Models of Youth Participation Handbook

BePart
YOUTH PARTICIPATION

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Youth-Led Development for Schools' Participatory Management – BE PART [Erasmus+ Programme, European Commission (Key Action: Support for policy reform; Action Type: Social inclusion through education, training and youth)]

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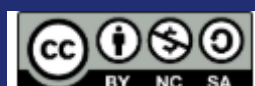Carlinda Leite (Portuguese team Coordinator)
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1. Introduction

Youth participation subject refers to multiple definitions, theoretical frameworks and diversity of practices that make it difficult to select a consensual definition or approach.

Here is a possible definition:

> "Participation in the democratic life of any community is about more than voting or standing for election, although these are important elements. Participation and active citizenship is about having the right, the means, the space and the opportunity and where is necessary the support to participate in and influence decisions and engaging in actions and activities so as to contribute to building a better society"*.

The diversity of participation conceptions depends on the focus and point of view privileged. For example, if the focus is the human rights, youth participation can be defined as "the right of young people to be included and to assume duties and responsibilities in daily life at a local level as well as the right to influence the processes of their lives democratically" (Boukobza, 1998).

Youth Participation Models included in this Handbook are the evidence of the mentioned diversity. Anyway, some principles, supported on challenge, connectivity and youth's skills, can be pointed as a guarantee for effective youth participation in organizations or communities. Thus, youth participation must be:

* The revised European Charter on the Participation of Young People in Local and Regional Life, Congress of Local and Regional Authorities of the Council of Europe, May 2003. The definition was adopted more recently by Youth Department and Directorate of Democratic Citizenship and Participation Council of Europe, in a 2015 publication (HAVE YOUR SAY! Manual on the revised European Charter on the Participation of Young People in Local and Regional Life, p. 12).

a. Available to all young people
b. Voluntary
c. Related to the real needs of young people
d. Inclusive regarding each contribution
e. Beneficial to all the participants
f. Offer diverse forms of participation
g. Backed up with the resources needed
h. Based on a real partnership between adults and young people
i. Clear to all in the sense of being aware of the participation's purpose and its limits
j. A basis within different policies and strategies planned within organizations or communities
k. Pleasant

In the school context, the most common forms of youth participation are class or school level councils, usually involving elected student representatives. However, some forms of participation seem to be more appealing to young people as peer-to-peer networks, signing petitions, participation in social movements, support groups, cultural and artistic demonstrations, international meetings and, mainly, the use of the internet and digital social networks.

There is increasing recognition of participatory asset-based approaches, not only in the research field but also in community contexts and organizations, including schools. Youth participation aims the democratic and active engagement of young people with their social environment. Although this recognition, the integration of youth contributions in schools´ practices and routines is often the exception rather than the rule. Young people are often seen as a problem to be addressed, rather than an active resource to be included in the participatory process, including the creation of solutions to cope with school issues. Relevant domains of school governance, curricular and pedagogical decisions are significantly closed to students' participation.

> The shift from an adult-centric mindset to youth-led development for schools' participation requires the increase of egalitarian relations between students and other school agents, the stimulation of youth opinions expression and the appreciation of their perspectives and real-life experiences.
>
> Despite that, **why students' participation is poor and, in many cases is disguised with simulated forms of participation, such as manipulation or tokenism?**
>
> **Do school systems fear processes of youth radicalization or the emergence of anti-racial feelings?**

The Models of Youth Participation (MYP) Handbook, an output of BE PART - Youth-Led Development for Schools' Participatory Management (Grant Agreement nº: 612175-EPP- 1-2019-1-PT-EPPKA3-IPI-SOC-IN), aims to explore youth-led development for schools' participatory management. To describe the engagement process at real school world, Project's partners proposed MYP and also conducted interviews with school principals from their own countries, considering context specificities/diversity, activities, positive and negative aspects of the school students' participation. The models were organized in periods, according to the date of their publication/dissemination (chapter 3).

Data collection, guided by an interview script was submitted to a qualitative analysis that allows the presentation of Youth-led co-creation, participation and empowerment scenarios at schools' section (chapter 4). Particularly, students' participation in management activities and decision making at school was explored taking into account the contributions of Crowley & Moxon (2017) and was illustrated with excerpts from interviews with school principals. All this data allows the definition of tips for action, a set of practical recommendations that could be used as a guide to students and teachers in the project implementation process (chapter 5).

Handbook Structure

This Handbook presents a conceptual exploration of youth-led, youth empowerment, and participatory models in order to answer the questions: What is Youth-Led Development for Schools' Participatory Management? Why is Youth-Led Development for Schools' Participatory Management important?

Another section consists of a description of a set of 28 Models of Youth Participation, identified by partners.

Youth-led participation and empowerment scenarios at schools' section present different ways through which students participate in decision-making processes in schools, describing activities and tasks that materialize the participation process in a real context.

Tips for action and practical recommendations conclude the Handbook.

2. What is youth-led participation and why does it matter?

Students' participation in school organization and governance impacts on citizenship education outcomes. So, participation is crucial to effective learning for citizenship education and to develop essential transversal skills and attitudes such as expressing opinions, negotiating, solving conflicts, thinking critically, analyzing information, having the courage to defend a point of view, showing respect and tolerance, and a willingness to both listen to and stand up for others (Citizenship Foundation, 2006).

Youth participatory leadership is based on the axiom "nothing about us without us" (Libby, Rosen & Sedonaen, 2005) and assigns new roles for young people in organizations, allowing them to challenge the traditional roles ascribed to them.

Principles of Youth Led Development*

▶ Youth define their own development goals and objectives;

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

▶ Adult mentorship and peer-to-peer mentorship are encouraged;

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

▶ Youth are integrated into all local and national development programs and frameworks.

* UN-Habitat (2012)

Several Models of Youth Participation have been designed with different typologies and degrees of youth participation to foster it. Regardless of their greater or lesser complexity, those models conceive hierarchies of participation but don't take into account cultural, political or ethical patterns that could impact on participatory processes (Cahill & Dadvand, 2018).

Students identify leaders' traits: "thoughtfulness, helpfulness, ability to follow important directions/rules, having a positive attitude, being able to create positive change in people's lives, and being nice, energetic, respectful, hardworking, smart, trustworthy, brave, courageous, and creative" (Shosh, 2019, p. 406).

Students participation practices

An analytical framework for a more holistic examination of participation practices provides fundamental dimensions and concepts in the study and evaluation of student participation in school (Pérez-Expósito, 2015), summarized in figure 1:
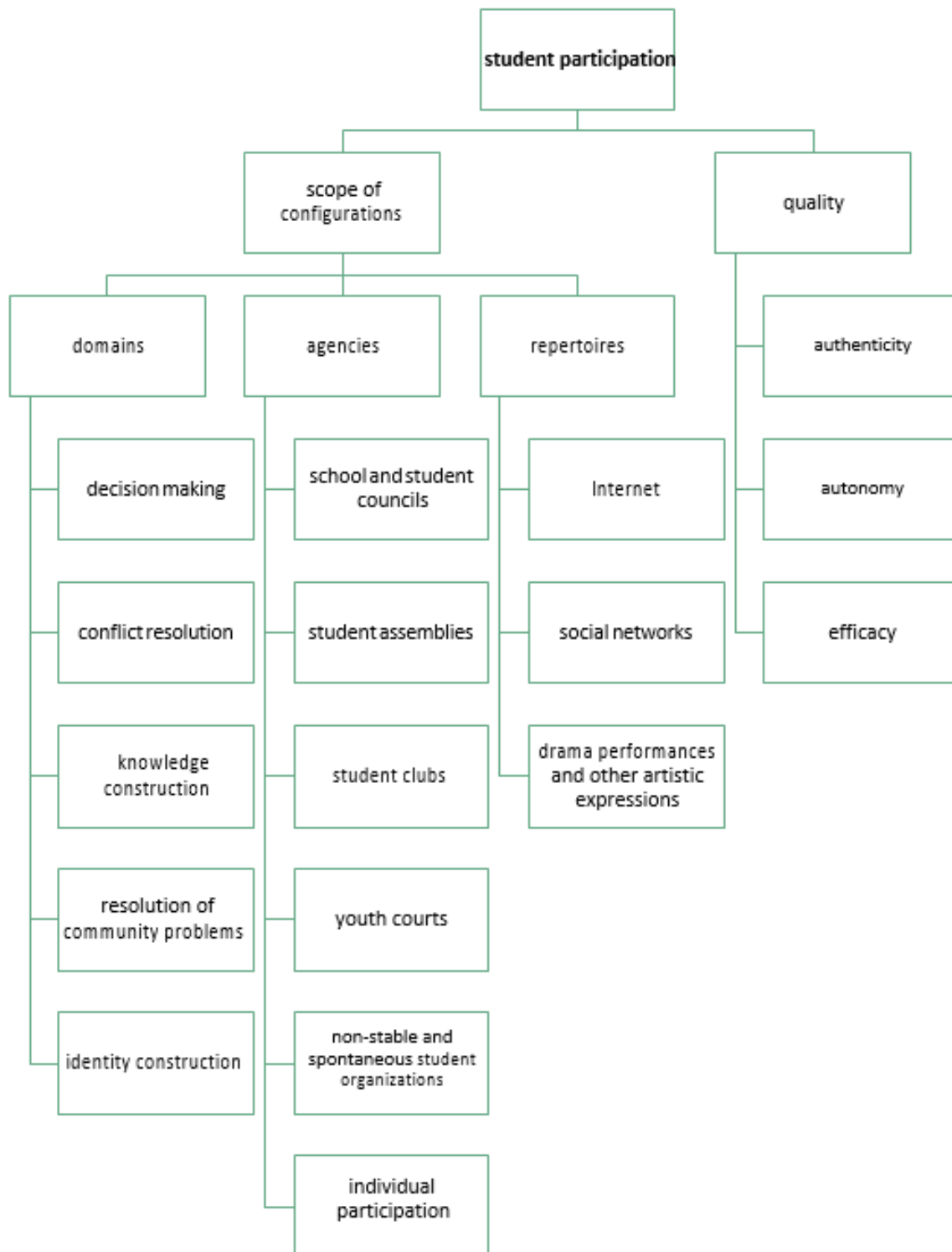
Domains:

Binding decision-making is related with school governance, curricular and pedagogical decisions, and the definition of community problems, allowing students to make decisions about the academic project of the school, its goals and procedures, to use school's resources and budget, to participate in headteachers' and teachers' appointments, to evaluate school performance, to establish policies and rules that organize the functioning of the school, to participate in the strategic definition for conflicts resolution, as knowledge construction and resolution of community problems, and, finally, to participate in its identity disclosure and construction within the school.

Agencies:

Agencies are spaces and organizations with a greater or lesser formality where participation occurs. Some have legal or predefined regulation (for example, the councils); others, like student clubs, have a horizontal and flexible organization.

Repertoires:

The Internet and social networks, or even drama performances and other artistic expressions, facilitate sharing their points of view about school problems.

Quality of Students' Participation:

Participation is not everything and it matters to determine its quality, which results from the interrelation of three components: authenticity, autonomy and efficacy. Authenticity refers to students' knowledge and awareness about participation, its contents, objectives, level of achievement and impacts. Authenticity and autonomy are interrelated dimensions, because participation depends on the degree of students' control over the different phases of the participatory process, in relation to their interests. Finally, students' participation efficacy results from the internal belief in their capacity to make a school change and from the feeling that school authorities will attend their proposals.

Participatory asset-based approaches are recommended throughout the empowerment and co-creation processes. Co-creation and empowerment are at the centre of current developments in flexible pedagogies. Collaborative participation is the main co-creation driven and the most relevant implication of co-creation in students is the satisfaction raised (Ribes-Giner et al., 2016). "(…) co-creation speaks directly to being and acting, to reason and emotion, to thinking and doing, not as separate acts but as intrinsic to human becoming in relation" (Taylor & Bovill, 2018.p. 126). Co-creation is an embodied, embedded and relational practice that, interconnected with empowerment, promote sociality and the mutual engender of action and action meaning.

Empowerment is not only a psychological construct, like others, as self-esteem, self- efficacy or locus control. It is usually defined as an ongoing process of increasing personal, interpersonal or political power, to take action to improve life situations. Empowerment includes resources, understanding of how to take action and intentionality. In a school context, through empowerment, students can increase their personal, social, economic, and political control over their lives, participate democratically in their school life and, at the same time, create a personal and critical view of the school environment.   The development of mutual respect, critical reflection, feelings of belonging, and group participation, is the basis for better accessibility and control over valued resources, especially for youth in disadvantaged situations that believe they have no control over their own lives.

Empowerment and co-creation are interconnected processes and enables greater scope for students to be educational actors.

3. Participatory models fostering the inclusion of young people

All these models are well described in the literature and multiple studies, articles and books. All of them can be applied either in physical space (at school) or an online environment, through social networks, for example.

Before choosing a model or a combination of models, we have to think about:

1) What type of decision-making power will youth have?
2) Who will be the individuals leading/facilitating?
3) Will youth decide what issues to take on or have projects already been established?
4) Will youth choose what tactics to use to implement the project?
5) Will youth define the project's goals?
6) What kind of activities will be organized/participated/disseminated?

Bearing this in mind, we may have to define steps to take for youth participation, on three levels:

1. Organizational/School commitment

▸ **Support staff doing youth participation**

Do a presentation to staff about the benefits of youth participation in the schools/community?

▸ **Allocate resources**

A budget might be needed?

