diversity and inclusion**. Particular attention should be given to achieving a balanced representation of girls and boys, while actively promoting the participation of children with fewer opportunities and children from vulnerable backgrounds, in accordance with the project's inclusion objectives.

2.5 Roles and responsibilities

The successful implementation of the pilot relies on the coordinated involvement of all participating stakeholders, each contributing distinct responsibilities throughout the preparation, implementation and evaluation of the pilot cycles.

Partner organisations are responsible for the overall coordination and delivery of the pilot within their respective countries. This includes facilitating access to participating children, providing appropriate spaces and logistical support for the activities, maintaining communication with families where relevant, recruiting participants, organising the implementation schedule, ensuring compliance with safeguarding and ethical requirements, collecting monitoring and evaluation data, and reporting findings to the project consortium.

Facilitators are responsible for delivering the activities in accordance with the SCM methodology and the guidance provided in the Toolkit. Their role is to create an inclusive and supportive participation environment, facilitate discussions without influencing children's opinions, encourage equitable participation and document observations throughout each cycle. Facilitators should adapt the delivery of activities to the age, needs and pace of the participating group while maintaining the integrity of the methodology.

Decision-makers participate primarily during the later stages of the participation process by engaging with the recommendations developed by children. Their role is to listen to children's perspectives, consider the proposed recommendations within their areas of



responsibility and provide constructive feedback on how children's contributions can inform future decisions. Their involvement is intended to strengthen the connection between children's participation and real decision-making processes, reinforcing the principle that children's views should be heard and given due consideration.

3. Pilot implementation

3.1 Operational preparation

Before starting the pilot, partner organisations should ensure that all **practical and methodological arrangements** are in place to support the effective implementation of the SCM. This preparation should include the organisation of participant groups, scheduling of sessions, identification and preparation of facilitators, accessibility considerations, preparation of materials and spaces, and early identification of relevant stakeholders and potential decision-makers who may need to be involved during the **Speak and Weigh phases**.

Each partner should establish the composition of the groups in advance, taking into account children's age, needs and the overall group size. Sessions should be scheduled at times that are appropriate for children and allow sufficient time for meaningful participation, while taking into account school calendars, holidays and other relevant local constraints. Facilitators should ensure that all materials and activities are prepared in advance and adapted, where necessary, to the age, abilities and communication needs of the participating children³.

A minimum of **two adults** should be present during each session. Both should be sufficiently familiar with the SCM methodology to actively support the facilitation process. Where a note-taker is assigned, this person should not act solely as a passive observer. They should also be prepared and able to take on a facilitation role, particularly when children are working in smaller groups, and must remain fully engaged and present throughout the activity. Where the group size or activity format requires it, an additional dedicated note-taker may be included as a third person to support documentation.

³ See the activities and detailed materials in the Toolkit.



The **note-taker**, where present, should record observations consistently and objectively, focusing on relevant elements such as children's engagement, emerging themes, group dynamics, participation barriers and key points that may support the monitoring and evaluation of the pilot. **Notes should not include unnecessary personal information or interpretations that could identify or negatively characterise individual children.** The note-taker should avoid interrupting discussions, directing children's responses or otherwise influencing their participation. Where the note-taker is also facilitating, their primary responsibility during the activity should be to support children's meaningful participation; detailed notes can be completed or expanded immediately after the session where necessary.

Partners should also identify, at an early stage, the relevant local stakeholders and potential decision-makers who may be able to receive, consider or act upon the ideas and recommendations developed by children. This early stakeholder mapping will help ensure that the outcomes of the **Speak and Weigh phases** can be connected to realistic opportunities for dialogue, feedback and follow-up.

3.2 Ethical and safeguarding requirements

All pilot activities must be implemented in full compliance with the **SOCRATES Child Protection Policy**, the project's ethical framework and the **Keeping Children Safe Standards**. As the project directly engages with children, ensuring their safety, wellbeing, dignity and meaningful participation is a fundamental requirement throughout the pilot implementation.

Prior to participation, **written informed consent**⁴ must be obtained from the parent or legal guardian of every participating child using the consent form provided by the project. In addition, facilitators should explain the purpose of the project and the activities to children in language appropriate to their age and level of understanding. Children must be reminded that their participation is entirely voluntary, that they may choose not to answer any question and that they may withdraw from the activity at any time without any negative consequences.

⁴ Annex K - Parental consent form template



All sessions must take place in a safe, inclusive and accessible environment that enables children to participate comfortably and without unnecessary distractions. Facilitators should actively promote respectful interactions, ensure that all children have an opportunity to participate and respond appropriately to any safeguarding concerns that may arise. Particular attention should be given to ensuring that children who may be more vulnerable or face barriers to participation are able to engage on an equal basis.

Partners must ensure full compliance with the **General Data Protection Regulation (GDPR)** and the project's data protection procedures. Personal information must be processed only where necessary and stored securely. Children's full names must not appear in monitoring, evaluation or reporting documents. Instead, all project documentation should use the unique anonymous participant identification numbers assigned during the registration process⁵.

Compliance with these ethical and safeguarding requirements will be monitored throughout the pilot implementation. Partner organisations are responsible for securely retaining signed parental consent forms and for ensuring that all facilitators and note-takers have been appropriately briefed on the project's safeguarding procedures before conducting any activities. Following each session, the designated facilitator(s) must complete the **Activity Monitoring Sheet**, confirming that the required safeguarding and ethical procedures were applied. Any safeguarding concern, ethical issue or incident arising during implementation must be documented without delay and reported in accordance with the procedures established in the SOCRATES Child Protection Policy, including notification of the project's Ethics Expert where appropriate.

3.3 Running a participation cycle

Each participation cycle follows a structured sequence of **preparation, implementation, reflection and adaptation**. While individual activities may be adapted to local circumstances and the needs of participating children, the overall sequence of the Socrates Compass Mechanism should be maintained throughout all four pilot cycles.

⁵ See Point 7.



Before each cycle, facilitators should review the findings and recommendations from previous implementation, confirm the session schedule with participating schools or community organisations and ensure that all materials and logistical arrangements are in place. Where applicable, adjustments resulting from previous evaluation findings should be incorporated into the upcoming cycle while preserving the core principles of the methodology.

During the implementation of the sessions, facilitators should create an inclusive, respectful and child-friendly environment in which all participants are encouraged to contribute. Their role is to guide discussions, facilitate activities and support children's reflection without influencing the content of their opinions or directing them towards predetermined conclusions. The pace and delivery of the activities may be adapted to the needs of the group, provided that the objectives of each phase of the SCM are achieved.

Maintaining continuity and managing absences

Since each SCM phase builds on the outputs and learning generated during the previous phase, facilitators should take appropriate measures to maintain continuity throughout the participation cycle.

At the beginning of each session, facilitators should briefly revisit the previous phase or activity, using children's own outputs, visual materials, key messages or group reflections. Important products should remain available throughout the cycle so that children can see how their observations, evidence and recommendations are progressively connected.

Where a child has missed a session, the facilitator should provide a short and accessible recap without requiring the child to disclose the reason for the absence. Where appropriate, another child may explain what the group did, provided that this does not create pressure or place responsibility for the session on individual participants.

Children returning after an absence should be given a meaningful opportunity to contribute to the current phase. Facilitators should avoid excluding them from decisions solely because they were not present during the previous session, while also respecting and preserving the work already completed by the group.



Significant absences and any measures adopted to support continuity should be recorded in the **Activity Monitoring Sheet**. Where repeated absences affect a child's participation across the cycle, this should be considered when interpreting individual or group-level evaluation findings.

Following each session, facilitators should document their observations while the experience remains fresh. Reflection notes should capture children's engagement, the effectiveness of the activities, any implementation challenges encountered and examples of good practice⁶. These observations form an important component of the pilot evaluation and provide valuable evidence for refining the methodology.

Between participation cycles, partner organisations should analyse the data and facilitator reflections collected during implementation to identify strengths, challenges and opportunities for improvement. Agreed adjustments should be incorporated into the planning of the subsequent cycle, ensuring that the pilot maintains its iterative character and that the SCM continues to evolve based on evidence gathered throughout the implementation period.

Managing and documenting adaptations

Adaptation is an expected component of the pilot, but changes should be documented carefully to preserve the coherence of the SCM and allow findings to be interpreted across different implementation contexts.

Minor contextual adaptations may be introduced locally by facilitators or partner organisations. These may include changes to language, examples, timing, room arrangements, visual materials, accessibility support or the sequencing of steps within an activity, provided that the objective and child participation principles of the relevant SCM phase remain unchanged.

More substantial changes should be distinguished from contextual adaptations. These may include omitting an SCM phase, replacing the intended objective of an activity, substantially

⁶ Annex D - Facilitator Observation Form



changing the role of children or facilitators, removing the dialogue or feedback component, or introducing changes that affect the core structure of the participation cycle.

During the **SOCRATES pilot**, substantial methodological changes should be discussed with the **WP leader** or the **Consortium** before implementation whenever possible. All significant adaptations should be recorded in the **Activity Monitoring Sheet** and reflected in the **End-of-Cycle Report**⁷, together with the reasons for the change and its observed effects.

3.4 Implementing the four SCM phases

Each phase includes common implementation challenges that may arise in different contexts. The suggested responses below are not intended as rigid procedures, but as practical guidance to help facilitators preserve the objectives and child participation principles of the SCM when the original implementation plan cannot be followed.

3.4.1 Connecting the four SCM phases

Each phase of the SCM should build directly on the outputs generated during the previous one. Facilitators should therefore ensure that children can clearly see how their observations, evidence, ideas and recommendations develop throughout the cycle.

At the end of **NOTICE**, the issues identified by children should be reviewed collectively. Where several issues emerge, facilitators should support the group in selecting one priority issue, or a closely related cluster of issues, to be explored further. The selection process should remain transparent and child-centred and may be based on relevance, urgency, shared interest and the possibility of addressing the issue meaningfully within the cycle.

During **EXPLORE**, children gather and organise information about the selected issue, including its causes, effects, different perspectives and relevant evidence. At the end of the phase, facilitators should help the group summarise the main findings and identify the key messages that should inform the development of recommendations.

⁷ Annex I - End-of-Cycle Report Template



In **SPEAK**, children use the evidence and shared understanding developed during **EXPLORE** to formulate proposals, recommendations or requests. Facilitators should support them in ensuring that these messages are clear, connected to the issue investigated and addressed to the most relevant audience or decision-maker.