▸ **Offer real roles and relevant issues to young people**

How can we involve young people (experience and interest) in the issue /decision?

▸ **Value young people's contribution**

How can young peoples' contributions be recognized and their participation celebrated?

▸ **Involve young people from the beginning to the end of the process**

How can we involve young people in developing the objectives and evaluating the project?

2. Create space for young people's involvement

- ▸ **Acknowledge young people's cultural beliefs and values**

How can we interest and retain young people from different cultural backgrounds?
- ▸ **Invite a diverse range of young people to participate**

Ask "key students" for advice on how to connect with young people who would not normally get involved?
- ▸ **Ensure participation opportunities are accessible**

What would be a youth-friendly time and place to consult young people in our school?
- ▸ **Inform young people about opportunities and that they are under no obligation to participate**

Do we have good information for young people about the commitments and expectations of being involved?
- ▸ **Recognize participation is beneficial to young people**

What will young people get out of their involvement in the youth participation opportunity?

3. Create a youth-friendly environment

- ▸ **Build positive relationships between our school and young people**

What opportunities could young people have to meet face-to-face with key decision-makers in our school?
- ▸ **Develop a sense of belonging and security for young people**

What kind of things could our school do to develop trust?
- ▸ **Create youth participation that is fun and challenging**

What kind of icebreakers and energizers could we use in a focus group activity?
- ▸ **Provide young people with information about the issue and decision-making process**

What kind of information, orientation and training would we need to provide to help young people develop informed opinions and encourage their full participation?
- ▸ **Provide young people with timely feedback about the decision-making process and how their input was used**

How will we keep young people updated and informed about the decision-making process?
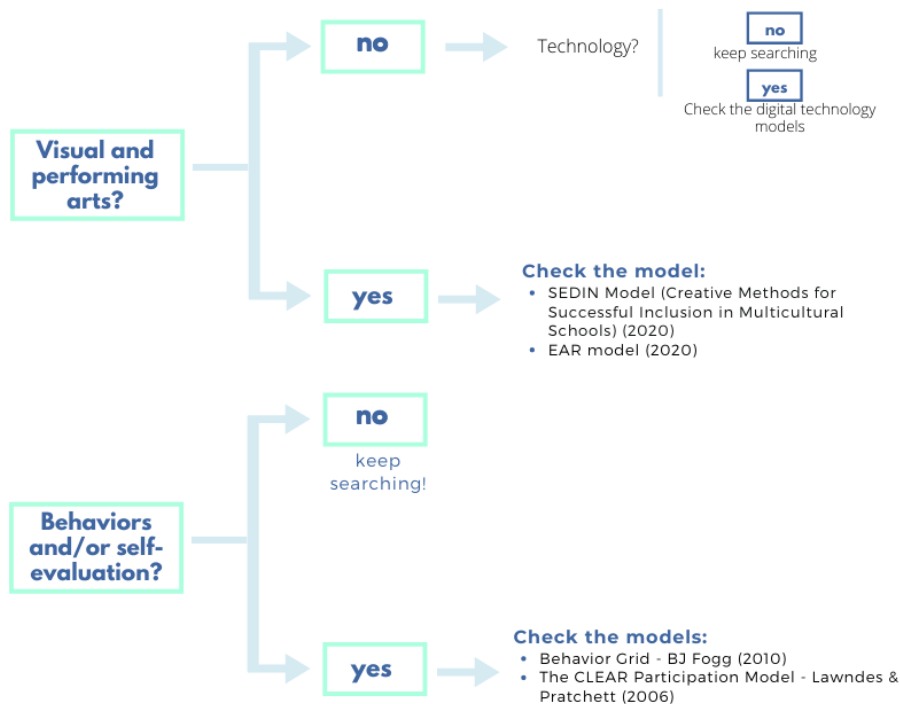
This leads to the ten principles of **building communities:**

Principle	Explanation
Purpose	A community exists because the members share a common purpose which can only be accomplished jointly.
Identity	Members can identify each other and build relationships.
Reputation	Members build a reputation based on the expressed opinions of others.
Governance	The facilitators and members of the community assign management duties to each other, allowing the community to grow.
Communication	Members must be able to interact with each other.
Groups	Community members group themselves according to specific interests or tasks.
Environment	A synergistic environment enables community members to achieve their purpose.
Boundaries	The community knows why it exists and what or who is outside and outside.
Trust	Building trust between members and with community facilitators increases group efficiency and enables conflict resolution.
Exchange	The community recognizes forms of exchange values, such as knowledge, experience, support, barter or money.
Expression	The community itself has a "soul" or "personality"; members are aware of what other community members are doing.
History	The community must keep track of past events and must react and change in response to it.

Taking into account the information and the principles presented above, check the following tree-decision layout that aims to help you to choose the models that can be implemented at your school, considering your interests in youth-led participation.
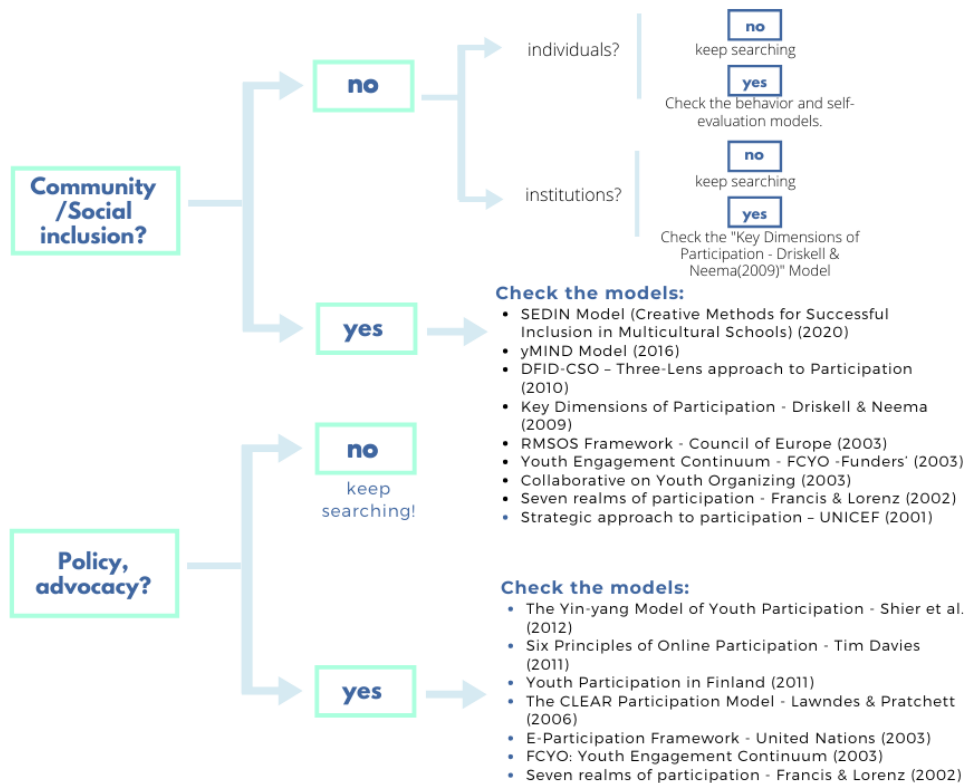
SELECTING A YOUTH PARTICIPATION MODEL
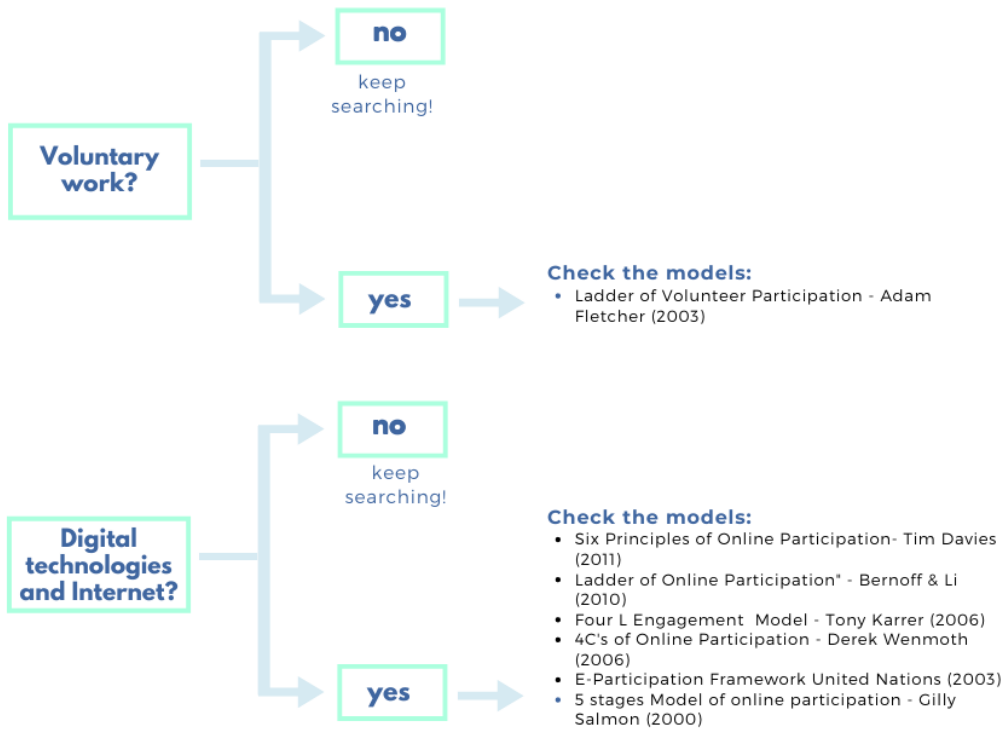
What would you like to include or to focus on?

Visual and performing arts?
- **no** → Technology?
  - **no** — keep searching
  - **yes** — Check the digital technology models
- **yes** → **Check the model:**
  - SEDIN Model (Creative Methods for Successful Inclusion in Multicultural Schools) (2020)
  - EAR model (2020)

Behaviors and/or self-evaluation?
- **no** — keep searching!
- **yes** → **Check the models:**
  - Behavior Grid - BJ Fogg (2010)
  - The CLEAR Participation Model - Lawndes & Pratchett (2006)

SELECTING A YOUTH PARTICIPATION MODEL

What would you like to include or to focus on?

Community /Social inclusion?
- **no**
  - individuals?
    - **no** — keep searching
    - **yes** — Check the behavior and self-evaluation models.
  - institutions?
    - **no** — keep searching
    - **yes** — Check the "Key Dimensions of Participation - Driskell & Neema(2009)" Model
- **yes** → **Check the models:**
  - SEDIN Model (Creative Methods for Successful Inclusion in Multicultural Schools) (2020)
  - yMIND Model (2016)
  - DFID-CSO – Three-Lens approach to Participation (2010)
  - Key Dimensions of Participation - Driskell & Neema (2009)
  - RMSOS Framework - Council of Europe (2003)
  - Youth Engagement Continuum - FCYO -Funders' (2003)
  - Collaborative on Youth Organizing (2003)
  - Seven realms of participation - Francis & Lorenz (2002)
  - Strategic approach to participation – UNICEF (2001)

Policy, advocacy?
- **no** — keep searching!
- **yes** → **Check the models:**
  - The Yin-yang Model of Youth Participation - Shier et al. (2012)
  - Six Principles of Online Participation - Tim Davies (2011)
  - Youth Participation in Finland (2011)
  - The CLEAR Participation Model - Lawndes & Pratchett (2006)
  - E-Participation Framework - United Nations (2003)
  - FCYO: Youth Engagement Continuum (2003)
  - Seven realms of participation - Francis & Lorenz (2002)

SELECTING A YOUTH PARTICIPATION MODEL

What would you like to include or to focus on?

Voluntary work?

→ **no**
keep searching!

→ **yes** →

Check the models:
- Ladder of Volunteer Participation - Adam Fletcher (2003)

Digital technologies and Internet?

→ **no**
keep searching!

→ **yes** →

Check the models:
- Six Principles of Online Participation- Tim Davies (2011)
- Ladder of Online Participation" - Bernoff & Li (2010)
- Four L Engagement Model - Tony Karrer (2006)
- 4C's of Online Participation - Derek Wenmoth (2006)
- E-Participation Framework United Nations (2003)
- 5 stages Model of online participation - Gilly Salmon (2000)

SELECTING A YOUTH PARTICIPATION MODEL

What would you like to include or to focus on?

Tools ?
→ **no**
keep searching!

→ **yes** →
Check the models:
- Curiosity-meter - Les Robinson (2016)
- Behavior Grid - BJ Fogg (2010)
- Pathway to participation - Harry Shier (2010)

Level of Participation?
→ **no**
keep searching!

→ **yes** →
Check the models:
- Ladder of Online Participation - Bernoff & Li (2010)
- The Participation Tree - Harry Shier (2010)
- Ladder of Volunteer Participation - Adam Fletcher (2003)
- Pathway to participation - Harry Shier (2001)
- Trilla and Novella Participation Model - Trilla and Novella (2001)
- Matrix of Participation - Tim Davies (2009)
- 5 stages Model of online participation - Gilly Salmon (2000)
- Degrees of participation - Phil Treseder (1997)
- Ladder of children participation - Roger Hart (1992)

The 28 models for youth participation, presented in this chapter were selected by BE PART partners. The innovative participatory youth approach that will be designed in the project and the implementation of all initiatives will be supported on some of the models of youth participation integrated in this next chapter.