In **WEIGH**, children reflect on the recommendations developed, consider the response received from decision-makers and identify which proposals should be prioritised, revised or followed up. The group should also agree on any next steps and how feedback or future developments will be communicated back to participants.

The main outputs from each phase should be retained and made visible throughout the cycle, for example through posters, evidence boards, maps, worksheets or other child-friendly documentation. This helps maintain continuity and allows children to recognise how their contributions shape the overall participation process.

3.4.2 NOTICE

The **NOTICE** phase marks the beginning of each pilot cycle and aims to help children identify and reflect on issues affecting their daily lives. Facilitators should create a safe, welcoming and inclusive environment by introducing the objectives of the session, establishing group agreements with the children, and using an icebreaker activity to build trust and encourage participation. Once children feel comfortable, they should be guided to observe their surroundings and identify issues they believe deserve attention, using open-ended questions and age-appropriate activities that encourage everyone to contribute.

Objective

The objective of the Notice phase is to help children recognise and express the issues that matter most to them while ensuring that every participant has an equal opportunity to contribute.



Expected outputs

By the end of this phase, a broad range of issues and priorities identified by the children should be documented, providing the foundation for the following phases of the SCM process.

If difficulties arise

Children identify too many issues or cannot agree on one priority.

Facilitators should avoid choosing the issue on their behalf. They may support the group in clustering similar concerns and comparing them according to relevance, urgency, shared interest and the possibility of exploring them meaningfully within the cycle.

Some children dominate the discussion while others contribute very little.

Facilitators may use smaller groups, visual prompts, individual drawing or writing time, anonymous contributions or turn-taking methods to create different ways of participating.

Children struggle to identify issues.

Facilitators may begin with concrete observations, everyday routines, places, experiences or scenarios rather than asking directly for “problems”. The aim is to support observation without suggesting the issue to be selected.

A safeguarding concern emerges.

The activity should not continue as an ordinary group discussion on the disclosure. Facilitators must follow the organisation’s safeguarding procedures and explain, in an age-appropriate way, that some information may need to be shared with the responsible safeguarding person.

Evidence to collect

- Facilitator observation notes.
- Photos of flipcharts, drawings or visual outputs (where consent has been obtained).
- Children's written or visual contributions.



- Attendance records.
- Session monitoring sheet.

3.4.3 EXPLORE

During the **EXPLORE** phase, children deepen their understanding of the selected issue by discussing its causes, consequences and possible solutions. Facilitators should encourage collaborative learning through age-appropriate activities that stimulate curiosity, critical thinking and empathy. Rather than providing answers, facilitators should support children in gathering ideas, comparing perspectives and imagining how the situation could be improved.

Objective

The objective of the Explore phase is to support children in critically reflecting on the selected issue, encouraging discussion, collaboration and a deeper understanding before proposing solutions.

Expected outputs

By the end of this phase, children should have developed a shared understanding of the selected issue, including its causes, consequences and the perspectives of those affected.

If difficulties arise

Children move immediately to solutions without sufficiently exploring the issue.

Facilitators should acknowledge the proposed ideas and temporarily record them, while guiding the group back to the causes, effects, evidence and perspectives connected to the issue. If children continue to focus primarily on solutions, this may indicate that the topic does not offer sufficient depth for further exploration. In this case, facilitators should remain flexible, observe how the discussion develops and document relevant observations. If the group has already explored the issue sufficiently, facilitators may consider moving to the SPEAK phase earlier than initially planned. The reasons for this should be discussed and documented as part of the reflection and analysis conducted at the end of the cycle.



The group has limited access to information or evidence.

Facilitators may use observation, interviews, mapping, personal experiences, existing child-friendly information or contributions from relevant local stakeholders. Any external information should remain understandable and should not replace children's own analysis.

Different perspectives lead to disagreement.

Facilitators should not force consensus. Different views may be documented as part of the evidence, provided that the discussion remains respectful and all children understand why perspectives may differ.

The selected issue proves too broad.

The group may narrow the focus to one specific aspect that can be explored meaningfully within the available time, while recording the broader issue for possible future consideration.

Evidence to collect

- Completed worksheets or group activity outputs.
- Facilitator notes summarising discussions.
- Photographs of collaborative work (subject to consent).
- Session monitoring sheet.

3.4.4 SPEAK

The **SPEAK** phase focuses on enabling children to express their ideas and recommendations in a meaningful and creative way. Facilitators should encourage children to consider how they would like to communicate with decision-makers, allowing them to choose communication formats that best reflect their ideas and preferences. Every child should be allowed to contribute using methods that are appropriate to their age, confidence and communication style.



Objective

The objective of the Speak phase is to empower children to confidently express their opinions and collaboratively develop recommendations that reflect their priorities and experiences.

Expected outputs

By the end of this phase, children should have produced a set of recommendations or proposed actions that clearly communicate their views on the selected topic.

If difficulties arise

The relevant decision-maker is difficult to identify.

Facilitators should help children distinguish between the person affected by the issue, the person who can influence it and the person who has formal responsibility for taking a decision. A stakeholder map may be used to identify the most appropriate audience.

The most relevant decision-maker is difficult to reach.

Partners or facilitators may contact another representative of the same institution, a deputy, a school manager, a municipal officer, an advisory body or another stakeholder with sufficient responsibility to provide a meaningful response.

An in-person meeting is not possible.

Children's recommendations may be shared through an online meeting, recorded presentation, video or audio message, letter, poster, digital presentation or another accessible format. The chosen alternative should still allow for a response.

The decision-maker can only offer very limited time.

Facilitators should support children in identifying their key messages and questions, without replacing or rewriting their contributions. Additional materials may be shared separately.

The proposed audience is not able to act on the issue.

The group should be informed transparently and supported in identifying a more



appropriate or additional audience. Where useful, recommendations may be addressed to more than one stakeholder.

Evidence to collect

- Children's recommendations.
- Presentation materials, posters or visual outputs.
- Facilitator observation notes.
- Audio or video recordings where consent has been obtained.
- Session monitoring sheet.

3.4.5 WEIGH

The **WEIGH** phase takes place after children have shared their recommendations with the relevant decision-maker or stakeholder and have received a response. It concludes the participation cycle by supporting children in reflecting on the feedback received, considering the feasibility and potential impact of their recommendations, and assessing how their views were taken into account.

During this phase, facilitators should support children in reviewing the response and, where appropriate, distinguishing between recommendations that may be implemented, those that require further consideration or time, and those that cannot be taken forward. Where recommendations cannot be implemented, children should be given the opportunity to understand the reasons for this in an age-appropriate and respectful way. Children can then prioritise or reassess recommendations where relevant and discuss what they consider to be the most appropriate next steps.

The phase should also provide space for children to reflect on the quality of the feedback loop and on their experience of the participation process as a whole. This includes discussing whether they felt listened to, whether the response was clear and meaningful, what they learned through the process, and whether any further action or follow-up is needed. The session should conclude by explaining any agreed next steps, thanking participants for their contributions and collecting their feedback through the appropriate evaluation tools.



Objective

The objective of the WEIGH phase is to help children evaluate and prioritise their recommendations while reflecting on the decision-maker's response, the extent to which their views were taken into account, the quality of the participation and feedback process, and possible next steps.

Expected Outputs

By the end of this phase, the group should have:

- reflected on and discussed the decision-maker's response;
- assessed the feasibility and potential impact of their recommendations;
- identified or confirmed a final set of prioritised recommendations, where appropriate;
- identified possible follow-up actions or next steps;
- reflected on the quality of the feedback loop and their overall participation experience.

If difficulties arise

No feedback is received from the decision-maker.

Facilitators or the responsible organisation should send a follow-up request and agree, where possible, on a clear deadline for the response. The participation cycle should not be considered fully concluded while feedback is still pending.

Feedback cannot be obtained within the planned timeframe.

Facilitators should explain the situation transparently to children and distinguish between “no response yet” and a negative response. Children may use the available reflection annexes to discuss their expectations, the process so far and possible next steps, but these tools should not be treated as a substitute for the decision-maker's feedback.

The decision-maker refuses to engage.

The refusal should be communicated to children in an age-appropriate and



non-discouraging manner. The group should then consider whether another representative, institution or stakeholder could provide a relevant response.

The feedback is vague or does not address the recommendations.

Facilitators may request clarification or support children in preparing follow-up questions. The response should be analysed according to what was accepted, rejected, postponed or left unanswered.

The response is negative.

Facilitators should not present this as a failure of children's participation. Children should be supported in understanding the reasons provided, assessing whether they are clear and legitimate, and deciding whether to revise the proposal, seek another audience or take a different follow-up action.

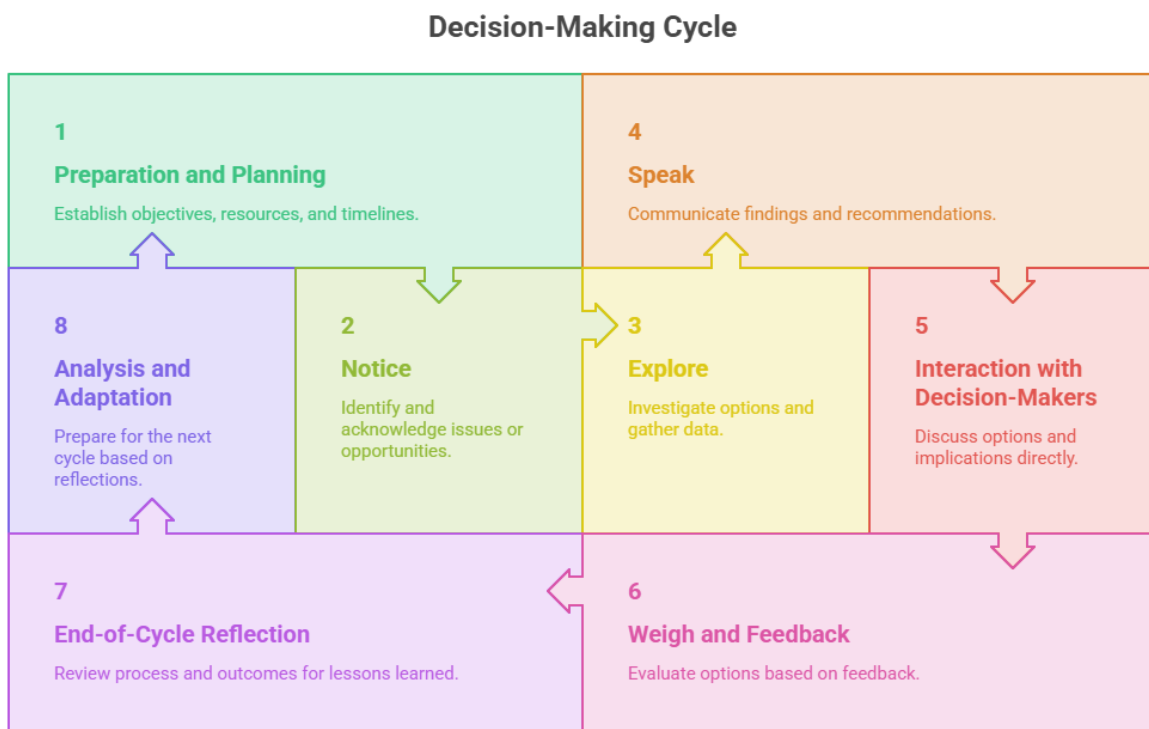
The decision-maker makes promises without a clear timeframe.

The group should ask what the next step will be, who is responsible and when an update can reasonably be expected. These commitments should be documented and communicated back to children.

Evidence to collect

- Decision-maker or stakeholder feedback;
- final or updated list of prioritised recommendations, where applicable;
- children's reflections on the response received;
- agreed follow-up actions or next steps;
- children's evaluation questionnaires or feedback forms;
- facilitator evaluation and observation notes;
- photos of final outputs, where consent has been obtained.

Visual illustrating the minimum sequence of one complete participation cycle:



Made with  Napkin

3.4.6 Engaging decision-makers and ensuring a feedback loop

Relevant decision-makers or stakeholders should be identified as early as possible during each participation cycle, ideally once the issue selected by children has become sufficiently clear. Facilitators and partner organisations should support children in identifying the person, institution or body with the authority, responsibility or practical capacity to respond to the recommendations developed.

Decision-maker engagement may take place through an in-person meeting, an online exchange, a written response, a recorded message or another accessible format appropriate to the context and to children's communication preferences. Whenever possible, children should be involved in deciding how they wish to present their recommendations and receive a response.

Decision-makers should be informed in advance about the purpose of the SCM, the role of children in the process and the expectation that they provide a clear and respectful response. Their feedback should indicate, where possible:



- which recommendations can be considered or acted upon;
- which recommendations cannot be implemented and why;
- whether further consultation or information is needed;
- what next steps may follow;
- when children can expect an update.

Feedback should be communicated back to children within a reasonable and agreed timeframe and in language appropriate to their age and level of understanding. The participation cycle should not be considered complete until children have received some form of response or have been clearly informed about the status of their recommendations.

Where the most relevant decision-maker is unavailable or unwilling to engage, facilitators and partner organisations should identify an alternative route for response. This may include contacting another representative of the same institution, a different stakeholder with relevant responsibility, an advisory body, school management, a local authority or another adult able to provide an informed and accountable response.

If no appropriate decision-maker can be reached, this should be explained transparently to children. The group should then be supported in reflecting on alternative audiences, advocacy routes or follow-up actions, so that the process does not end without acknowledgment of their work.

The form of engagement, response received, delays, refusals and any alternative arrangements should be documented in the relevant monitoring tools and reflected in the **End-of-Cycle Report**.

4. Monitoring and data collection

4.1 Monitoring objectives

Monitoring is an essential component of the pilot implementation, ensuring that the SCM is delivered consistently across all participating countries while allowing partners to identify challenges, document good practices, and continuously improve implementation throughout the pilot.



Monitoring activities serve four main purposes:

- to verify that the pilot is implemented according to the agreed methodology and ethical standards;
- to monitor participation and inclusion targets throughout each implementation cycle;
- to document children's engagement and the outputs produced during each SCM phase;
- to collect reliable evidence that will support the final evaluation and future scalability of the SCM.

Monitoring should take place continuously during every pilot session rather than only at the end of each participation cycle.

4.2 Monitoring indicators - KPIs

To ensure consistent implementation across the Consortium, partners shall monitor a common set of quantitative and qualitative indicators throughout the pilot.

- **Participation**

Partners shall record the total number of participating children in each session, disaggregated by age group and gender. Attendance should be monitored throughout every implementation cycle to verify participation rates and identify any significant drop-outs.

- **Inclusion**

Partners shall monitor the participation of children from vulnerable backgrounds in accordance with the project targets. Particular attention should be given to ensuring that activities remain accessible and inclusive for all participants.



- **Engagement**

Facilitators shall monitor children's level of participation throughout each SCM phase, documenting their willingness to contribute, collaborate, express opinions and participate in group activities.

- **Quality of implementation**

Implementation quality shall be monitored by documenting whether each session followed the agreed methodology, safeguarding procedures, child participation principles and planned activities. Any adaptations introduced by facilitators should also be recorded.

- **Outputs produced**

Partners shall document the outputs generated during each participation cycle, including children's recommendations, creative materials, collaborative exercises and any products developed during the four SCM phases.

4.3 Data collection methods

To ensure consistency, transparency and comparability across all implementing partners, a common monitoring system shall be used throughout the pilot. Quantitative participation data and qualitative implementation evidence should be collected after every session using the standard monitoring tools provided by the Consortium.

4.3.1 Participant Registration Sheet

The **Participant Registration Sheet** serves as the primary tool for monitoring participation indicators and project KPIs. Each participating child shall be registered using a unique anonymous Participant ID, allowing partners to monitor participation while ensuring full compliance with GDPR and safeguarding requirements.

The Registration Sheet shall include information such as age group, gender, vulnerable background, participation cycle and attendance. Personal identifying information must never be included in shared project documentation.



To ensure consistency, anonymity and traceability throughout the pilot implementation, each participating child must be assigned a unique anonymous **Participant ID**. Under no circumstances should names or other identifying personal information be linked to these Participant IDs in any shared project documentation.

Each Participant ID must strictly follow the standard format:

[COUNTRY]/[PARTNER]/[GROUP]_[YY]

Where:

- **[COUNTRY]** = Country code of the implementing partner.
- **[PARTNER]** = Short acronym of the partner organisation.
- **[GROUP]** = Pilot group identifier (e.g. G01, G02), which remains the same throughout all implementation cycles.
- **[YY]** = Progressive number assigned to each child within the pilot group (e.g. 01, 02, 03).

The same Participant ID shall be used consistently throughout the entire pilot implementation, regardless of the participation cycle or SCM phase. Information relating to the implementation cycle (Cycle 1–4) and the corresponding SCM phase (Notice, Explore, Speak or Weigh) shall be recorded separately in the monitoring tools. This approach enables partners to track children's participation and progress across the full implementation process while maintaining consistency and facilitating data analysis.

Examples:

All partners must use the following predefined prefixes for their codes:

Country	Partner Organisation	Code Prefix	Example ID
Italy	APG23	IT_APG23	IT_APG23_G01_01
Spain	Red Deporte	ES_RD	ES_RD_G01_02
Austria	Kinderbüro	AT_KB	AT_KB_G01_01
Romania	George Călinescu	RO_GC	RO_GC_G01_05



Greece	Sxoli Karavana	EL_SK	EL_SK_G02_02
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In the monitoring Excel, each record should then include additional fields such as:

Participant ID	Pilot Cycle	SCM Phase	Session Date
ES_RD_G01_01	Cycle 1	NOTICE	
ES_RD_G01_01	Cycle 1	EXPLORE	
ES_RD_G01_01	Cycle 1	SPEAK	
ES_RD_G01_01	Cycle 1	WEIGH	

This structure keeps the **Participant ID** stable throughout the pilot while allowing partners to monitor each child's participation across all four SCM phases and the four pilot cycles. To facilitate monitoring and reporting, partners shall use **a separate Participant Registration Sheet for each pilot cycle**, while maintaining the same Participant IDs across all cycles. This approach enables the Consortium to track participation over time, simplifies data aggregation and analysis, and ensures consistency in the final evaluation of the pilot implementation.

4.3.2 Activity Monitoring Sheet

The **Activity Monitoring Sheet** shall be completed after every implementation session to document the activities carried out, the SCM phase implemented, attendance, safeguarding measures, materials used and any adaptations introduced during the session.

Two versions of the Activity Monitoring Sheet will be used during the pilot. The first version will apply to **Cycles 1 and 2⁸**, where the overall topics are predefined and the monitoring will focus primarily on the implementation of the SCM phases, children's participation and the development of their ideas in relation to the selected themes. A second, specific version will be used for **Cycles 3 and 4⁹**, where children are expected to identify and develop their own topics or issues. This version will include additional questions to document how children

⁸ Annex E - Activity monitoring sheet

⁹ Annex L - Activity monitoring sheet - Cycle 3 and 4



generated, discussed, selected and developed their own ideas, including the factors that influenced their choices and the extent to which the process was child-led.

Both versions of the tool also confirm that informed consent procedures and safeguarding requirements were respected throughout the activity and provide a consistent record of implementation across the pilot cycles. The information collected through the Activity Monitoring Sheets will contribute to the monitoring and evaluation of the pilot and help identify differences in implementation between predefined and child-led cycles.

4.3.3 Facilitator Observation Form

The **Facilitator Observation Form** is used to collect qualitative evidence regarding children's participation, engagement, group dynamics and inclusiveness throughout the implementation process.

Facilitators should record significant observations, implementation challenges, successful facilitation strategies and any factors that may have influenced children's participation.

4.3.4 Child Feedback Tools

At the end of each participation cycle¹⁰, children should complete the child-friendly feedback questionnaire. In addition, a shorter feedback questionnaire should be completed at the end of each SCM phase¹¹ to capture children's experiences and perceptions at key stages of the participation process. These tools provide valuable information on children's experiences, their perceived level of participation, their understanding and engagement at each phase, and their overall satisfaction with the activities.

The phase-specific questionnaires should focus on the aspects of participation that are most relevant to each phase, while the cycle-level questionnaire should provide a broader reflection on the children's experience of the complete SCM process. Where possible, comparable core questions should be retained across phases and cycles to allow the consortium to identify changes and patterns over time.

¹⁰ Annex G. End of Cycle Child Feedback Questionnaire

¹¹ Annex F. End of Phase Child Feedback Questionnaire



Where necessary, facilitators may provide support to younger children while ensuring that responses reflect the children's own opinions.