The models were organized in time periods, according to the date of their publication/ dissemination. Within each of these periods, the presentation of the models was sequenced in alphabetical order, considering models' denomination. This selection reflects diverse theoretical frameworks and practices as presented below.

1. **Degrees of participation - Phil Treseder (1997)**
2. **Ladder of children participation - Roger Hart (1992)**

FROM 1992 TO 1999

1) Degrees of participation - Phil Treseder (1997)

This model is based on five conditions that must be met to achieve youth participation and empowerment is to be achieved. Young people need to have access to information to make real choices. They should be supported by an independent person, not only to develop empowerment but also to appeal or complaint if anything goes wrong.
The model's main components are conceived as degrees of participation:

▸ Assigned but informed;
▸ Consulted and informed;
▸ Adult-initiated shared decisions with children;
▸ Children-initiated share decisions with adults;
▸ Children-initiated and directed.

There is neither a progressive hierarchy nor a particular sequence in which participation should always be developed. Young people need to be empowered and guided by an independent and trusted person to achieve forms of full participation.
Although there is no limit to youth participation, the adult's influence on this participation model is decisive.
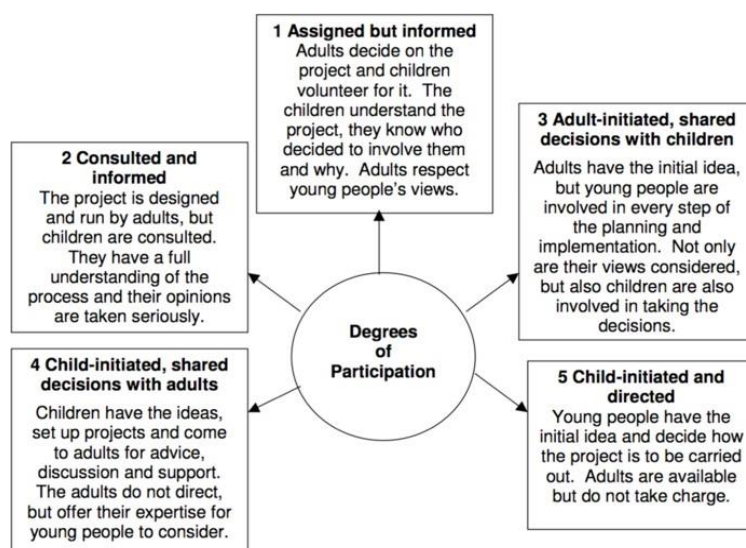
How to use this framework in your school?
Questions:

1) Is your school ready to work on the youth engagement in your school management?
2) Do they have access to those in power?
3) Do they have access to relevant information?
4) Can they make a choice between different options?
5) Do they have a support from trusted, independent person? If so, then check the method and implement it in your school.

Deeper information available at:
https://www.ungdomogfritid.no/wp-content/uploads/Participation-handbook.pdf

2) Ladder of children participation - Roger Hart (1992)

This model was built on Sherry Arnstein's model (1969) to develop a ladder of young people participation. It establishes five degrees of participation, hierarchically organized:

1) Assigned but informed;
2) Consulted and informed;
3) Adult-initiated shared decisions with children;
4) Children-initiated and directed;
5) Children-initiated share decisions with adults.

Based on the assumption that, even in early stages of human development, individuals discover its power to influence the course of events in their lives, this model presents the steps at democratic levels of participation on ladders youth participation. It is this assumption that supports the gradual increasing opportunities for young people to participate democratically in different public domains: school, community groups, other organizations or informal groups. This model highlights the adult's role in the participation process, even in the highest degree of participation
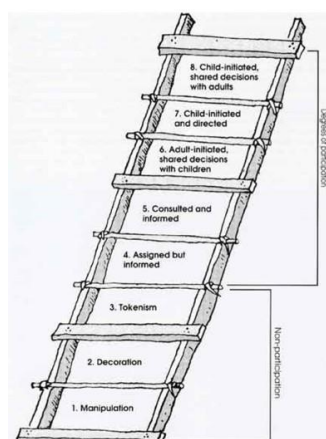
How to use this framework in your school?
Questions:

Do you think your country is democratic? Do you see a reason to increase opportunities for children to participate in any aspiring democracy? Can your students speak for themselves? What role do young people play in the decision making within your school management? Are they asked to participate or they can initiate any projects?

To get possibility to share or initiate decisions with adults, study this model, find where you are and then move up this leader.

Deeper information available at:
https://www.ungdomogfritid.no/wp-content/uploads/Participation-handbook.pdf

1. **E-Participation Framework - United Nations (2003)**

2. **5 stages Model of online participation - Gilly Salmon (2000)**

3. **Ladder of Volunteer Participation - Adam Fletcher (2003)**

4. **Pathway to participation - Harry Shier (2001)**

5. **RMSOS Framework - Council of Europe (2003)**

6. **Seven realms of participation - Francis & Lorenz (2002)**

7. **A strategic approach to participation – UNICEF (2001)**

8. **Trilla and Novella Participation Model - Trilla and Novella (2001)**

9. **Youth Engagement Continuum - FCYO -Funders' Collaborative on Youth Organizing (2003)**

1) E-Participation Framework - United Nations (2003)

Based upon the OECD participation model, the United Nations defined this framework for e-participation, that can be considered both as a process and a participation ladder. E-participation is supported by digital tools and allows a closer collaboration in processes involved in government and governance, including administration, service delivery, decision- making, and policymaking.

Public policy and services co-production involves 3 sequential steps:

1) E-information: making it possible for the citizen to know everything there is to know about a specific topic by making all the needed information available;
2) E-consultation: allowing citizens to be part of deliberations regarding decisions that are to be taken on public policies and services;
3) E-decision- making: including citizens in the co-creation of the public policies and services.

Implementing a successful e-participation process means doing these 3 things online:

1) Making the students aware of the topic they will be consulted on (open data should be: Complete, Primary, Timely, Accessible, Machine-readable, Non-discriminatory, Non-proprietary, License-free);
2) Enabling the discussion between students in a neutral and free way to generate a rich discussion;
3) Empowering students by giving them the possibility to express their preference on the final decision (this step is the one that empowers the crowd the most, as the students become part of the decision-making process and not only participate in the discussion).

How to use this framework in your school?

For this framework, you need a digital platform for participation like Decidim (https://decidim.org). This platform provides components to support the three stages of the process. First of all, you will have to install the platform and choose the topic on which the students are going to take a decision. After that, plan the activities, digital components and length of each phase with your students. Take into account that participation is broader and richer when offline and digital activities are combined.

Deeper information available at:
https://www.citizenlab.co/blog/e-government/framework-will-make-you-understand-e- participation/

2) 5 stages Model of online participation - Gilly Salmon (2000)

T This model, conceptualized for online community building, includes core principles that have been deployed across the world to enable fully collaborative ways of online learning and participation. New technology offers a genuinely new way of reaching people, supporting their participation and providing real-time responses, resolutions and rewards. For youth participation, there is both a change of attitudes and expectations arising from technology as well as the provision of tools and networks to have their voices heard and create change on the issues they care about. Model's collaborative assumption allows its transposition to the issues of youth participation. Participation in online communities can be integrated into the knowledge and active citizenship management by youth. Participants need to be supported through a structured developmental process, being part of a community, whose members communicate online most of the times. e-tivities are based largely on participants "making sense" of material through interaction with their peers and with their e-moderators. At all stages of the model, each of them includes a response to the messages of others to start to build participation.

The stages of the model are the following:

Stage 1- Access and Motivation	At this stage, the participants are motivated to join the community, they understand the benefits that they will gain from joining the community and curious about the other people they will meet there and the activities that are going to be organised
Stage 2- Online Socialization	Participants in the community bring their luggage, anxieties, hopes and experiences. Participants experience online socialization and create the basis of their very own micro-community
Stage 3- Information Exchange	The participants engage in information exchange and achieving co-operative tasks. They interact with the e-moderator but increasingly gain confidence and interact with their peers in the learning group.
Stage 4- Knowledge Construction	The participants can take control of their learning. They participate in the knowledge construction community. The e-moderator provides guides but the participants are mostly learning from each other.
Stage 5- Development	Participants can build the ideas acquired through the e-activities and apply and integrate them in their context
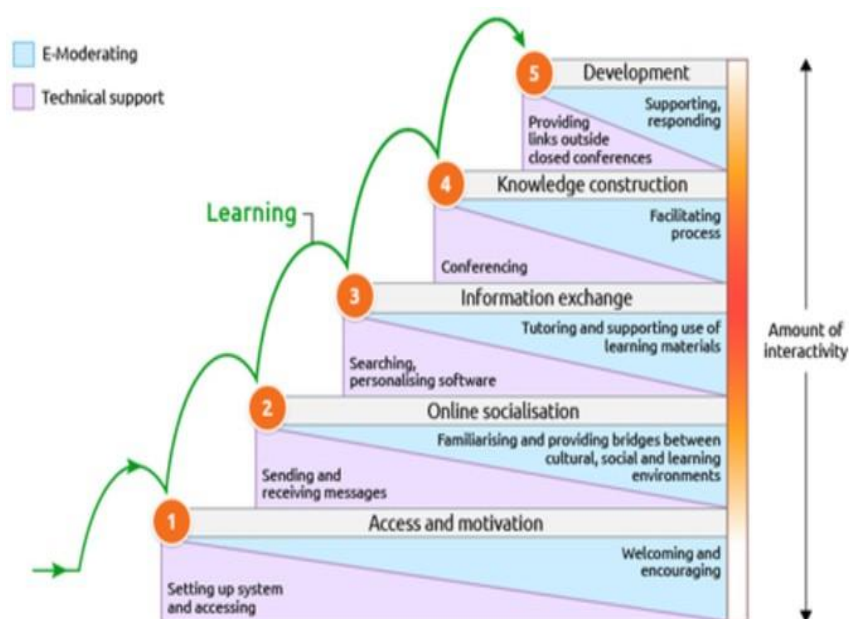
How to use this framework in your school?

Activities:

The students can create an online community between themselves and/or with students from other schools and create online posters and online campaign through online collaborative tools on social issues and issues relevant to the school community. They can create videos that they can upload in the school's youtube channel and a Facebook page, where the comments are open to all.

Questions:

1) Are teachers supportive of digital collaborative tools (Web 2.0 tools)? In what ways?
2) Does school support social networks? Does school have e.g. youtube channel? Do students upload videos? Are they getting comments on them?
3) Do teachers encourage groups of students through messenger/viber/whatsapp?
4) In what ways do students make decisions on school management through online tools?
5) How can the roles of the facilitator and the students go hand in hand and be harmonised in terms of maturity and realising their goals?
6) tools?
7) How can the roles of the facilitator and the students go hand in hand and be harmonised in terms of maturity and realising their goals?

Deeper information available at https://www.gillysalmon.com/five-stage-model.html

3) Ladder of Volunteer Participation Adam Fletcher (2003)

The purpose of this model is to make volunteerism a relevant, purposeful engine for democracy and sustainable communities today, and by doing so, to create a vibrant, purposeful society tomorrow. Ladder of Volunteer Participation was developed with the understanding that volunteerism should be emancipatory for all stakeholders involved – the volunteer as well as the community. That's how this model represents its vision of democratic and community- oriented participation for all people (as exemplified by "The Freechild Project"). Individuals and organizations can use this model to start thinking about how volunteers of all ages can be integrated as empowered, purposeful participants throughout society. The Ladder isn't a static tool meant to describe whole programs or the entire experience of individuals. Instead, it is meant to help individuals identify where they are at any given point of their volunteering, and where they can aspire to. People can occupy many spots on the Ladder at the same time; organizations can engage different volunteers differently to meet their needs. These projects empower community members while at the same time enabling them to access and learn from the experienced volunteers.

Ladder of Volunteer Participation

8. Volunteers initiate, share decisions with staff

7. Volunteers lead & initiate action

6. Staff initiate, share decisions with volunteers

5. Volunteers consult & inform

4. Volunteers are assigned & informed

3. Volunteers are tokenized

2. Volunteers are decoration   *

1. Volunteers are manipulated

Adapted by Adam Fletcher & Beth Kelly 2003

* These are rungs of non-participation

How to use this framework in your school?

Activities:

Purpose: to make volunteerism a relevant, purposeful engine for democracy and sustainable communities today, and by doing so, to create a vibrant, purposeful society tomorrow.

Activities: Students discuss ways to volunteer and to relief pain. Eg. They decide to gather food and clothes for the social exchange and social grocery. They decide to take actions for the unsheltered children, to help people with special needs. They make an action plan on how they can organise these volunteering activities taking into account all the steps of the Ladder of Volunteer Participation and on how they can cooperate with their school and with other relevant organisations.

Questions:

1) Does your school encourage volunteerism? What kind?
2) What role do students play in the decision making about volunteerism?
3) Are parents supportive?
4) In what ways do students diffuse the impact of volunteerism on local society?
5) Do they inspire their peers?
6) How can volunteers manage to avoid being manipulated or tokenized
7) How can all stakeholders involved be emancipated?