4.3.5 Attendance List Template and Internal Facilitator Tracking Sheet

The **Attendance List Template**¹² shall be used exclusively to document the attendance of facilitators, teachers and other adult participants involved in the implementation of the pilot activities. To support accurate participant monitoring, facilitators shall also use an **Internal Facilitator Tracking Sheet**¹³ to record children's names and demographic information during each session. This document is intended strictly for internal use to facilitate the completion of the Participant Registration Sheet (Excel) and shall not be uploaded to the shared Project Drive. In line with the project's safeguarding and data protection requirements, children's names or other identifying personal information must never appear in any shared project documentation.

4.3.6 Children's outputs and visual documentation

Partners should collect the outputs produced throughout the pilot, including drawings, worksheets, posters, recommendations, action plans and other creative materials developed during the SCM phases.

Photographs of activities and children's work may also be collected where appropriate consent has been obtained. Visual documentation should respect the project's safeguarding and communication requirements, ensuring that children cannot be identified unless explicit authorisation has been granted.

4.3.7 End-of-Cycle reflection

At the conclusion of each participation cycle, facilitators should complete a structured reflection summarising the implementation process, key achievements, challenges encountered and any adaptations that should be considered before the following cycle¹⁴.

¹² Annex B - Facilitators' Attendance List Template

¹³ Annex C. Internal Facilitators' tracking sheet

¹⁴ Annex I - End-of-Cycle Report Template



These reflections will support continuous improvement throughout the pilot and provide valuable evidence for the final evaluation of the SOCRATES Compass Mechanism.

5. Evaluation and Reporting

The evaluation framework is designed to assess the extent to which the pilot implementation of the SOCRATES Compass Mechanism has achieved its intended objectives, while identifying good practices, implementation challenges, and opportunities for improvement. Evaluation should be based on the triangulation of quantitative and qualitative evidence collected throughout the pilot implementation. Particular attention should be given to understanding not only what was achieved, but also how and why outcomes were observed in different implementation contexts.

5.1 Expected outcomes

The pilot implementation is expected to generate positive outcomes for both participating children and the organisations facilitating the SCM.

5.1.1 Children

Evaluation should consider evidence demonstrating that participation through the SCM has contributed to:

Confidence and Self-expression

- Increased confidence in expressing opinions and sharing ideas.
- Greater willingness to participate in discussions and collaborative activities.
- Improved ability to communicate thoughts in age-appropriate ways.

Participation and Agency

- Increased sense of ownership over activities and decision-making processes.
- Greater willingness to identify issues and propose solutions.
- Active engagement throughout the four phases of the SCM.



Communication and Collaboration

- Improved ability to listen to peers and work collaboratively.
- Respectful exchange of different perspectives.
- Increased participation in group discussions and co-creation activities.

Civic Awareness

- Better understanding of how decisions are made within schools and communities.
- Greater awareness of opportunities to contribute to positive change.
- Increased understanding of children's rights to participate in matters affecting them.

Trust in Participation

- Stronger belief that children's opinions are valued.
- Increased confidence that adults will listen and provide feedback.
- Positive perceptions of participation as a meaningful process.

5.1.2 Adults and Organisations

Evaluation should also examine organisational learning and changes in professional practice, including:

Improved listening practices

- Increased use of child-friendly communication techniques.
- Greater responsiveness to children's perspectives during decision-making.
- Enhanced confidence among facilitators in supporting meaningful participation.

Stronger intergenerational dialogue

- More constructive communication between children and adults.
- Increased opportunities for shared reflection and collaborative problem-solving.
- Improved mutual understanding between participants and decision-makers.



Institutional learning

- Identification of successful implementation approaches.
- Greater organisational capacity to facilitate child participation.
- Evidence informing the refinement and future implementation of the SOCRATES Compass Mechanism.

5.2 Evaluation Timeline and Reporting Requirements

Evaluation is conducted at key stages throughout the pilot implementation to monitor progress, assess outcomes, and generate evidence for the continuous improvement of the SCM. At each stage, partners are required to document implementation findings through standardised reporting templates. All reports must be based on quantitative and qualitative evidence, comply with GDPR and safeguarding requirements, and exclude any personal identifying information relating to participating children.

5.2.1 Baseline assessment¹⁵

Before the first participation cycle, partners should collect a brief baseline covering both the implementation context and children's initial perceptions and experiences of participation.

The organisational baseline should document factors such as facilitator readiness, previous experience with child participation, available resources, accessibility conditions and the local decision-making context.

A short child-friendly baseline should also explore children's initial perceptions in relation to the main expected outcomes of the SCM, including:

- confidence in expressing opinions;
- willingness to participate in group discussions;
- perceived ability to influence issues affecting them;
- trust that adults will listen and respond;
- awareness of how decisions are made in their school or community;
- confidence in working with others and considering different perspectives.

¹⁵ Annex J - Baseline Assessment



The baseline should use age-appropriate and accessible methods, such as visual scales, simple statements, facilitated discussion prompts or short individual questions¹⁶. The same core dimensions should be revisited at the end of the pilot, using comparable questions, to identify perceived changes over time.

Baseline results should not be used to rank or assess individual children. Their purpose is to provide an initial reference point for interpreting group-level changes and understanding how the SCM operates in different contexts.

For younger children, facilitators may use visual or activity-based methods rather than written questionnaires. Any comparison between baseline and final findings should be interpreted alongside facilitator observations, child feedback and qualitative evidence, rather than relying on numerical scores alone.

5.2.2 End of each Participation Cycle

At the conclusion of each participation cycle, partners should assess implementation progress, review immediate outcomes, identify challenges encountered, and document any adaptations introduced to improve subsequent activities. Findings should support continuous learning throughout the pilot and be documented in an **End-of-Cycle Report**.

The report should include:

- administrative details (date, location, and facilitators involved);
- activities implemented;
- participant summary, including participation statistics, gender balance, and the inclusion of children from vulnerable backgrounds;
- qualitative insights summarising the key findings, mapped against the four phases of the SCM;
- notable anonymised quotes illustrating children's perspectives;
- challenges encountered and adaptations implemented during the cycle;
- emerging good practices and lessons learned;

¹⁶ See Cross-cutting activity "Know your rights"



- strategic recommendations to inform subsequent participation cycles and the further development of the SCM.

5.2.3 End-of-Pilot Evaluation

Following completion of all pilot activities, partners shall undertake a comprehensive evaluation of the overall implementation of the pilot and prepare a **Final Pilot Report**¹⁷ consolidating findings from the entire implementation period.

The report should include:

- an overview of pilot implementation;
- an assessment of the achievement of the expected outcomes;
- identification of good practices and successful implementation approaches;
- lessons learned throughout the pilot;
- a synthesis of implementation evidence highlighting the effectiveness of the SCM and the contextual factors that supported or constrained meaningful child participation;
- evidence-based recommendations for the refinement and future implementation of the SCM.

The findings of the Final Pilot Report will contribute directly to the final refinement of the SCM and support its transferability across different organisational and national contexts.

5.3 Evaluation evidence

Evaluation findings should be based on multiple sources of evidence to provide a balanced assessment of implementation and outcomes. Rather than considering individual data sources in isolation, partners should interpret evidence collectively to identify consistent patterns, significant changes, and contextual factors influencing implementation.

Quantitative Evidence

¹⁷ Annex J. Final Pilot Report



Quantitative information provides an overview of participation levels and implementation performance. This may include:

- attendance data;
- child feedback questionnaire results;
- participation indicators, including engagement across the different phases of the SCM.

Quantitative findings should be interpreted alongside qualitative evidence to understand the significance of observed trends and variations between participation cycles or implementation contexts.

Qualitative Evidence

Qualitative evidence provides insight into participants' experiences and helps explain how outcomes were achieved. Relevant evidence may include:

- anonymised quotations illustrating children's experiences and perceptions;
- case studies describing significant examples of participation;
- success stories highlighting meaningful changes resulting from the implementation process;
- children's creative outputs and photographs, where appropriate informed consent has been obtained.

Qualitative findings should be analysed to identify recurring themes, examples of effective practice, barriers to participation, and recommendations for improving future implementation.

6. Risk management and safeguarding

The successful implementation of the SOCRATES Compass Mechanism requires proactive risk management to ensure that participation remains safe, inclusive, ethical, and meaningful for all children. Implementing partners should identify potential risks throughout the implementation process and adopt appropriate mitigation measures to minimise their



impact while fully complying with the project's safeguarding, ethical, and data protection standards.

6.1 Potential implementation risks

The following implementation risks may affect the delivery of the pilot and should be monitored throughout all participation cycles:

- Low attendance, reducing the diversity and representativeness of participating children.
- Participant drop-out, limiting continuity throughout the participation process.
- Limited engagement, where children may feel reluctant to express their views or participate actively in discussions and activities.
- Difficulties involving decision-makers, reducing opportunities for meaningful dialogue between children and adults and limiting the impact of children's recommendations.
- Time constraints, affecting the completion of planned activities or limiting opportunities for reflection and feedback.
- Safeguarding concerns, including situations where a child's wellbeing, safety, or rights may be at risk during implementation.
- Accessibility barriers, preventing the full participation of children with disabilities or children from vulnerable backgrounds.
- Data protection or inappropriate use of visual materials, potentially compromising children's privacy or confidentiality.

Partners should continuously monitor these risks and document any significant implementation issues within the relevant reporting templates.

6.2 Prevention and mitigation measures

To minimise implementation risks, partners should adopt preventive measures before and throughout the pilot implementation.

These measures include:



- planning recruitment activities sufficiently in advance to achieve the project's participation and inclusion targets;
- creating a safe, welcoming, and child-friendly environment that encourages active participation;
- adapting activities to participants' age, abilities, and local context to maintain engagement throughout the participation process;
- ensuring adequate time for discussion, reflection, and feedback within each participation cycle;
- maintaining regular communication with schools, families, community organisations, and decision-makers to support participation and collaboration;
- ensuring that at least two adults are present during activities whenever children participate, in accordance with the project's safeguarding procedures;
- immediately applying the partner organisation's child protection procedures if safeguarding concerns arise during implementation;
- securely storing all documentation and ensuring that personal data are processed in compliance with the General Data Protection Regulation (GDPR).

Where implementation challenges occur, partners should document the mitigation measures adopted and any adaptations introduced to improve subsequent participation cycles.