Deeper information available at:

https://adamfletcher.net/purpose-empowerment-and-the-experience-of-volunteerism-in-community

4) Pathway to participation - Harry Shier (2001)

Pathway to participation is a model that foresees levels of participation hierarchically organized:

1. Children are listened to;
2. Children are supported in expressing their view;
3. Children's views are taking into account;
4. Children are involved in the decision-making process;
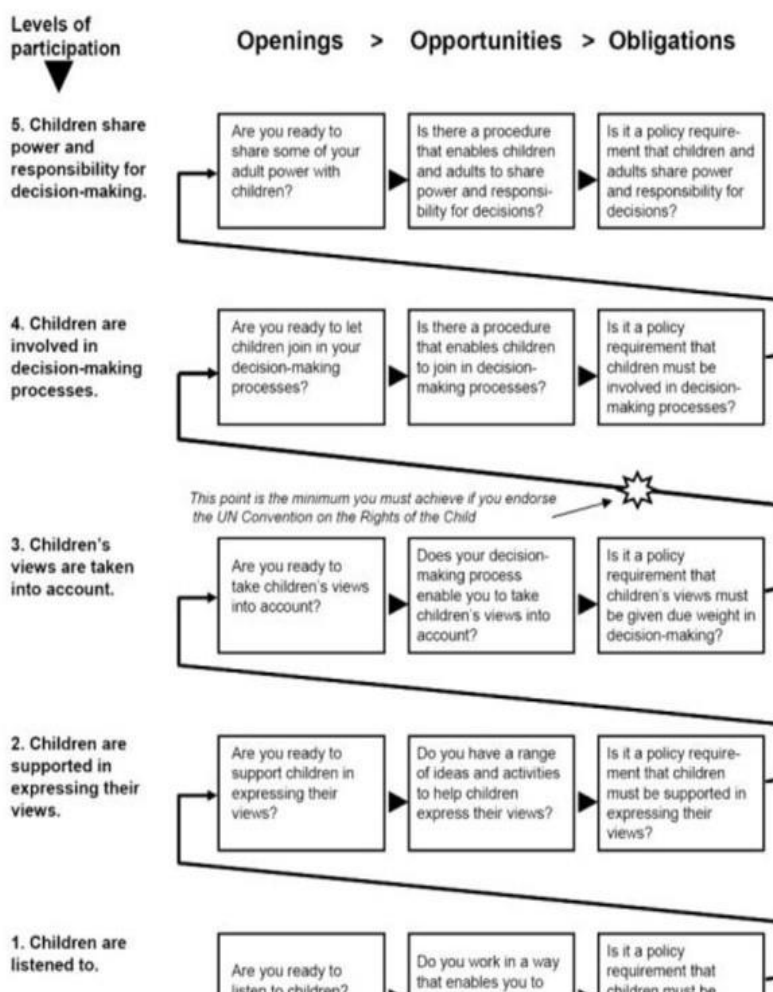5. Children share power and responsibility for decision-making.

Besides the levels, and pathways to participation, the model considers three stages of commitment: 1) Openings - an opening occurs when you or your team are ready and willing to work at this level; 2) Opportunities an opportunity occurs when you have the skills and resources to be able to work at this level, and 3) Obligations - an obligation is established when the organization 's agreed policy requires you to work at this level.

Moving up through the Levels increases the commitment intensity and shifts the power balance incrementally.
This model is, in fact, a practical planning and evaluation tool. It helps adults to identify the level of children participation terms of five levels. Addressed to adults, the model shows that they may not be ready to share power with young people, so they also need empowerment in changing their life model. Some principles underpin this model, which can be evoked as follows:

1) We can't empower, but we can help empowerment to happen.
2) We can understand exclusion and discrimination and organize in solidarity to oppose them.
3) We can facilitate dynamic interaction between children own safe spaces and the adult - run spaces where decisions are made.
4) We can support (and resource) children to take action on the issues that concern them, as well as the issues that concern us.

Levels of participation ▼

Openings > Opportunities > Obligations

5. Children share power and responsibility for decision-making.

| Are you ready to share some of your adult power with children? | Is there a procedure that enables children and adults to share power and responsibility for decisions? | Is it a policy requirement that children and adults share power and responsibility for decisions? |

4. Children are involved in decision-making processes.

| Are you ready to let children join in your decision-making processes? | Is there a procedure that enables children to join in decision-making processes? | Is it a policy requirement that children must be involved in decision-making processes? |

This point is the minimum you must achieve if you endorse the UN Convention on the Rights of the Child

3. Children's views are taken into account.

| Are you ready to take children's views into account? | Does your decision-making process enable you to take children's views into account? | Is it a policy requirement that children's views must be given due weight in decision-making? |

2. Children are supported in expressing their views.

| Are you ready to support children in expressing their views? | Do you have a range of ideas and activities to help children express their views? | Is it a policy requirement that children must be supported in expressing their views? |

1. Children are listened to.

| Are you ready to listen to children? | Do you work in a way that enables you to ... | Is it a policy requirement that children must be ... |

How to use this framework in your school?

Questions:

1) What is the role that students currently have in school management projects?
2) Where does your school stands in the mean of openings for cooperation, in the mean of opportunities for cooperation?
3) Does it put any obligations on both sides?
4) Do you need a practical tool for participation planning?
5) Have you got any evaluation system to measure involvement of students in cooperation between children and adults?

This model provides you with practical planning and evaluation tool during the participation process

Deeper information available https://onlinelibrary.wiley.com/doi/abs/10.1002/chi.617
https://ucc.dk/sites/default/files/pathways_to_participation.pdf

5) RMSOS Framework - Council of Europe (2003)

The RMSOS framework provides five main factors that need to be present for meaningful participation by young people to take place. These elements integrate a holistic approach to youth engagement, and they are: Right, Means, Space, Opportunity and Support.

RIGHT: Youth must be active in promoting their rights, including their implicit right to participate.

MEANS: To encourage young people to get involved it has to be ensured that basic needs are met. These include sufficient social security, education, housing, health care, transportation, know-how and access to technology.

SPACE: Young people need physical space to meet but also a space to participate in the institutional framework of policymaking. This means that young people's views, recommendations and conclusions should have a real impact on decisions that are made.

OPPORTUNITY: Youth must have easy access to information on how to get involved, what the opportunities available are and where they are, so they can make informed decisions about their involvement. Events, decision-making processes and systems need to be youth-friendly and has to be ensured that young people have the opportunity to participate in terms of having sufficient time and supportive structures.

SUPPORT: Young people have lots of talent and the potential to participate, but without the necessary support, their involvement might not be as efficient as it could be. They should have access to various forms of support: financial, institutional, moral support and advice. The institution or community has to support and recognize the importance and contribution of youth participation, not only for young people but also for public authorities and society in general.
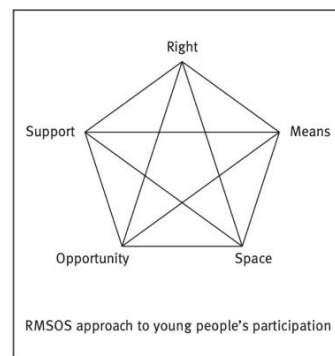
How to use this framework in your school?

Questions:

1) What role do young people play in the decision making within your school management?
2) What are the most important means that young people need in your local context so that they can fully participate in a school management project?
3) In what ways can young people have a real impact on the final outcome of the decisions that influence their educational life? How does your school empower young people to express their views, opinions, desires and concerns about the way the process develops?
4) What are the opportunities for youth participation in your school? In what way(s) does your process give young people the opportunity to practice democracy and citizenship? What kind of young people can participate? Do these young people already hold leadership positions?
5) In what way is your school supportive of the participation of young people? Can your process improve the situation? How? What skills do young people need to actively participate?

Deeper information available at: https://rm.coe.int/16807023e0
https://www.ungdomogfritid.no/wp-content/uploads/Participation-handbook.pdf

6) Seven realms of participation – Francis & Lorenz (2002)

This model raised from policymakers' interest in youth participation in city planning and design and is supported by environmental psychology research and city design.

In the scope of urban environments planning and based on a historical and critical review of children and youth participation in city planning and design, seven approaches/stages to youth participation are presented hierarchically:

Seven approaches/stages to participation:
1. The romantic realm: children and young people as planners;
2. The advocacy realm: planners for children and young people;
3. The needs realm: social scientists for children and young people;
4. The learning realm: children and young people as learners;
5. The rights realm: children and young people as citizens;
6. The institutional realm: children and young people as adults;
7. The proactive realm: participation with vision.

Despite their close relationship, each approach may provide a useful starting point to more effective youth participation. The development of each realm can be associated with political and cultural context changes.

Proactive practice with children and young people is an educational activity that articulates environmental principles and concepts with methods that favour youth participation in the planning process.

How to use this framework in your school?

Questions:

1) What creates a good environment? What is the best way to plan the surrounding urban environment?
2) What is the thinking in the current communicative and creative process? Are children and young people themselves planners? Does their participation take place with their vision?

Use this model and you will be able to create processes for children and young people to participate in creating a truly good environment with the right principles and methods.

Deeper information available at:

Francis, M. & Lorenzo, R. (2002). Seven Realms of Children's Participation. *Journal of Environmental Psychology*, 22, 157-169

7) A strategic approach to participation – UNICEF (2001)

The model aims to promote meaningful participation of young people (10-19 years), at the global, country and community level. It suggests a previous condition for participation: safe and supportive environments where capabilities and opportunities to participate are developed in 4 distinct axes, in a gradate and progressive way: 1) Young people role (from listening to decision-making); 2) Levels of participation (from manipulation to child-initiated and adult- involvement); 3) Institutional settings (from home to governing council); and 4) Geographical settings (from domestic to global).
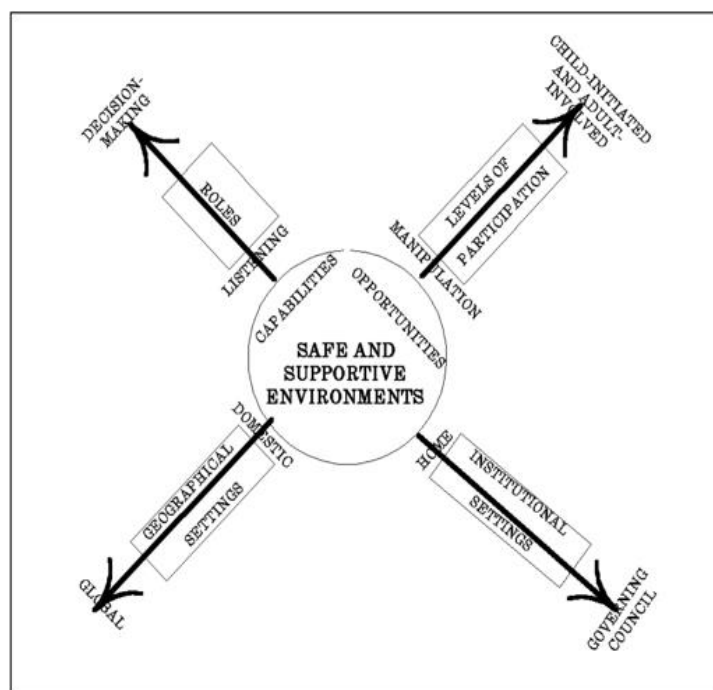
How to use this framework in your school?

Questions:

Do young people have a participatory role at the collective, societal, national, global level? Are there discussions between stakeholders, advocates, activists? Are resources available for a successful participation process? Is membership not arbitrarily denied and is it not compulsory but voluntary?

Unicef strategic approach in 4 axes demonstrates a meaningful participatory process.

Practical examples:
Students prepare a lesson and lead it.
Students prepare classes for evening or tour activities.
Students prepare an event (quiz, competition, memorial) and conduct it.

Deeper information available at:
https://www.unicef.org/Participation_Rights_of_Adolescents_Rajani_2001.pdf

8) Trilla and Novella Participation Model - Trilla and Novella (2001)

Based on Hart's ladder, Trilla and Novella propose four kinds of childhood participation. Each kind of participation is defined by its features. They are qualitatively and phenomenologically different, but all of them provide significant elements for the development of participatory competences. Each of them includes subtypes or different degrees of participation. The differences are mainly related to four modulating factors: the degree of involvement, information-awareness, decision-making capacity and commitment-responsibility. Trilla and Novella proposal is:

1) Simple participation, consisting of taking part in an activity as a spectator without the intervention of children in the preparation or content or development. They just follow directions.

2) Consultative participation involves taking the opinion of students in matters of their competence or interest, this implies active listening by adults.

3) Projective participation, children become responsible for the project and become actors of change. This type of participation is more complex and can be presented at different times of the project.

4) Meta-participation is that the students claim their right to participate, which requires the creation of mechanisms and spaces for participation, as well as a climate of trust that allows it. From simple participation to meta-participation there is a progressive increase in the complexity of participation. Participatory experiences may involve more than one kind of participation, thus, these kinds are not excluding but complex and multidimensional.

How to use this framework in your school?
Questions:

1) What is the involvement of students in your school regarding school management?
2) Are they participating like spectators without deciding anything?
3) Are they listened to?
4) Are their opinions taken into account?
5) Are they responsible for the school management projects? Or are they empowered enough to claim their right to participate?
6) If you are not in the last stage, think and plan with students a process that allows you to make a progressive increase of youth engagement in your school. Go step by step towards youth-led development and empowerment.

9) Youth Engagement Continuum FCYO - Funders' Collaborative on Youth Organizing (2003)

This model seeks youth development, youth leadership and civic engagement through collective empowerment and youth organizing. FCYO defines youth organizing as "youth development and social justice strategy that trains young people in community organizing and advocacy, and assists them in employing these skills to alter power relations and create meaningful institutional change". The youth engagement continuum helps situate youth-led social change relative to other prevailing approaches to youth work. This continuum was developed across five broad categories: 1) Youth Services Approach; 2) Youth Development; 3) Youth Leadership; 4) Civic Engagement; 5) Youth Organization.

Each of the five categories offers services and programs to young people and plays an important role in supporting their healthy growth and development as individuals. The intentional promotion of organizations at each level of the continuum benefits both individuals and communities because young people have meaningful opportunities to engage in civic leadership and social change.
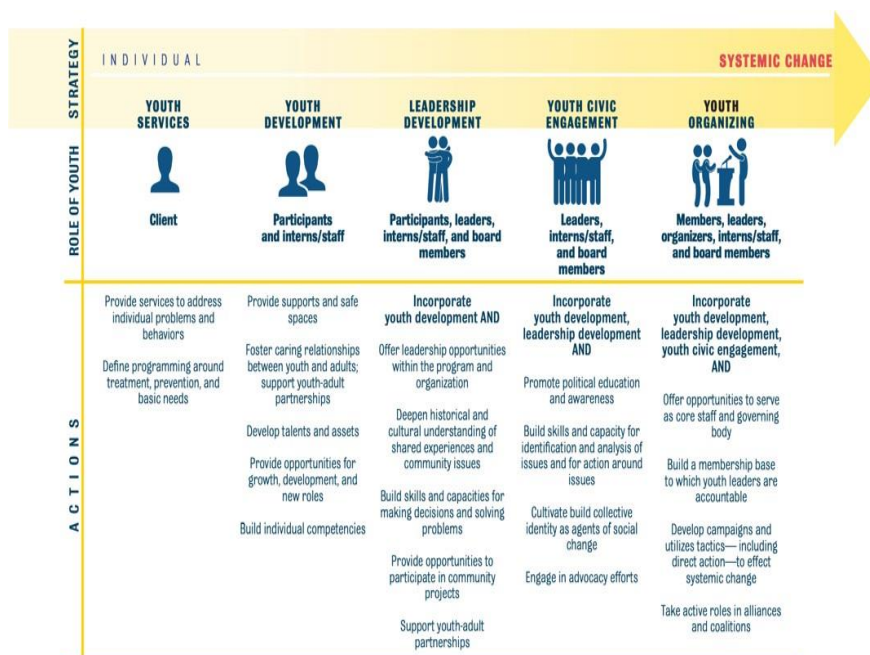
How to use this framework in your school?

Questions:

1) What is the role that students currently have in school management projects? Are they just clients? Active participants? Maybe they lead this type of projects? Or are they the organizers?

2) Is your school ready to go one step forward on the youth engagement continuum? Then check the next "role of youth" on the continuum and consider developing the proposed actions within the school management project that will be implemented and its action plan.

Deeper information available at https://fcyo.org/

FROM 2006 TO 2010

1)   Behavior Grid - BJ Fogg (2010)

This model focus on behavior change. It is a generalist model of behavioral change and does not specifically focus on issues of youth participation, but which be a basis for behavioral change towards greater youth participation. The Behavior Grid includes 15 ways behavior can change and can help designers and researchers work more effectively. Its innovation goes beyond identifying the 15 types of behavior change, knowing that each behavior type has its psychology, so psychological techniques and persuasive techniques (as reinforcement, simplification, self-monitoring, suggestion, surveillance, personalization or tunnelling) must be different. Behavior grid considers frequency and intensity of behavior, thus, it can be seen as a tool to guide interventions that focus on participative behavior, namely in youth.

	GREEN Do new behavior	BLUE Do familiar behavior	PURPLE Increase behavior intensity	GRAY Decrease behavior intensity	BLACK Stop existing behavior
DOT One time	**GREEN DOT** *Do a new behavior one time*	**BLUE DOT** *Do familiar behavior one time*	**PURPLE DOT** *Increase behavior one time*	**GRAY DOT** *Decrease behavior one time*	**BLACK DOT** *Stop behavior one time*
SPAN Period of time	**GREEN SPAN** *Do behavior for a period of time*	**BLUE SPAN** *Maintain behavior for a period of time*	**PURPLE SPAN** *Increase behavior for a period of time*	**GRAY SPAN** *Decrease behavior for a period of time*	**BLACK SPAN** *Stop behavior for a period of time*
PATH From now on	**GREEN PATH** *Do new behavior from now on*	**BLUE PATH** *Maintain behavior from now on*	**PURPLE PATH** *Increase behavior from now on*	**GRAY PATH** *Decrease behavior from now on*	**BLACK PATH** *Stop behavior from now on*

How to use this framework in your school?

Questions:
1) Is it possible to change the way a person behaves, engages in processes or vice versa?
2) Are the behaviors different? Does one type of behavior lead to the next?
3) Is there a way to help you work more efficiently? Are there psychological strategies and techniques?

This "Behavior grid" shows specific steps to achieve the desired pattern of behavior.

Deeper information available at:
https://www.behaviorgrid.org/
https://www.researchgate.net/publication/220962749_Successful_Persuasive_Technology_for_Behavior_Reduction_Mapping_to_Fogg's_Gray_Behavior_Grid

2)   4 C´s of Online Participation - Derek Wenmoth (2006)

This model indicates the kind of participation in online communities, by observing people's participation in blogs and forums. It identifies four hierarchical phases of participation in online environments: 1) Consumer; 2) Commentor; 3) Contributor; 4) Commentator. In different phases, motivation, behaviors and outcomes are different.
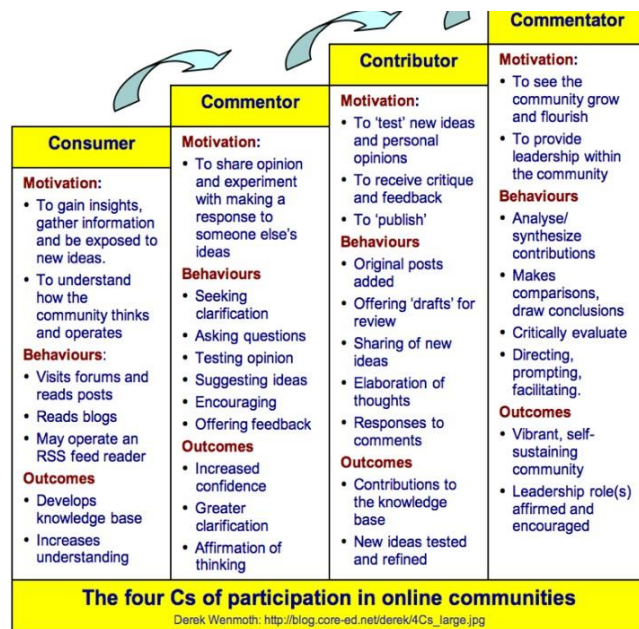
The first phase (consumer) is where participants simply read and explore the posts of others. Far from being passive as the word lurker suggests, consumers can be very active participants in an online community – just not yet visible to others.

At the second phase (commentor), people make comments on others posts (either on blogs, or in discussion forums), often seeking clarification, agreeing with a statement, or offering a suggestion or link to something similar.

At the third phase, contributors are those who have started their blogs or who initiate new threads on discussion forums. They are confident about putting forth their own ideas etc. At the last phase, a commentator is someone who frequently takes a 'meta' view of what is going on, providing a level of leadership within the community. Their contributions will often draw attention to the 'bigger picture', making links with other work – analyzing and synthesizing the contributions of others.

People will not operate exclusively within one of these phases. Conversely, most people appear to operate predominantly in one or other of the phases in their journey to becoming online citizens, and that there is some sort of progression that characterizes this growth.

The model presupposes how many participants in the online environment move through phases as they gain understanding and confidence and the progression along with its phases.

The four Cs of participation in online communities
Derek Wenmoth: http://blog.core-ed.net/derek/4Cs_large.jpg

How to use this framework in your school?

Activity:

To start this activity, students should be informed about the 4 different categories of participants in a blog. They are, then, divided into 4 groups of 5-6 people and they are given the link to an educational blog and each group should identify the different ways members participate. Also, to find the special characteristics that each group of participants has. Through observation, they can perceive the different types of operation of the participants but also realize the way of their participation in respective blogs. Each group then reports its findings to the plenary, as well as personal experiences and opinions.

Questions:

1) Why do users participate in virtual communities? Why do users comment?
2) What are the motives behind users' participation in social communities?
3) What are the ways that online communities can overcome participation inequality and increase user's participation?
4) The students themselves participate in online communities?
5) What role do they consider playing? What are the main features of each role? Does their role in a blog remain stable, or can it change and in what cases?
6) In case of creating an online community of your class with educational content issues, what role would you like or could you take on? Would you agree – like your teachers to be involved, and with what roles?

Deeper information available at:

http://blog.core-ed.org/derek/2006/11/participation_online_the_four_.html

3)   Four L Engagement Model - Tony Karrer (2006)

This model was conceived from roles and interactions analysis of online communities. Despite roles can't be strictly defined, basic characteristics can be identified:

1) Linking - These are visitors who find a community by one means or another and are testing their interest of the community or not.

2) Lurking - These persons pay attention to the activity of the group and occasionally participate in various activities. They may be interested in greater involvement, but either doesn't feel worthy or don't know-how.

3) Learning – These persons are regular visitors who contribute to the community regularly. They are considered "members" of the community.

4) Leading - Leaders are at the core of a community. Leadership is a matter of commitment and willingness to contribute consistently. His role is to stimulate the online environment to engage more people and increase participation.

Blurring the boundaries between each type of role reflects the nature of member participation in these communities, with members determining the nature of their participation.
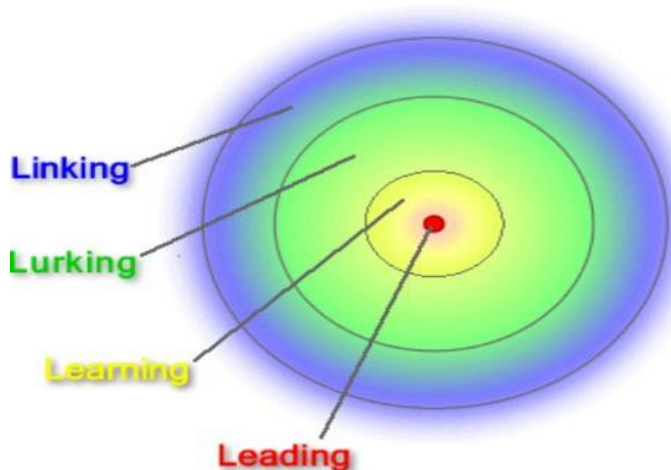
How to use this framework in your school?

Questions:

1) Does each person have a role in society, in a particular community?
2) Who determines it, is the student in testing mode or a legitimate peripheral, contributing to the community, or perhaps playing a leading role?

"Four L Engagement Model" determines persons place in the community, and it clearly shows the situation there.

Practical examples:

Regular supervision (specific format conversation, analysis, advice, creative moment, evaluation, decision, homework) is organized for the student council (and not only), where we see and analyze our progress in school management, execution of work and decisions and their planning and organization.

Supervision would be led by the teacher from the beginning, but over time the reins would be handed over to the students.

4)   Key Dimensions of Participation - Driskell & Neema (2009)

This model focus on the participation practice in the communities, namely on programs developed by institutions and community-based organizations, schools, municipal agencies, and other entities, in and through which participation happens. Participation is understood as a spatial practice (spaces of participation are created or constrained by organizational practices), shaped by five key overlapping and interrelated dimensions. Those dimensions, each structured relative to the other, results from the analysis and discussion of the organizational factors that supported or limited meaningful youth participation.

The model presents five overlapping key dimensions: 1) normative; 2) structural; 3) operational; 4) physical, and 5) attitudinal.

	type	description	manifestations
Normative	conceptual	expression of values regarding young people's participation	organizational mission and goals; statements from the ED; etc.
Structural	tangible - bounded by normative space	gives form to normative space, through organizational structure; programming, staffing and budget priorities	dedicated staff positions for youth outreach; budget for youth-led programs; etc.
Operational	tangible + conceptual - bounded by normative *and* structural space	everyday processes/mechanisms by which young people participate in decision making and management	youth selection of representatives; youth facilitation of meetings; real weight given to youth input (or youth making decisions on their own)
Physical	tangible - bounded by all of the above	an actual space that young people can claim as their own	A youth meeting room; youth-run center; dedicated (formally or informally) youth hang-out area
Attitudinal	conceptual - unbound though shaped in part by all the above, and *vice versa*	Individual and group interactions between adults and youth, and between young people	A general culture of acceptance and support towards young people, and between young people; youth expectations regarding their participation

Meaningful and sustained youth participation can only be developed and sustained through the presence of all five dimensions, but the absence of one of them doesn't preclude participation.

How to use this framework in your school?

This model stimulates students to get involved in a democratic decision-making process. Teachers have the role as a facilitator and support students to organize themselves in groups and each group presents an area of intervention in the school that they think should be improved. They think of a project and make a proposal having into consideration different dimensions (budget, time, workload, etc). Then there is a phase in which they run an electoral campaign, each for their idea. On the election day, the best proposal is chosen, all students will vote and this proposal is then implemented by students and the school management body.

If students have the opportunity to decide or to give their opinion and when they feel heard, they have a more constructive attitude towards everything and are more engaged.

Questions:

1) How to promote student's initiative?
2) In this type of participation is there room for all kind of students (outgoing, shy, spontaneous)?
3) What kind of tasks can they have in this type of participation?