6.3 Inclusion and accessibility

All pilot activities must be designed to ensure meaningful participation for every child, regardless of age, gender, disability, socio-economic background, migration status, or any other circumstance that may create barriers to participation.

Implementing partners should:

- use simple, age-appropriate, and accessible language throughout all activities;
- provide a variety of participatory methods, including visual materials, creative activities, and movement-based exercises, to accommodate different learning and communication styles;



- ensure that venues, materials, and activities are accessible for children with disabilities;
- actively facilitate balanced participation by encouraging quieter children to contribute while preventing individual participants from dominating discussions;
- promote an inclusive environment where every child feels respected, valued, and able to express their views freely.

Partners should document any accessibility adaptations implemented during the pilot and identify good practices that may inform future implementation of the SCM.

6.4 Ethical considerations

All pilot activities must be conducted in accordance with the ethical principles underpinning the SOCRATES project, the United Nations Convention on the Rights of the Child (UNCRC), the project's safeguarding framework, and applicable GDPR requirements.

Implementing partners shall ensure that:

- informed consent is obtained from parents or legal guardians before children participate in project activities;
- participation remains voluntary, with children free to decline to answer questions or withdraw from activities at any time without negative consequences;
- children's views are treated with respect and confidentiality throughout the implementation and evaluation process;
- all monitoring and reporting documents use anonymous participant identifiers rather than personal information;
- photographs or videos are only collected where explicit parental consent has been obtained and are produced in ways that protect children's identities whenever required (e.g. photographs from behind, blurred faces, or images focusing on activities rather than individuals);
- all visual materials are stored securely, used responsibly, and disseminated only in accordance with the project's communication guidelines and safeguarding requirements.



Maintaining high ethical standards throughout implementation is essential to ensuring that children's participation remains safe, meaningful, and fully respectful of their rights.

7. Using the Pilot Results

The pilot implementation of the SOCRATES Compass Mechanism is intended not only to evaluate the effectiveness of the methodology but also to generate practical evidence that supports its continuous improvement and future application. The findings gathered throughout the pilot should be systematically analysed and translated into concrete actions to strengthen both the SCM Toolkit and the overall methodology, while preparing the mechanism for replication in different organisational and national contexts.

7.1 Improving the SCM Toolkit

Evidence gathered during the pilot should be used to refine the practical tools that support the implementation of the SCM.

Partners should analyse implementation findings to identify:

- tools and activities that effectively supported children's meaningful participation;
- materials requiring simplification, clarification, or adaptation to better suit different age groups;
- opportunities to improve the accessibility and inclusiveness of the toolkit for children with diverse backgrounds and abilities;
- additional resources or guidance needed by facilitators to support implementation.

Particular attention should be given to children's feedback and creative outputs, as these provide valuable insights into the usability and relevance of the toolkit from the perspective of its primary users.

7.2 Improving the SCM methodology

Beyond individual tools, the pilot should provide evidence to strengthen the overall methodology underpinning the SCM.



Evaluation findings should be used to assess:

- the effectiveness of the four participation phases (Notice, Explore, Speak, and Weigh);
- the suitability of the proposed implementation process across different organisational and cultural contexts;
- factors that facilitated or hindered meaningful child participation;
- approaches that successfully promoted dialogue between children and decision-makers;
- implementation challenges and the strategies adopted to address them.

Lessons learned should inform revisions to the implementation guidance, facilitation techniques, monitoring procedures, and safeguarding practices, ensuring that the methodology remains both flexible and consistent across different settings.

7.3 Preparing for replication and sustainability

Partners should identify the conditions that enabled successful implementation and document practices that can be transferred to other organisations, schools, municipalities and community settings. Particular consideration should be given to:

- organisational capacities required for successful implementation, including the time, human resources, coordination arrangements and institutional support needed to implement the SCM effectively;
- approaches that promote meaningful and sustained child participation, including facilitation techniques, age-appropriate methods, approaches for encouraging quieter or less confident children to participate, and strategies for maintaining engagement throughout the four SCM phases;
- strategies for engaging decision-makers and relevant stakeholders throughout the participation process, including approaches for identifying appropriate stakeholders, establishing communication channels, presenting children's recommendations and ensuring that children receive meaningful feedback;
- measures that ensure inclusion, accessibility, safeguarding and ethical compliance in different implementation contexts, including adaptations required to respond to



different participant needs, organisational settings and national or local requirements;

- recommendations for integrating the SCM into existing participation structures and organisational practices, including opportunities, barriers and conditions that may support its longer-term institutionalisation.

Throughout the pilot, where relevant, partners should distinguish between practices that are considered essential for maintaining the integrity of the SCM and those that can be adapted according to the age of participants, organisational context, available resources or local circumstances.

The consolidated findings from the pilot will contribute to the final refinement of the **SOCRATES Compass Mechanism** and provide an evidence-based foundation for its future implementation, scalability and sustainability beyond the lifetime of the SOCRATES project. The evidence and lessons learned will also directly feed into the development and refinement of the **WP4 Facilitator Training Course**, creating a clear link between the practical experience gained during the pilot and the preparation of future SCM facilitators. The training course should translate the findings from the pilot into practical guidance that can be applied by facilitators and organisations implementing the SCM beyond the project.

In particular, the **WP4 Facilitator Training Course** should incorporate:

- **lessons from implementation:** key findings from the pilot regarding what worked well, what proved challenging and what adaptations were necessary to implement the SCM effectively;
- **practical facilitation guidance:** techniques and approaches that facilitators found effective when supporting children through the Notice, Explore, Speak and Weigh phases, including strategies for managing group dynamics and encouraging meaningful participation;
- **adaptation guidance:** examples of how activities, materials, session structures and facilitation approaches can be adapted to different age groups, abilities, group sizes, organisational environments and local contexts while maintaining the core principles of the SCM;



- **decision-maker engagement:** practical guidance on preparing children to communicate their recommendations, identifying and engaging relevant decision-makers, managing expectations and supporting meaningful feedback and follow-up;
- **inclusion and safeguarding:** lessons on creating safe, accessible and inclusive participation spaces, including measures that were effective in addressing barriers to participation and ensuring that all children can contribute meaningfully;
- **monitoring and reflection:** guidance on how facilitators can document implementation, identify challenges, collect children's feedback and use reflection between cycles to improve subsequent implementation;
- **transferability and sustainability:** recommendations for organisations seeking to integrate the SCM into existing participation mechanisms, structures or practices and maintain its use beyond the initial implementation period.

In this way, the Facilitator Training Course will not be developed solely as a theoretical introduction to the SCM, but as a practical resource grounded in evidence from the pilot. The iterative learning process will ensure that future facilitators receive guidance based on tested approaches, identified challenges and real implementation experience. The findings from the pilot should therefore be used not only to assess the effectiveness of the SCM, but also to strengthen the conditions under which it can be successfully replicated, adapted and sustained in new organisations, schools, municipalities and community settings.



Annexes

- **Annex A - Session planning template**
- **Annex B - Facilitators' Attendance List Template**
- **Annex C - Internal Facilitators' tracking sheet**
- **Annex D - Facilitator Observation Form**
- **Annex E - Activity monitoring sheet**
- **Annex F - End of Phase Child Feedback Questionnaire**
- **Annex G - End of Cycle Child Feedback Questionnaire**
- **Annex H - Decision-Maker Feedback Template**
- **Annex I - End-of-Cycle Report Template**
- **Annex J - Final Pilot Report Template**
- **Annex K - Parental consent form template**
- **Annex L - Activity monitoring sheet - Cycle 3 and 4**
- **Annex M - Baseline Assessment**

Annex A – SESSION PLANNING TEMPLATE

1. General Information

Field	Information
Partner Organisation	
Country	
Pilot Cycle	☐ Cycle 1 ☐ Cycle 2 ☐ Cycle 3 ☐ Cycle 4
SCM Phase	☐ Notice ☐ Explore ☐ Speak ☐ Weigh
Session Number	
Date	
Time	
Venue	
Facilitator(s)	
Note-taker (if applicable)	
Age Group	☐ 6–8 ☐ 9–12
Expected Number of Children	

2. Session Objectives

Overall objective

.....

.....

Specific learning objectives

☐
☐
☐

3. Preparation Checklist

Item	✓
Consent forms verified	☐
Venue prepared	☐
Materials ready	☐
Safeguarding procedures reviewed	☐
Attendance List prepared	☐
Child Feedback Questionnaire available	☐
Camera/phone available (if consent obtained)	☐

4. Session Agenda

Time	Activity	Description	Materials
	Welcome & Icebreaker		
	Main Activity 1		
	Main Activity 2 (if applicable)		
	Reflection		
	Closing & Feedback		

5. Activities by SCM Phase

Activity name:

.....

Description:

.....

Expected outputs:

- ☐ Drawings
- ☐ Worksheets
- ☐ Discussion
- ☐ Poster
- ☐ Recommendations
- ☐ Other: _____

9. Evidence to Collect

- ☐ Attendance recorded
- ☐ Observation Form completed
- ☐ Child Feedback Questionnaire
- ☐ Children's outputs collected
- ☐ Photographs (consent obtained)
- ☐ Facilitator reflections
- ☐ Other:



ANNEX B - FACILITATORS' ATTENDANCE LIST TEMPLATE

Project: SOCRATES

Activity Title:

SCM Phase: ☐ Notice ☐ Explore ☐ Speak ☐ Weigh

Pilot Cycle: ☐ C1 ☐ C2 ☐ C3 ☐ C4

Participant name	Role	Signature

INTERNAL FACILITATOR TRACKING SHEET

(For local use only – DO NOT upload to the shared Project Drive)

Focus Group ID: _____ Date: _____ Facilitator: _____

*Instructions: This worksheet should be used during the session to record participant information and collect data required for project KPIs. After the session, demographic data (Age, Gender, Vulnerability) must be transferred to the official **Participant Registration Sheet (Excel)** in order to generate anonymous Participant IDs. The completed worksheet must be stored securely or destroyed in accordance with the organisation's GDPR and data protection policies.*

N°	Child's First Name	Age	Gender (M/F/NB)	Vulnerable Background (Yes/No)	Notes	Consent Signed?	
1						☐ Yes	☐ No
2						☐ Yes	☐ No
3						☐ Yes	☐ No
4						☐ Yes	☐ No
5						☐ Yes	☐ No
6						☐ Yes	☐ No
7						☐ Yes	☐ No
8						☐ Yes	☐ No
9						☐ Yes	☐ No
10						☐ Yes	☐ No

Signature: _____

ANNEX D - FACILITATOR OBSERVATION FORM

Activity Title:

SCM Phase: ☐ Notice ☐ Explore ☐ Speak ☐ Weigh

Pilot Cycle: ☐ C1 ☐ C2 ☐ C3 ☐ C4

Facilitator:

Date:

Observation Criteria

Rate each item: 1 (low) – 5 (excellent)

Criteria	Rating	Comments
Children felt safe to express views		
Level of active participation		
Inclusiveness of the activity		
Understanding of the topic		
Respectful interaction		

ANNEX E - ACTIVITY MONITORING SHEET

Project: SOCRATES

Partner Organisation:

Country:

Activity Title:

SCM Phase: ☐ Notice ☐ Explore ☐ Speak ☐ Weigh

Pilot Cycle: ☐ C1 ☐ C2 ☐ C3 ☐ C4

Date(s):

Location (school/community):

Facilitator(s):

Description of the Activity

(Brief description of objectives, methods, and link to SCM phase)

Participants

- Number of children:
- Age range:
- Gender balance:
- Children with fewer opportunities (if applicable):



Outputs Delivered

(List tangible outputs, e.g. ideas generated, proposals, materials)

Quality and Participation

- ☐ Children actively engaged
- ☐ Inclusive participation ensured
- ☐ Child-friendly methods used
- ☐ Safeguarding measures applied

Comments:

Evidence Collected

- ☐ Attendance list
- ☐ Photos
- ☐ Children's work
- ☐ Feedback forms
- ☐ Other:

Facilitator Signature:

Date:



Annex F - End of Phase Child Feedback Questionnaire

Age Group: ☐ 6–8 ☐ 9–12

Pilot Cycle: ☐ C1 ☐ C2 ☐ C3 ☐ C4

SCM Phase: ☐ Notice

Participant Initials: _____

How much do you agree?

😊 = Yes

😐 = A little

☹ = Not really

Statement	😊	😐	☹
I understood today's activity.	☐	☐	☐
I felt listened to.	☐	☐	☐
I could share my ideas freely	☐	☐	☐
I think my ideas are important.	☐	☐	☐
I enjoyed participating.	☐	☐	☐
Today I found something important that I would like to improve.	☐	☐	☐



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Tell us...

My favourite part today was:

Something that could be better:



Annex F - End of Phase Child Feedback Questionnaire

Age Group: ☐ 6–8 ☐ 9–12

Pilot Cycle: ☐ C1 ☐ C2 ☐ C3 ☐ C4

SCM Phase: ☐ Explore

Participant Initials: _____

How much do you agree?

😊 = Yes

😐 = A little

☹️ = Not really

Statement	😊	😐	☹️
I understood today's activity.	☐	☐	☐
I felt listened to.	☐	☐	☐
I could share my ideas freely	☐	☐	☐
I think my ideas are important.	☐	☐	☐
I enjoyed participating.	☐	☐	☐
Today I learned something new about the issue we discussed.	☐	☐	☐



Tell us...

My favourite part today was:

Something that could be better:



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Annex F - End of Phase Child Feedback Questionnaire

Age Group: ☐ 6–8 ☐ 9–12

Pilot Cycle: ☐ C1 ☐ C2 ☐ C3 ☐ C4

SCM Phase: ☐ Speak

Participant Initials: _____

How much do you agree?

😊 = Yes

😐 = A little

😞 = Not really

Statement	😊	😐	😞
I understood today's activity.	☐	☐	☐
I felt listened to.	☐	☐	☐
I could share my ideas freely	☐	☐	☐
I think my ideas are important.	☐	☐	☐
I enjoyed participating.	☐	☐	☐
I felt confident taking part in the presentation.	☐	☐	☐

Tell us...

My favourite part today was:

Something that could be better:



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Annex F - End of Phase Child Feedback Questionnaire

Age Group: ☐ 6–8 ☐ 9–12

Pilot Cycle: ☐ C1 ☐ C2 ☐ C3 ☐ C4

SCM Phase: ☐ Weigh

Participant Initials: _____

How much do you agree?

😊 = Yes

😐 = A little

☹️ = Not really

Statement	😊	😐	☹️
I understood today's activity.	☐	☐	☐
I felt listened to.	☐	☐	☐
I could share my ideas freely	☐	☐	☐
I think my ideas are important.	☐	☐	☐
I enjoyed participating.	☐	☐	☐
I understand what will happen with our ideas next.			

Tell us...

My favourite part today was:

Something that could be better:



Annex G - End-of-Cycle Child Feedback Questionnaire

Age Group: ☐ 6–8 ☐ 9–12

Pilot Cycle: ☐ C1 ☐ C2 ☐ C3 ☐ C4

Participant Initials: _____

How much do you agree ?

😊 = Yes

😐 = A little

☹️ = Not really

Statement	😊	😐	☹️
I enjoyed taking part in the activities.	☐	☐	☐
I felt respected by the adults.	☐	☐	☐
I felt respected by the other children.	☐	☐	☐
I felt safe sharing my opinions.	☐	☐	☐
I learned new things.	☐	☐	☐
I worked well with the other children.	☐	☐	☐
I believe children's ideas are important.	☐	☐	☐
I think our ideas can help improve our school or community.	☐	☐	☐
I would like to participate again.	☐	☐	☐

Looking back...

What was your favourite activity?

What was the most important thing you learned?

Which idea from your group are you most proud of?

Do you think adults will listen to your ideas?

☐ Yes

☐ Maybe

☐ No

Why?

If you could change one thing about these activities, what would it be?

Circle the face that shows how you feel after finishing this pilot cycle:



Annex H - Decision-Maker Feedback Questionnaire

1. General Information

Field	Information
Name (optional)	
Position/Role	
Country	
Partner Organisation	
Pilot Cycle	☐ Cycle 1 ☐ Cycle 2 ☐ Cycle 3 ☐ Cycle 4
Date	

2. Your Experience

Please indicate how much you agree with the following statements.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The children clearly communicated their ideas.	☐	☐	☐	☐	☐
The recommendations addressed relevant issues within our school/community.	☐	☐	☐	☐	☐
The children demonstrated thoughtful reflection and creativity.	☐	☐	☐	☐	☐
The presentation allowed children's voices to be meaningfully heard.	☐	☐	☐	☐	☐
I believe children's participation can contribute to better decision-making.	☐	☐	☐	☐	☐

3. Reflection

What impressed you most about the children's work?

Which recommendation(s) do you believe have the greatest potential for implementation?

4. Future Action

Which of the following best describes your intended next steps?

- ☐ We will consider the recommendations during future planning.
- ☐ We intend to implement one or more recommendations.
- ☐ We would like to discuss the recommendations further with the children.
- ☐ The recommendations cannot currently be implemented.
- ☐ Other:

If some recommendations cannot currently be implemented, please briefly explain why:

5. Closing the Feedback Loop

How do you intend to communicate your response to the children?

- ☐ Meeting
- ☐ Written response
- ☐ Email/letter
- ☐ Presentation
- ☐ Other:

Expected timeframe:

6. Additional Comments

Signature

Name:

Date:



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ANNEX I - END OF CYCLE REPORT

WORK PACKAGE 3

*Instructions: Implementing partners are required to complete this consolidated report after the end of each cycle. The report must summarize the findings, discussions, and insights gathered across all local groups. Under no circumstances should the children's real names or other identifying personal data be included. **Do not include any real names or identifying personal data of the children.***

1. ADMINISTRATIVE INFORMATION

Implementing Partner Organisation: [Insert Organization Name]

Country: [Insert Country]

Pilot Cycle: ☐ C1 ☐ C2 ☐ C3 ☐ C4

Number of sessions conducted per phase: Notice:..... Explore:..... Speak:..... Weigh:.....

Locations:

Facilitators & Note-takers involved: [Insert Names of Adult Staff]

2. PARTICIPANT OVERVIEW

Note: These aggregated numbers must strictly match the data input into the Participant Tracking Sheet (Excel).

Total number of children involved:	[e.g., 5 or 6]		
Age Range:	[e.g., 6-8]	[e.g., 9-12]	
Gender Breakdown:	Female:	Male:	Non-Binary/Other:
Vulnerable Background (Total):	[e.g., 5 or 6 children]		

3. ETHICAL & SAFEGUARDING COMPLIANCE





Implementing partners must confirm the following by checking the respective boxes [X]:

- ☐ Signed Parental Consent Forms have been collected for all participants and are stored securely at the local level.
- ☐ All participating children have been assigned an anonymous Participant ID (e.g., IT_APG23_FG01_01) in the tracking sheet.
- ☐ No personal identifying information is included in this report.
- ☐ Visual documentation (if collected) strictly follows the project's safeguarding rules (e.g., no identifiable faces without explicit additional consent).
- ☐ Safe space rules were applied. *Note: If any safeguarding incident or concern occurred, describe it here and confirm it was reported to the Quality Leader.*

4. METHODOLOGICAL OVERVIEW

Implementing partners must provide a brief description of how the focus groups were practically organized and facilitated.

Group composition (size, age grouping): *[Briefly describe how the children were divided. E.g., "Two sessions were held: one with 8 children aged 6-8, and one with 8 children aged 9-12".]*

Methods used: *[Describe the tools and activities used to facilitate the discussion, e.g., drawing exercises, role-play, specific icebreakers, use of visual cards.]*

Adaptations made for inclusion and accessibility: *[Describe how the sessions and methods were adapted to ensure the meaningful participation of all children, including those with vulnerable backgrounds (e.g., simplified language, visual aids, managing group dynamics).]*

5. QUALITATIVE INSIGHTS: THE SOCRATES COMPASS

Partners must summarize the children's ideas, preferences, and discussions for each of the following phases. Answers should be grouped logically, highlighting the most common trends and any unique or creative ideas.

5.0 CURRENT PERCEPTION OF PARTICIPATION

Briefly describe how the children currently feel about their participation. Do they feel adults (teachers, mayors, parents) listen to them? When do they currently have the chance to share their opinions?

[Insert summary here]



5.1 NOTICE – IDENTIFYING ISSUES

How do children perceive problems in their surroundings? If something makes them feel uncomfortable, how do they notice it? Do they prefer to talk about it or keep it to themselves?

[Insert summary here]

5.2 EXPLORE – UNDERSTANDING AND INVESTIGATING

How do children prefer to investigate a problem and work on solutions? Do they prefer creative methods (photos, drawings), verbal methods (interviews), or group discussions?