5)   Ladder of Online Participation - Bernoff & Li (2010)

The model presents a ladder of online participation founded on the concept of social technographic which views online activity according to multiple ways of participation (from spectator to the creator). Overlapping levels are profiles rather than segmentations, reflecting the nature of participation: 1) Inactives; 2) Spectators; 3) Joiners; 4) Collectors; 5) Critics; 6) Conversationalists; 7) Creators.
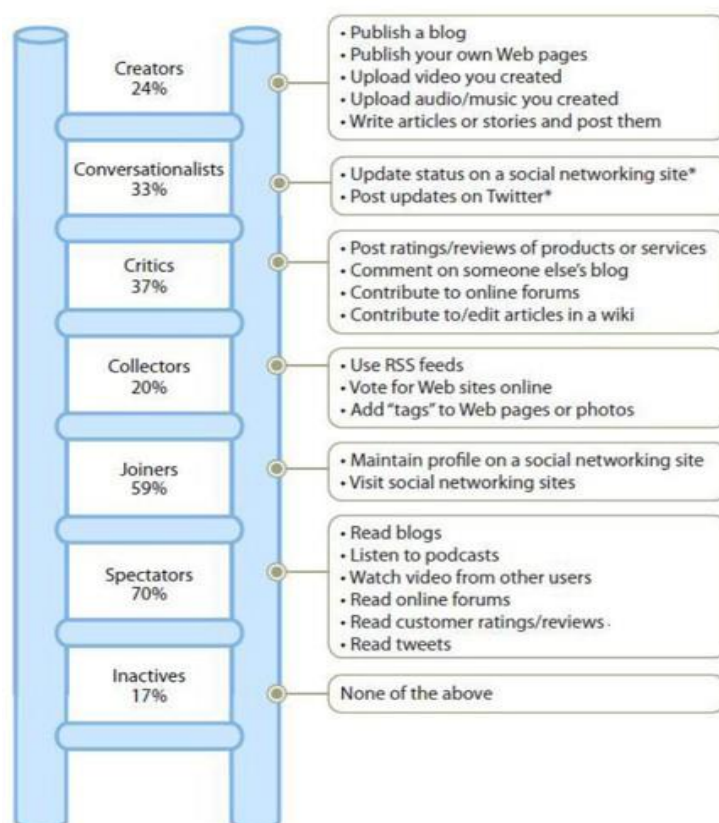
How to use this framework in your school?

Nowadays, most of the young people participate in social computing activities. However, their level of participation in social technologies can be different. This model presents increasing levels of participation that may or may not overlap but that you can apply it in your school by gathering a group of students (online consumers, blog readers, video viewers, podcast listeners) and allow them to create and manage a school blog, a podcast, etc. You will examine the level of participation of students in the school and see who are the creators, the critics, the collectors, the joiners, the spectators and the inactives. Teachers and the school council have the role to support students in the development of their project but also, with the school facilities and technical resources they may need.

http://faculty.cbpp.uaa.alaska.edu/afef/mapping_participation_in_activit.htm

6) Matrix of Participation - Tim Davies (2009)

The matrix of participation combines Hart's Ladder of Participation (level of participation) on its vertical axis, and the type of approach (from one-off, short term or informal approaches, to more structured and long-term approaches) on its horizontal axis. This model defends that both axes are important to achieve youth empowerment and youth-led initiatives. The middle of the matrix is a key point on young people's pathway of participation. The grid is a tool, a graphic representation for individual or organizational practice, pointing strengths and weakness of the participation process at a certain moment. Youth involvement in activities (how to express themselves creatively; exposure to different forums; planning, speaking, taking responsibility; developing networks beyond just the peer group; and discovering how
change happens) provides opportunities as basements in the change process.

	Individual complaints or **feedback**	Surveys & **consult-ations**	One-off **events** or annual participation events	Participation **projects** - often using arts or media	Peer-led activities such as **training, research & evaluation**	**Youth forum**, youth grant-making etc.	Young people involved in **governance**
Youth initiated - shared decisions with adults							
Youth initiated and directed							
Adult initiated - shared decisions with youth			{ Degrees of participation				
Young people are consulted & kept informed							
Young people are assigned tasks & activities							
Tokenism							
Decoration		{ Levels of non involvement					
Manipulation							

How to use this framework in your school?

Questions:

Think about the participatory activities you are developing in your school and place them in the matrix. Have you done it? Perfect, now you have an instant picture of the current context, but it is only a snapshot, a reference point. Ask yourselves: could and would your school take one step forward? Really? Then move one box up and/or right; think, research and create with students for a process that can include this level of participation (vertical axis) with this type of approach (horizontal axis) and implement it.

More information available at:
http://www.timdavies.org.uk/2009/05/18/can-social-networks-bridge-the-participation-gap/
https://www.ungdomogfritid.no/wp-content/uploads/Participation-handbook.pdf

7)　The Participation Tree - Harry Shier (2010)

This model, framed on a bottom-up approach, represents participation as a tree, with each part representing various functions, stakeholder groups, roles, spaces and processes. The Participation Tree model describes different stages of youth participation, leadership, and decision-making in organizations and communities. It is a model of practice to support and promote a varied form of participation, so that young people can influence development, mainly in values (respect, equality, peace, etc). It also represents the opportunities for young people to be able to progress their involvement within an organization and how they are able to make that progress.

Three sequential development stages are:

1) The trunk (leaning processes through which children gain awareness of themselves as members of a society and right-holders, competent and capable; ability to express themselves and to organize); 2) The branches (various activity groups and spaces in which active and pro-active participation is developed in tune with the growth of knowledge and experience); and 3) The leaves (youth empowered; youth in impactful,

meaningful roles as community educators, rights defenders, representatives).

How to use this framework in your school?

Thinking on the student profile nowadays, we realize that we want students with initiative, who know how to communicate, work in a team, who have a vision of their responsibility at various levels: family, health, community and society. Therefore, it is fundamental to raise self-esteem, awareness of their rights as society members and instigate participation. This model allows you to do that, by monitoring the progress of students involved within the project or activity in the school. For example, you can create a digital table for each group or class and record all the events, their main goals, if where achieved or not, what was made and by whom and monitor how can they make progress. You can create a selection of the most important achievements and turn these tables public (schools entrance, school's website, a day of projects presentation) and this will allow students to engage themselves in the activities and want to participate more.

More information available at:

https://www.ipkl.gu.se/digitalAssets/1429/1429869_shier-et-al---how-cyp-ifluence-policy-makers.pdf

8)   The CLEAR Participation Model - Lawndes & Pratchett (2006)

The CLEAR Participation Model offers a diagnostic tool that both anticipates obstacles to empowerment and links these to policy responses. As a self-evaluation tool for local governments of the member states of the Council of Europe, it was being used by municipalities to diagnose the strengths and weaknesses of their public participation initiatives. This model provides and encourages reflection focus on practices and enables policymakers to question their citizens' capacities, their sense of community and their civic organizations. Recognizing that participation strategies need to be sensitive to local contexts and dynamic over time, the model allows citizens to evaluate communities' structures in the scope of their participation in decision-making processes.

The model establishes five key factors five enabling factors for impactful and meaningful participation, based on what participants 'can do', 'like to do', are 'enabled to', are 'asked to', and are 'responded to'.

Key factor	How it works	Policy targets
Can do	The individual resources that people have to mobilise and organise (speaking, writing and technical skills, and the confidence to use them) make a difference	Capacity building, training and support of volunteers, mentoring, leadership development
Like to	To commit to participation requires an identification with the public entity that is the focus of engagement	Civil renewal, citizenship, community development, community cohesion, neighbourhood working, social capital
Enabled to	The civic infrastructure of groups and umbrella organisations makes a difference because it creates or blocks an opportunity structure for participation	Investing in civic infrastructure and community networks, improving channels of communication via compacts
Asked to	Mobilising people into participation by asking for their input can make a big difference	Public participation schemes that are diverse and reflexive
Responded to	When asked people say they will participate if they are listened to (not necessarily agreed with) and able to see a response	A public policy system that shows a capacity to respond - through specific outcomes, ongoing learning and feedback

Tool application requires, at first, to refine the questions and challenges to be addressed in any particular setting. Secondly, there must be a commitment to a multi-perspective evaluation of the state of students' participation in the school. Finally, it's needed to establish priorities and identify the factors and strategies that must be changed.

More information available at
https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.523.6104&rep=rep1&type=pdf

How to use this framework in your school?

First, you must select the topic within the school administration in which students will participate and take decisions. Prepare a five-column table with the CLEAR factors: what students (1) Can do, (2) Like to, (3) are Enabled to, (4) are Asked to and (5) Responded to. With students, fill out the first row with the current situation of school participation regarding the selected topic. Reflect on it and fill out a row below with an ideal but feasible scenario. Analyzing this table, can you plan and implement a process that allows you to reach the second scenario?

Activity: Students as members of the school community (members of their classroom community but also of the school community) have rights, obligations and visions that they want to be realized. They are divided into 5 groups of 4-5 people and each group is asked to answer a small group of questions. The representative of each group then reports to the plenary the ideas developed by his group, based on the answers to the questions they had to answer. The plenary discusses the positions, draws conclusions and commits to actions related to the development of the school community.
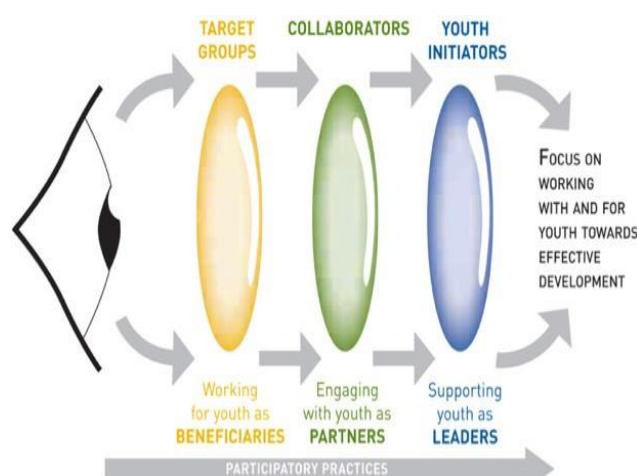
Questions:
1) What can students offer to the school community, in what areas and with what technical equipment?
2) What projects would they like to implement in order to contribute to the development of the school community with positive effects on the local and wider community?
3) Could they participate in networks and if so, which ones, in order to implement their development policy, to indulge in new policies and good practices, but also to disseminate them through these networks?
4) What do you think are the expectations of the other members of the school community and how could you meet them, and develop actions aimed at upgrading and promoting them?
5) How could you activate the rest of the school community with the aim of their wide participation by creating an educational team with high goals, quests and demands?

9)   Three-Lens approach to Participation - DFID-CSO (2010)

This approach involves working for benefit youth (as target beneficiaries), engaging with youth as partners, and be shaped by youth as leaders. These are three model's participatory practices (not mutually exclusive) towards effective participation, that foster youth capacity to act, skills and their ability to change their own lives.

The model aims to foster the active, informed and voluntary involvement of young people in decision-making and the life of their communities both locally and globally. The development intervention one particular lens depends on the context and different lens may be used with different groups within a particular intervention. That's why the model is consider dynamic.

Working for youth as beneficiaries	Defined as the basics of a good intervention for young people: • Youth as beneficiaries implies they are a **target group** and are adequately **informed**; • Explicitly focuses on youth issues through documentation; • Can **prepare the ground** for working with youth as partners.
Engaging with youth as partners	Defined as: • **Collaborative** interventions, where young people are fully **consulted** and informed; • Implies mutual co-operation and responsibility; • Recognises that young people generally need experience working at this level before progressing to becoming leaders and initiators of development (if appropriate) – a progression which not all will want or be able to make.
Supporting youth as leaders	Defined as: • **Enabling youth-initiated and directed** interventions; • Opening up a space for youth-led decision-making (delegation) within existing structures, systems and processes.

How to use this framework in your school?

It is important to consider all three lenses because different lenses can be used with different groups of young people during a project depending on the local context. In this model you can see young students as partners and leaders having agency, meaning, with the capacity to act, with skills and capabilities and the ability to change their own lives.
The students can have different roles in terms of youth participation:

1. young people are informed to facilitate collective and individual action;
2. young people are consulted and interact with an organization which can incorporate their feedback and perspectives;
3. young people can own the decision-making process or share the role with others on specific issues of a project;
4. young people are proactive and able to take the initiative.
Considering the different types of roles, students can take into practice the participation and reach the action, moving through a more informative level to having initiative and act as a partner or leader. Including youth in decision-making in development activities develops skills that shape their adulthood and develops their ability to voice their perspectives.

Questions:

1) Why do your organization practice youth participation?
2) What type of lenses makes more sense to use in your school context?

More information available at:

https://youtheconomicopportunities.org/sites/default/files/uploads/resource/6962_Youth_ Participation_in_Development.pdf

FROM 2011 TO 2015

1) Six Principles of Online Participation - Tim Davies (2011)

This tripartite model is based on the UN Convention on the Rights of the Child. Principles of online participation are framed by three main categories of rights: provision rights; protection rights; and participation rights. The six principles of online participation mentioned are the ones that are on today's agenda. They help to identify specific guidance to respond to young people's online lives. These principles are:

- Support digital citizenship – recognizing the Internet potential for young people connection and to actively participate in all forms of online and local communities. This principle aims to engage innovative and ethical online interaction and effect change;

- Empower young people – fostering awareness of online spaces to provide safe and positive online experiences. Participation is a form of self-protection, a way to express youth concerns and a form to strive for their rights;

- Respond to risks - by having clear and proportionate policies and processes in place.