[Insert summary here]

5.3 SPEAK – COMMUNICATION WITH ADULTS AND DECISION-MAKERS

What do children identify as the best way to present their proposals to adults in power? (e.g., a letter, a video, a digital tool, a face-to-face meeting, a presentation?) How did the children feel when presenting their ideas?

[Insert summary here]

5.4 WEIGH – FEEDBACK AND IMPACT

What do children expect after they have shared their ideas? How do they want adults to explain if an idea is feasible or why it might be difficult to implement?

[Insert summary here]

6. NOTABLE QUOTES

Facilitators are required to provide 3 to 5 impactful quotes from the children that effectively illustrate their feelings or ideas. Only the anonymous Participant ID must be used for attribution (e.g., "I wish the mayor would play with us to understand the problem" - ES_RD_FG02_04).

- 1.
- 2.
- 3.
- 4.
- 5.



7. CROSS-CUTTING FINDINGS

Implementing partners must provide a brief analysis of the transversal themes observed during the sessions and in the children's answers.

Inclusion: *[Did children from vulnerable backgrounds express specific needs or different perspectives compared to the rest of the group?]*

Gender dynamics: *[Did girls, boys, and non-binary children participate equally? Were there noticeable differences in the ideas or priorities expressed based on gender?]*

Barriers: *[What were the main obstacles or fears mentioned by the children that currently prevent them from expressing their opinions or participating in society/school?]*

Enablers: *[What factors, tools, or adult behaviors did the children identify as helpful for encouraging their participation and making them feel heard?]*

8. KEY RECOMMENDATIONS & STRATEGIC INSIGHTS

Based on the findings, partners must outline how the SOCRATES tools could be improved.

Recommendations per phase:

Suggested formats: *[What physical or digital formats did children prefer?]*

Top 2 Strategic Insights: *[Provide your top 2 overarching recommendations for the consortium.]*

9. CHALLENGES AND LESSONS LEARNED

Operational challenges: *[Logistical issues, recruitment, time management.]*

Methodological challenges: *[Did any activity not work as expected? Was the language too complex?]*

Safeguarding considerations: *[Reflect on any safeguarding challenges faced during the sessions. If an incident or concern was reported in Section 3, what lessons were learned to prevent it in the future? How can the consortium improve the safe space?]*



10. EVIDENCE AND SUPPORTING MATERIALS

Please confirm which materials have been uploaded to the dedicated secure folder on the Project Drive:

- ☐ **Annexes completed:**
- ☐ **Photos:** *[Confirm that any uploaded photos respect anonymity rules]*
- ☐ **Children's outputs:** *[Confirm if photos of anonymous drawings, post-its, or charts have been uploaded]*



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Für eine kinder- und familienfreundliche Gesellschaft



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ANNEX J - FINAL PILOT REPORT

WORK PACKAGE 3

*Instructions: Implementing partners are required to complete this consolidated report after the end of the SOCRATES' Pilot. The report must summarize the findings, discussions, and insights gathered across all local groups. Under no circumstances should the children's real names or other identifying personal data be included. **Do not include any real names or identifying personal data of the children.***

1. ADMINISTRATIVE INFORMATION

Implementing Partner Organisation: [Insert Organization Name]

Country: [Insert Country]

Pilot Cycle: ☐ C1 ☐ C2 ☐ C3 ☐ C4

Number of sessions conducted per phase: Notice:..... Explore:..... Speak:..... Weigh:.....

Locations:

Facilitators & Note-takers involved: [Insert Names of Adult Staff]

2. PARTICIPANT OVERVIEW

Note: These aggregated numbers must strictly match the data input into the Participant Tracking Sheet (Excel).

Total number of children involved:	[e.g., 5 or 6]		
Age Range:	[e.g., 6-8]	[e.g., 9-12]	
Gender Breakdown:	Female:	Male:	Non-Binary/Other:
Vulnerable Background (Total):	[e.g., 5 or 6 children]		





Participant retention between cycles:

3. ETHICAL & SAFEGUARDING COMPLIANCE

Implementing partners must confirm the following by checking the respective boxes [X]:

- ☐ Signed Parental Consent Forms have been collected for all participants and are stored securely at the local level.
- ☐ All participating children have been assigned an anonymous Participant ID (e.g., IT_APG23_FG01_01) in the tracking sheet.
- ☐ No personal identifying information is included in this report.
- ☐ Visual documentation (if collected) strictly follows the project's safeguarding rules (e.g., no identifiable faces without explicit additional consent).
- ☐ Safe space rules were applied. *Note: If any safeguarding incident or concern occurred, describe it here and confirm it was reported to the Quality Leader.*

4. IMPLEMENTATION SUMMARY AND METHODOLOGICAL OVERVIEW

Please provide an overview of how the pilot implementation was carried out across the four pilot cycles.

4.1 OVERALL ORGANISATION

How many pilot groups were implemented?

How were the groups organised? (e.g. by age, school, community centre)

Were the planned four pilot cycles completed?

- ☐ Yes
- ☐ Partially
- ☐ No



If no or partially, please explain:

4.2 ADAPTATIONS MADE

Did you adapt any activities or methods during the pilot?

☐ Yes

☐ No

If yes, please describe the adaptations and explain why they were necessary.

4.3 INCLUSION AND ACCESSIBILITY

Were any adaptations made to support the participation of children with different needs or vulnerable backgrounds?

☐ Yes

☐ No

If yes, please describe them.

4.4 COLLABORATION WITH LOCAL STAKEHOLDERS

Which stakeholders participated during the pilot?

☐ School staff

☐ Local authority

☐ Municipality

☐ Community organisations

☐ Parents or carers

☐ Other:

Please briefly describe their role.



4.5 OVERALL REFLECTION

What aspects of the implementation worked particularly well?

What were the main implementation challenges?

5. QUALITATIVE INSIGHTS: THE SOCRATES COMPASS

5.1 NOTICE – IDENTIFYING ISSUES

Main successes:

Challenges:

Lessons learned:

Suggested improvements:

5.2 EXPLORE – UNDERSTANDING AND INVESTIGATING

Main successes:

Challenges:

Lessons learned:

Suggested improvements:

5.3 SPEAK – COMMUNICATION WITH ADULTS AND DECISION-MAKERS

Main successes:

Challenges:

Lessons learned:

Suggested improvements:



5.4 WEIGH – FEEDBACK AND IMPACT

Main successes:

Challenges:

Lessons learned:

Suggested improvements:

6. NOTABLE QUOTES

Facilitators are required to provide 3 to 5 impactful quotes from the children that effectively illustrate their feelings or ideas. Only the anonymous Participant ID must be used for attribution (e.g., "I wish the mayor would play with us to understand the problem" - ES_RD_FG02_04).

- 1.
- 2.
- 3.
- 4.
- 5.

7. IMPACT ON DECISION-MAKERS

Summarise the feedback received from local authorities, schools or other decision-makers.

Consider including:

- *level of engagement;*
- *quality of children's presentations;*
- *recommendations considered for implementation;*
- *examples of actions taken;*
- *examples of feedback provided to children.*



8. CROSS-CUTTING FINDINGS

Implementing partners must provide a brief analysis of the transversal themes observed during the sessions and in the children's answers.

Inclusion: *[Did children from vulnerable backgrounds express specific needs or different perspectives compared to the rest of the group?]*

Gender dynamics: *[Did girls, boys, and non-binary children participate equally? Were there noticeable differences in the ideas or priorities expressed based on gender?]*

Barriers: *[What were the main obstacles or fears mentioned by the children that currently prevent them from expressing their opinions or participating in society/school?]*

Enablers: *[What factors, tools, or adult behaviors did the children identify as helpful for encouraging their participation and making them feel heard?]*

9. GOOD PRACTICES

Describe examples of successful implementation.

These may relate to:

- *facilitation techniques;*
- *inclusive practices;*
- *creative activities;*
- *engagement with families;*
- *collaboration with schools;*
- *communication with local authorities.*

10. RECOMMENDATIONS FOR IMPROVING THE SCM

Based on the findings, partners must outline how the SOCRATES tools could be improved.

Specific recommendations per phase:

Methodology:

Activities:

Monitoring Tools:



Child Participation:

Decision-Maker Engagement:

Toolkit Improvements:

11. CHALLENGES AND LESSONS LEARNED

Operational challenges: *[Logistical issues, recruitment, time management.]*

Methodological challenges: *[Did any activity not work as expected? Was the language too complex?]*

Safeguarding considerations: *[Reflect on any safeguarding challenges faced during the sessions. If an incident or concern was reported in Section 3, what lessons were learned to prevent it in the future? How can the consortium improve the safe space?]*

12. OVERALL EVALUATION OF THE SCM

Please evaluate the following statements.

Statement	Excellent	Good	Satisfactory	Needs Improvement
The Notice phase effectively identified children's priorities.	☐	☐	☐	☐
The Explore phase encouraged meaningful reflection.	☐	☐	☐	☐
The Speak phase successfully enabled children to communicate with decision-makers.	☐	☐	☐	☐
The Weigh phase helped children understand the impact of their participation.	☐	☐	☐	☐
The overall SCM	☐			☐



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methodology was easy to implement.				
The toolkit provided sufficient guidance.	☐	☐	☐	☐

13. EVIDENCE AND SUPPORTING MATERIALS

Please indicate which supporting documents have been submitted.

- ☐ End-of-Cycle Reports
- ☐ Participant Registration Sheets (all cycles)
- ☐ Facilitator Observation Forms
- ☐ Child Feedback Questionnaires
- ☐ Decision-Maker Feedback Forms
- ☐ Children's Outputs
- ☐ Photographs (where consent has been obtained)
- ☐ Good Practice Examples
- ☐ Other:





PARENTAL CONSENT FORM

Participation in the SOCRATES Project (CERV Programme)

I, the undersigned _____, parent/legal guardian of _____, aged _____, hereby give my consent for my child to participate in activities implemented within the SOCRATES Project, funded by the European Union under the Citizens, Equality, Rights and Values (CERV) Programme.

The project is grounded in the principles of the UN Convention on the Rights of the Child, including the right of children to express their views. It aims to promote children's participation, rights, and inclusion through participatory methodologies and educational activities.

PROJECT ACTIVITIES MAY INCLUDE:

- Participation in focus group discussions;
- Participation in educational and interactive activities;
- Completion of questionnaires or feedback tools;
- Taking photographs or audio/video recordings during activities (subject to specific consent below).

CONSENT OPTIONS:

Please tick [X] YES or NO for each of the following statements.

1. Participation: I consent to my child participating in the SOCRATES focus group and related interactive activities.

YES ☐ NO ☐

2. Visual Media (Photos/Videos): I consent to photographs and/or videos being taken of my child during the activities for project dissemination purposes (reports, website, publications).

Note: Images will strictly adhere to child protection standards (e.g., face blurring, group shots, pictures from behind) to ensure children are not identifiable unless additional explicit authorization is provided.

YES ☐ NO ☐

3. Audio Recording: I consent to the audio recording of the session strictly for the purpose of helping facilitators write the final anonymous report (recordings will not be published and will be securely deleted afterward).

YES ☐ NO ☐

VOLUNTARY PARTICIPATION AND ASSENT





Participation is entirely voluntary. Children may withdraw at any time, choose not to answer specific questions, or leave the activity without any negative consequences. In addition to this parental consent, children will also be asked for their personal assent before participating.

DATA PROTECTION (GDPR)& SAFEGUARDING

Personal data will be processed by the project partners exclusively for project implementation, monitoring, and EU reporting, in strict accordance with the General Data Protection Regulation (GDPR). All data will be anonymised for the final reports, securely stored, and retained only for the duration required by the European Commission.

USE OF IMAGES AND RECORDINGS

Photos and recordings may be used for project communication and dissemination (reports, website, publications), ensuring children are not identifiable unless explicitly authorised.

Images will be used in compliance with child protection standards and will avoid identifying children unless explicitly authorised.

CONTACT INFORMATION

The Data Controller for this local activity is **[Insert Name of the Local Implementing Partner Organization]**.

If you have any questions, safeguarding concerns, or wish to withdraw your consent at any time, please contact: **[Insert Contact Person Name]** at **[Insert Email Address / Phone Number]**.

Place and Date: _____

Name of Parent/Legal Guardian: _____

Signature of Parent/Legal Guardian: _____

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Data processing is based on the consent of the parent/legal guardian in accordance with Article 6(1)(a) of the General Data Protection Regulation (EU) 2016/679.



ANNEX L - ACTIVITY MONITORING SHEET - CYCLE 3 AND 4

Project: SOCRATES

Partner Organisation:

Country:

Activity Title:

SCM Phase: ☐ Notice ☐ Explore ☐ Speak ☐ Weigh

Pilot Cycle: ☐ C1 ☐ C2 ☐ C3 ☐ C4

Date(s):

Location (school/community):

Facilitator(s):

Description of the Activity

(Brief description of objectives, methods, and link to SCM phase)

Participants

- Number of children:
- Age range:
- Gender balance:
- Children with fewer opportunities (if applicable):



Outputs Delivered

(List tangible outputs, e.g. ideas generated, proposals, materials)

Did the children come up with a lot of ideas?

Did they have difficulties deciding on one topic?

How did they differentiate between the different ideas/topics?

Quality and Participation

- ☐ Children actively engaged
- ☐ Inclusive participation ensured
- ☐ Child-friendly methods used
- ☐ Safeguarding measures applied

Comments:



Evidence Collected

- ☐ Attendance list
- ☐ Photos
- ☐ Children's work
- ☐ Feedback forms
- ☐ Other:

Facilitator Signature:

Date:



**Co-funded by
the European Union**

**Grant Agreement Number
GA No. 101252695**

ANNEX M - BASELINE ASSESSMENT

Purpose of the baseline assessment

The baseline assessment should be completed by each partner before the **first participation cycle**. Its purpose is to establish an initial reference point against which changes observed during and at the end of the pilot can be interpreted.

The baseline consists of two complementary components:

1. **Organisational and implementation context baseline**, completed by the partner/facilitation team.
2. **Child-friendly participation baseline**, completed with participating children using age-appropriate methods.

The baseline is not intended to assess or rank individual children. Results should be analysed primarily at group level and interpreted alongside facilitator observations, qualitative feedback and evidence collected throughout the pilot.

PART A – Organisational and Implementation Context Baseline

A1. General information

FIELD	INFORMATION
Partner organisation	
Country	
Location	
Group / cohort	
Age group	☐ 6–8 years ☐ 9–12 years
Number of participating children	
Planned first session	
Baseline completed on	

A2. Facilitator readiness

FIELD	INFORMATION
Number of facilitators involved	
Previous experience working with children	☐ None ☐ Limited ☐ Moderate ☐ Extensive
Previous experience with child participation	☐ None ☐ Limited ☐ Moderate ☐ Extensive
Familiarity with safeguarding procedures	☐ Low ☐ Moderate ☐ High
Familiarity with inclusive facilitation approaches	☐ Low ☐ Moderate ☐ High

A3. Resources and implementation conditions

FIELD	INFORMATION
Suitable space available	☐ Yes ☐ Partially ☐ No
Materials available	☐ Yes ☐ Partially ☐ No
Sufficient staff/facilitators	☐ Yes ☐ Partially ☐ No
Sufficient time within the school/organisation schedule	☐ Yes ☐ Partially ☐ No
Access to relevant stakeholders/decision-makers	☐ Yes ☐ Partially ☐ No

Main operational opportunities:

Main operational constraints or risks:

A4. Accessibility and inclusion conditions

Briefly describe any accessibility considerations that should be taken into account when implementing the SCM with this group.

Consider, where relevant:

- *physical accessibility;*
- *communication and language needs;*
- *learning or developmental needs;*
- *sensory considerations;*
- *additional support requirements;*
- *barriers that may affect participation;*
- *adaptations to materials or activities.*

Identified needs and planned adaptations:

A5. Local decision-making context and stakeholder mapping

Potential decision-makers who could receive children's recommendations:

Existing communication channels with these stakeholders:

Potential barriers to obtaining a meaningful response:



PART B – Child-Friendly Participation Baseline

Instructions for facilitators

The child baseline should be conducted before the **first participation cycle begins**. Questions should be introduced in simple, age-appropriate language and adapted to the communication needs of the group.

The same core dimensions should be revisited at the **end of the pilot** using comparable questions or activities. The wording does not need to be identical if a different format is more appropriate for the children's age or abilities.

For **children aged 6–8**, facilitators are encouraged to use visual or activity-based methods rather than relying exclusively on written questionnaires. For example, children may respond by pointing to a visual scale, choosing an image, moving to a position in the room or using thumbs up/down.

For **children aged 9–12**, the same questions may be used through a short individual questionnaire, visual scale or facilitated activity.

Children should not be required to provide personal examples or disclose experiences in order to answer the questions.

B1. Confidence in expressing opinions

Child-friendly question:

How confident do you feel about telling other people what you think or what you would like to change?

Possible response method:

- ☐ Not confident yet
- ☐ A little confident
- ☐ Quite confident
- ☐ Very confident

Alternative visual method:

Children choose a face/image representing how confident they feel.

Facilitator notes / observations:

B2. Willingness to participate in group discussions

Child-friendly question:

How much do you like sharing your ideas when you are in a group?

Possible response method:

- ☐ I usually prefer to stay quiet
- ☐ Sometimes I like sharing
- ☐ I usually like sharing
- ☐ I really like sharing my ideas

Facilitator notes / observations:

B3. Perceived ability to influence issues affecting them

Child-friendly question:

Do you think children can help change things that affect them?

Possible response method:

- ☐ Not really
- ☐ Sometimes
- ☐ Often
- ☐ Yes, definitely

Optional follow-up prompt:

Can you think of something that children could help change?

B4. Trust that adults will listen and respond

Child-friendly question:

When children have an idea or something important to say, do you think adults listen to them?

Possible response method:

- ☐ Almost never
- ☐ Sometimes
- ☐ Often
- ☐ Almost always

Optional follow-up prompt:

Do you think adults usually do something with children's ideas?

B5. Awareness of how decisions are made

Child-friendly question:

Do you know who makes decisions about things that affect children in your school or community?

Possible response method:

- ☐ I don't know
- ☐ I know a little
- ☐ I know some people who make decisions
- ☐ I know who to talk to

Optional follow-up prompt:

Who could children talk to if they wanted to suggest a change?

B6. Confidence in working with others and considering different perspectives

Child-friendly question:

How confident do you feel about working with other children, listening to their ideas and finding a solution together?

Possible response method:

- ☐ Not confident yet
- ☐ A little confident
- ☐ Quite confident
- ☐ Very confident

Optional follow-up prompt:

What helps a group work well together?

Key observations and themes identified by facilitators:

PART D – Baseline Summary

D1. Group-level overview

After completing the baseline, facilitators should summarise the main findings at group level.

	Main baseline finding	Key observations / evidence
Confidence in expressing opinions		
Willingness to participate in group discussions		
Perceived ability to influence issues		
Trust that adults will listen and respond		
Awareness of decision-making processes		
Confidence in working with others and considering different perspectives		

D2. Main strengths identified

What existing strengths could support meaningful implementation of the SCM?

D3. Main areas requiring attention

What areas may require additional support, adaptation or monitoring during the pilot?

D4. Contextual factors

Are there any contextual factors that may influence children's participation or the implementation of the SCM?

PART E – Baseline-to-Final Comparison

The baseline findings should be revisited at the end of the pilot using the same core dimensions. The purpose is to identify changes at group level and understand how the SCM may have contributed to these changes.

Interpretation

When comparing baseline and final findings, partners should consider:

- changes in children's responses or participation;
- facilitator observations across the cycles;
- children's qualitative feedback;
- evidence of increased participation or confidence;
- examples of children influencing discussions or decisions;
- contextual factors that may have affected the results;
- differences between groups or implementation contexts.

Data protection and confidentiality

The baseline should not be used to rank or assess individual children. Individual responses must remain confidential and should not be presented in a way that allows children to be identified. Where participant-level data is required for monitoring purposes, the anonymous participant identification numbers established by the project should be used.

Baseline results should be reported and analysed primarily at group level. Any personal information collected as part of the baseline must be handled in accordance with the SOCRATES data protection procedures and the General Data Protection Regulation (GDPR).

	Baseline finding	Final finding	Observed change
Confidence in expressing opinions			
Willingness to participate in group discussions			
Perceived ability to influence issues			
Trust that adults will listen and respond			
Awareness of decision-making processes			
Confidence in working with others and considering different perspectives			