- Promote resilience – recognizing online risk situations and creating mechanisms to overcome those risks as a way to increase personal development.

- Provide positive spaces – offering opportunities to experiment with and explore digital media in different ways, according to developing age-appropriate online spaces (addressing issues of consent, privacy and security in the design of social software or devices).

- Create youth shaped services - Provision and protection must be both informed by young people's active participation. That provision must take into account youth-adult partnership in setting priorities for digital-era services,

These principles can be in line with creative responses to young people's online lives which are compatible with other policy and practice responses.

This model attempts to solve opportunity-risk dichotomy by encouraging responses to ask "What are we doing to address the young people's protection, the provision of positive opportunities, and the participation of young people, with respect to their online lives?"

More information available at: https://tinyurl.com/ycm2dckf
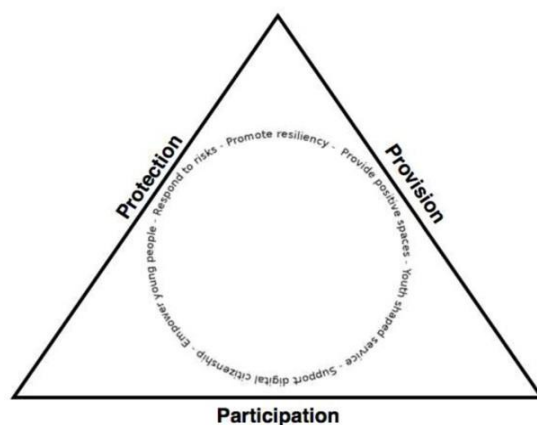
How to use this framework in your school?

Activity:

News Rights (from Nick Wilson - Branka Emersic, "Handbook International Amnesty Education for the Human rights")

Purpose:

This analysis and discussion helps students recognize rights and place a "framework" for human rights in everyday situations.

• We read the following text to students: "In today's world we all have access to information. For most of us, this information comes from the media and especially through the news. Every day, TV screens and newspapers are full of stories and situations that are sometimes hopeful, tragic, happy, sad, simple or complex. Usually, we see sad stories and feel weak. However, if we look carefully at the use of human rights ideas, we will see 100 success rates, where human rights are protected and enforced, as well as problem levels where rights are violated. "
• Divide the students into small groups of four.
• Distribute magazines and newsletters at random. Draw a circle on the board. In the circle write the following three phrases:
- Rights that are violated - Rights that are protected - Rights that apply
• Ask students to look in their newspapers and magazines to find things that will prove these three phrases.
• After students have completed the activity, ask them to look at the Universal Declaration of Human Rights or the Simplified Edition to find articles related to the stories or images they found in newspapers. • Now ask each group in turn to pin the scraps to the board.

Questions:

1) Was it easy to find examples of rights being violated, protected and enforced? • Was a phrase more difficult to prove? Why;
2) Were there any newspaper articles or other examples where you could say that all three phrases were related? Which; Why;
3) Were there any examples where the rights of one person or group were protected as a result of infringing on the rights of another? Would the phrase "Rights end where yours begins and vice versa" be useful in such a case? Would this phrase provide a solution for everyone? Why; Why not.

Options:

Transferring human rights across the classroom for ideas on how to spread this knowledge in school.

2) The Yin-yang Model of Youth Participation - Shier et al. (2012)

This model integrates two complementary approaches: a human rights-based approach and a human development approach. Instead of giving people things that they are identified as lacking, organisations adopting a human rights-based approach work directly with the people concerned as citizens and social actors, helping them to identify the violations of their human rights that are preventing them from gaining access to these necessities. People can then use this knowledge to formulate demands and generate collective action for the restitution and protection of these rights. The Level of Participation depends on empowerment. Empowerment was defined as a combination of enabling conditions, capability and attitude; that is, to be considered 'empowered', a child or young person must be in conditions that make it possible for them to effect change, must have the knowledge and capability necessary to do so and above all, must feel themselves to be able to effect change.

Children and young people who achieve effective advocacy are generally self-empowered but can count on effective adult support and facilitation. They work through coordination with the authorities and not by clashing with them, but need to ensure effective follow up if they want politicians to keep their promises.
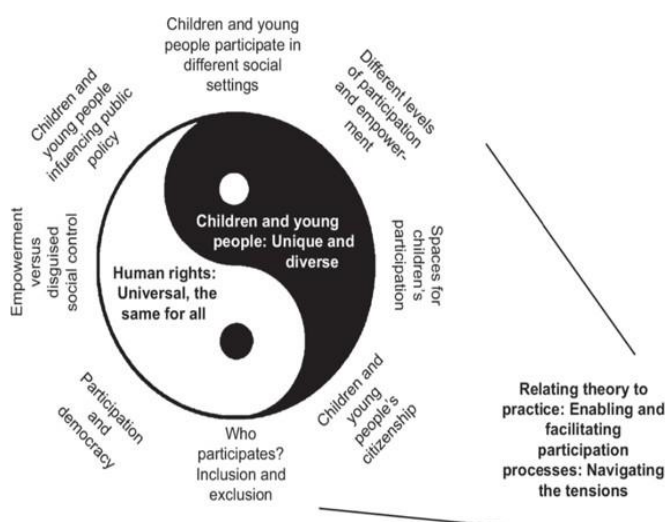
How to use this framework in your school?

Indicative Activity: The Fantastic Country (from Nick Wilson - Branka Emersic, "Handbook International Amnesty Education for the Human rights")

Purpose: The activity introduces students to the idea of rights based on needs and acquaints them with the Universal Declaration of Human Rights. It raises issues such as the assessment of rights, and "Options" offers suggestions for creating a list of "classroom rights".

Learning points: Human rights documents are based on our own inherent needs. - You consider some rights more important than others based on your own case, but every right is important to someone. Follow the steps:
1. Divide Students into Small Groups of five or six people 2. Read the following scenario aloud: "Imagine you have discovered a new country where no one has lived before and there is no law or regulation. You and other members of your team will settle in this new earth. "You do not know what social status you will have in this new country." 3. Ask each group of students to give a name to their country and write the 10 rights they chose on a large piece of paper or on the board where everyone can see them. 4. Each group presents its list to the class. 5. Once all the groups have submitted their lists, identify the rights that are repeated or conflicting. Can the list be organized rationally? Can similar rights be classified in the same category?

Options:
• If you have time, ask students to put a dot next to the three "center list" rights that they personally think are most important, or that they think they could live without.
• This activity has taken place in many countries. "Do you think the situation in your country has influenced your rights choices? Why; Why not;"
• As an assignment this activity can be adapted so that students can make a list of "classroom rights" that they believe would improve the school environment. For example, the right to work in peace, the right to respect for the opinion of others, the right to safeguarding personal property; Be receptive to student suggestions but emphasize that all rights are accompanied by obligations. This "living document" should be displayed in the classroom and updated whenever needed.
Ask Students "What do you think should happen if someone violates these rights?"

Questions:
1) What are the main problems faced by children and young people seeking to influence public policy?
2) What prior conditions increase children and young people's chances of influencing policy?
3) What spaces or forms of organisation help children and young people achieve policy influence?
4) What methods and approaches by adult helpers/facilitators increase children and young people's influence on policy-makers?
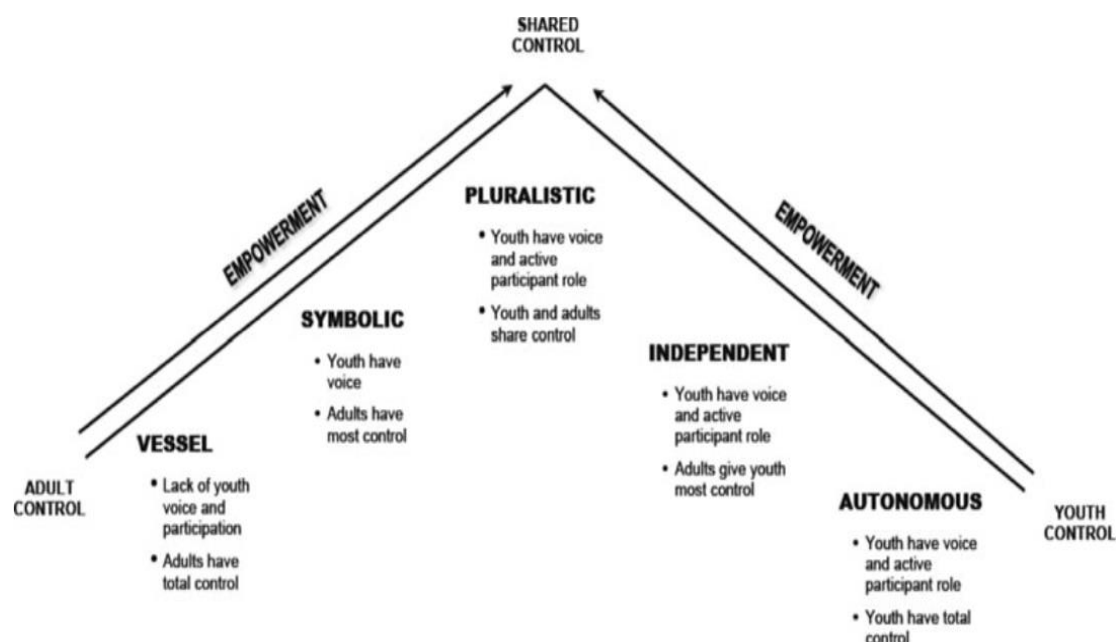
More information available at:
https://www.ipkl.gu.se/digitalAssets/1429/1429869_shier-et-al---how-cyp-ifluence-policy makers.pdf

This model articulates different configurations of youth–adult control that reflect optimal participation types for youth empowerment. In this model youth and adults share the responsibility of youth and community's empowerment. An egalitarian approach to critical consciousness empowers both youth and adults to overcome this dynamic. It implies to facilitate critical dialogue, awareness, and building skills towards critical consciousness in partnership with young people. Five types of youth participation: **Vessel, Symbolic, Pluralistic, Independent and Autonomous.**

The spectrum of adult-driven participation encompasses a range between adults who have full control over decision-making to adults who listen to youth perspectives but ultimately make final decisions. These participation types are respectively labeled Vessel and Symbolic. Due to a lack of youth involvement, the Vessel participation type has low empowerment potential. Although youth may be able to learn skills and acquire useful knowledge, little opportunity exists for young people to contribute their own ideas.

The model assumes that a pluralistic participation type can be achieved regardless of developmental age. In contrast, in Autonomous type of participation youth may not be able to benefit from the knowledge adults can possess about community or organizational history, best practices and lessons learned. In this case, intergenerational memory is at risk of getting lost.

More information available at:

Wong, N.T.; Zimmerman, M.A. & Parker, E.A. (2010). A Typology of Youth Participation and Empowerment for Child and Adolescent Health Promotion. American Journal of Community Psychology, 46, 100–114; DOI 10.1007/s10464-010-9330-0

How to use this framework in your school?

One of the rationales for developing this model was to avoid a common misinterpretation of developmental models of participation that are presented in graduated hierarchical or vertical formats.

Teachers need to identify in their school the degrees of youth-adult participation it exists having in mind the development potential within each type: Vessel, Symbolic, Pluralistic, Independent and Autonomous. These degrees are organized into three categories of youth participation in organizational and community decision-making: adult-control; youth-control and shared control. It incorporates intergenerational linkages and considers recent research development in youth-adult partnerships, but also implies a partnership with young people to facilitate critical dialogue and empower skills such as critical consciousness and self-awareness.

For using this model you need to ask yourself a question: does your school emphasis both youth and adult involvement? Do you think this approach empowers positive youth development? How much power are you willing to give to young people? Are you able to let them be in charge of their own project and let the adults be just facilitators and/or supporters?

This model is intended to be used as a descriptive, analytic and strategic tool, besides the degree of participation of the adults and the young people. For example, in Autonomous level, students have the initial idea and decide how the project will be carried out and adults are available to support them but are not in charge of the project.

4) Youth Participation in Finland (2011)

The model describes the way that children and young people participate in public consultation and the decision-making process in Finland.

Many participatory structures exist for children and young people at a national, regional and local level, including the National Children's Parliament, local youth councils and the Centre for School Clubs. All these bodies claim to provide equal rights for all children to participate. In Finland, child and youth participation, including direct and representative forms of involvement, mainly takes place in 'formal' structures. These include local youth councils (above 12 years), school councils, national and local children's parliaments (7 to 12 years old), children's ombudsmen and surveys carried out with children across Finland, which is a strength of the Finnish participation system. The purpose of the studies is to capture young people's views on how they believe that they can strengthen their voice concerning democratic participation.

Furthermore, the Finnish system includes:
Child participation training: Training has been organised for various bodies and professionals, and courses are held every year for teachers supervising student councils. Training has also been organised for various municipal officers and policymakers, including social workers, focusing on taking the child's viewpoint into account.
Child-friendly information on local services has been provided to children and young people in the form of a guide entitled 'Mitä tekisin?' (What shall I do?) and containing a comprehensive description of many different services.
Children Consultation: Children have been consulted on the design of playgrounds and the planning of parks in Tampere and on local nurseries or other places with very small children.

The system employed (kaleidoscope of experience)
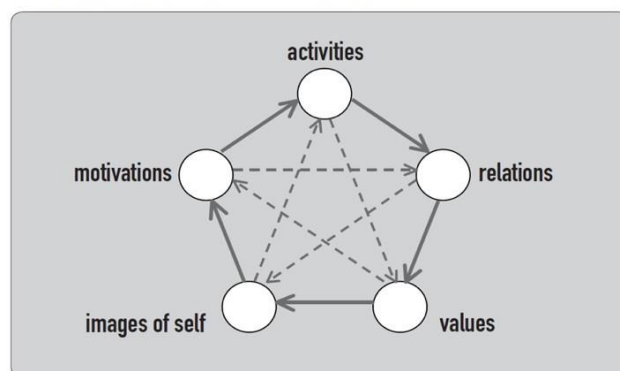
How to use this framework in your school?

Activity:

These activities help students to find out if their views and ideas are taken into consideration by the adults in the school in their country.

The children are divided into four focus groups, each of which discussed different tasks, based on the kaleidoscope of experience. The first task involves writing down details of the various activities in which the children were engaged. The second involves writing down details of each of those activities, underlining those in which their point of view is considered before a decision affecting their life is made, and highlighting the ones that do not. The third task involves discussing why their point of view is not taken into consideration. The fourth is to discuss what might be done to improve this and what children and young people can do themselves, and the final task was to discuss how it feels when someone fails to listen.

Each child is allocated a letter A, B, C or D. After the tasks are completed, the children change tables: child A, child B and child C moved to another table to discuss the conclusions of the reports written up in the first session, while Child D acted as secretary and stayed at the same table. He or she wrapped up the outcomes from the different sessions to report back to the plenary.

Questions:

1) Do you think that adults and especially your teachers listen to you?
2) Do you feel your views are taken seriously?
3) Do you feel that you have influence over decisions made in different settings at school?
4) What bodies help to protect the right of children and young people to be heard and taken seriously?
5) Are you informed about your right to be heard and taken seriously?
6) Which can be the channels of methods of participation you evaluate of great importance and why?
7) How can these channels contribute towards this direction?
8) Point out a few suggestions for your schoolteachers and for yourself on how to improve child and youth participation and how to take their views seriously.
9) Do you think that the Parliament of Adolescents that exist in your country works well?
10) How a Parliament of Children could be created and how should this work?

More information available at:
Child and youth participation in Finland- A Council of Europe policy review, https://rm.coe int/168046c47e, 2011, Report by the Council of Europe
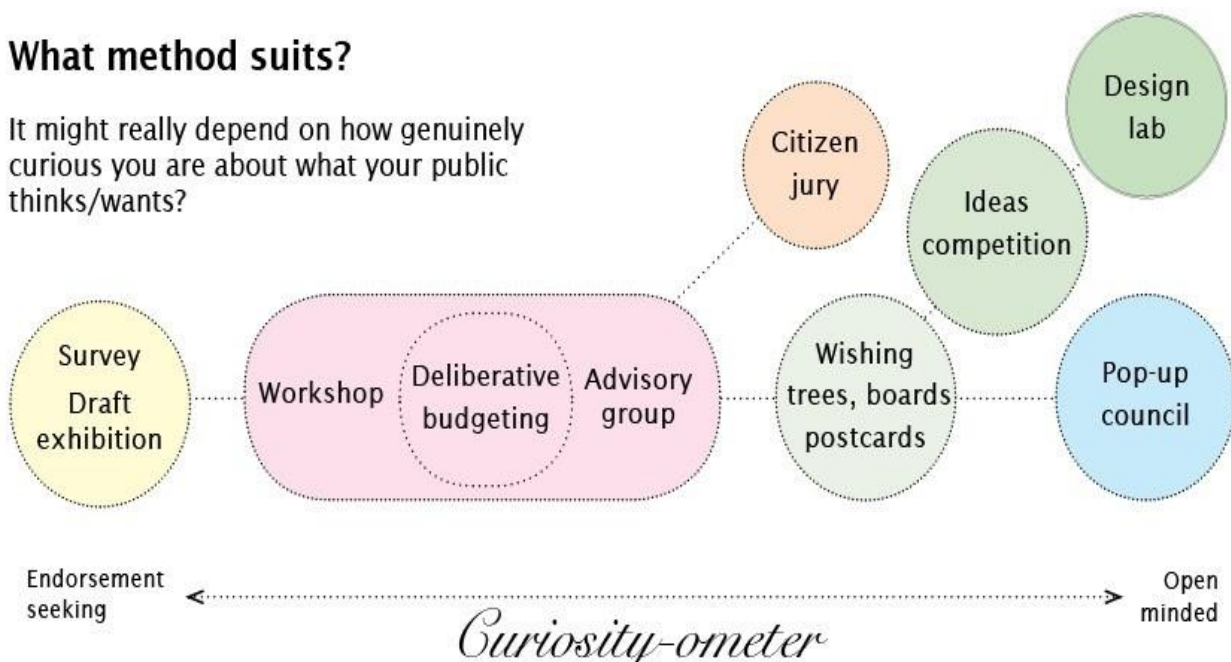
1) **Curiosity-ometer - Les Robinson (2016)**

2) **EAR Model (2020)**

3) **SEDIN Model (Creative Methods for Successful Inclusion in Multicultural Schools) (2020)**

4) **yMIND Model (2016)**

FROM 2016 TO 2020

1) Curiosity-meter - Les Robinson (2016)

This model locates consultation objectives along a spectrum that ranges from 'endorsement seeking' to 'open-mindedness' – and maps the corresponding methods. It is an alternative spectrum to the Spectrum of Public Participation model (IAP2 - 2007) for the effective identification of community engagement objectives and tactics. This spectrum with only two categories (consult and involve/collaborate) would be closer to reality. Importantly he suggests that there is a missing category, listening. Any successful community engagement depends on a commitment to listening. And that depends on one thing that isn't measured in formal models: genuine curiosity.

What method suits?

It might really depend on how genuinely curious you are about what your public thinks/wants?

Survey Draft exhibition — Workshop · Deliberative budgeting · Advisory group — Wishing trees, boards postcards — Pop-up council

Citizen jury — Ideas competition — Design lab

Endorsement seeking ←——————————→ Open minded

Curiosity-ometer

How to use this framework in your school?

Be honest and set how curious you are about what students think or want for your school. Are you looking for endorsement? Or are you open minded? Maybe in the middle?
After answering the question with sincerity, check the method that corresponds to your curiosity, find information about it and propose its implementation in your school.?
This model is intended to be used as a descriptive, analytic and strategic tool, besides the degree of participation of the adults and the young people. For example, in Autonomous level, students have the initial idea and decide how the project will be carried out and adults are available to support them but are not in charge of the project.

More information available at: https://changeologyblog.wordpress.com/2016/08/02/is-the-spectrum-dead/

2) EAR Model (2020)

The Model is aiming to introduce the dialectical method in school education as a key feature that promotes the active participation of students in a democratic society, with the support of theatre techniques.

Thus, the model combines the use of the Socratic dialectical method with theatre techniques such as forum theatre, participatory theatre and documentary theatre. On the one hand, the dialectical method stimulates critical thinking (including reasoning, analysis and discovery), supports the effective and constructive interaction with others and suggests democratic and socially responsible actions. On the other hand, theatre techniques allow the emotional approach to social issues and support the development of empathy.

This approach allows the creation of a safe environment in which young learners will be able to express more freely their reasoning and their arguments and this way they are going to practice active citizenship.
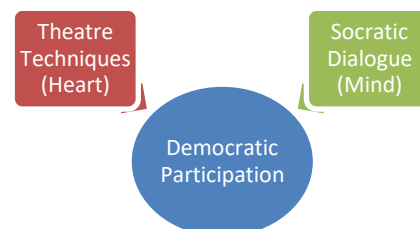
How to use this framework in your school?

1. The main concept- where the young people start from a concept (e.g. justice, rights, freedom etc) and try to find the real meaning of the concept in real contexts. **2. Stimulus** - where a newspaper article, a poem, a text of literature, a photo, a letter, a diary, an object, a song, a video, a film related with the main concept is discussed between the young people. **3. Theatre techniques** – where they explore the topic through experiential theatrical activities of different kind, whether it is theatre of the oppressed or other methods. **4. Debriefing**-where the young people step outside their roles as actors and discuss first how they felt and then how they feel now. **5. Dialectical Discussion to explore**- where the young people make a dialectic discussion based on essential questions that develop critical thinking skills. **6. Research by the young people**- where young people work individually or in small groups, based and guided by the questions that their classmates asked in the previous stage, in order to find more evidence to support a view (even a slightly different one from their own initial opinion). Learners become self-directed and autonomous learners and research in books, the internet, literature, videos, comics, etc. **7. Discussion in Plenary**- where different groups, according to the views reflected, present their opinions and ask for real critique and feedback. **8. Personalization**- where the discussion becomes personal, so that young people may be more involved and mobilized. **9. Attitude change**- where young people record their feelings and opinions now, after working on a topic. **10. Action plan**- where young people create their personal or group action plan, in order to manage this topic when it will occur in their lives.

Questions

1) How do you understand and how do you address social issues in your school?
2) When we are talking about fundamental concepts of our society such as democracy, freedom, rights, equality, do we really understand what are we talking about?
3) What role can the young people play in front of the social issues that exist in our society?
4) Dialogue is a fundamental part of democracy. However, do we know how to conduct a dialogue or we just try to impose our opinion on others?
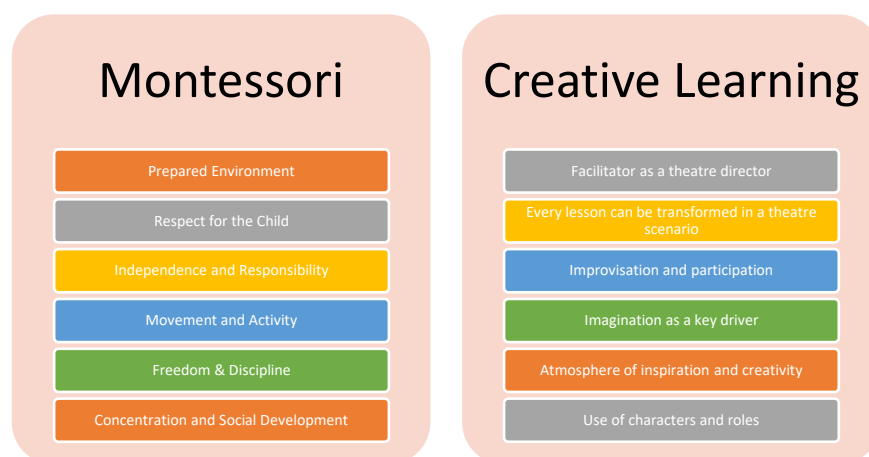5) Are there teachers or students in your school who have been trained in the use of theatrical techniques?

The model was developed in the framework of the Erasmus+ project "EAR- Forming active European Citizens through the Dialectical Method and Theatre". More information and examples of implementation can be found at www.ear-citizen.eu

3) SEDIN Model Creative Methods for Successful Inclusion in Multicultural Schools) (2020)

The Model aims to use creativity as a tool to promote the participation of young people from disadvantaged backgrounds (migrants, minorities, young people with learning difficulties, young people with disabilities etc) and young people with difficulties in their social integration in the school community (shy, with low self-confidence etc).

This is achieved through the introduction in the school environment of alternative creative methods that promote emotional aspects of learning, imagination, non-verbal communication as well as a positive interaction between these young people and young people from the mainstream community. More specifically, this is achieved through the use of:

- Maria Montessori's principles (Prepared Environment; Respect for the Child; Independence & Responsibility; Movement & Activity; Freedom and Discipline; Concentration & Social Development);
- The Creative Learning Method which is a method that develops the young peoples' imagination and informal interaction through the use of theatre techniques in the classroom to achieve cognitive results

Montessori	Creative Learning
Prepared Environment	Facilitator as a theatre director
Respect for the Child	Every lesson can be transformed in a theatre scenario
Independence and Responsibility	Improvisation and participation
Movement and Activity	Imagination as a key driver
Freedom & Discipline	Atmosphere of inspiration and creativity
Concentration and Social Development	Use of characters and roles

5 things to consider in order to apply the model in your school:
1. With the use of imagination, everything can be transformed in pictures. This includes citizenship education, subjects such as mathematics, physics, democratic participation processes etc. In every lesson, at least some of the following theatre elements can be used: human framework, dramatic framework, characters and roles, tension and conflict, focus on an objective, an imaginary space, an imaginary time, speech, movement, atmosphere of inspiration and creativity. **2. Through creativity young people can discover their talents.** Different young people have different talents. Some are good in writing, some have artistic talents, some are skilled with handcrafts, some have leadership skills etc. The use of creative approaches empowers the young people to discover their talents. **3. The facilitator of a creative activity is a small theatre director.** Whoever has the role of the facilitator (the teacher or even the young people themselves) is a theatre director. Develops a small scenario, collects all the materials that might be needed, defines the characters and assigns the roles, specify the plot and define the existing relations between the children and the heroes, devises or borrow from elsewhere, an enchanting environment, directs the activity. The characters are not necessarily human. A character could be a particle, an element of the nature etc. **4. Improvisation and initiative are key to participation.** During the implementation of creative activities, young people do not just follow guidelines. They can share ideas, participate in a collective teamwork, enrich the activities with their input etc. Taking initiative is a huge step towards democratic participation. In such context young people that tend to participate less in the school activities, feel more empowered and can even take a leading role **5. Human beings have 5 senses**. Youth participation in schools is not only a matter of listening and speaking. Participation can come through touching, smelling, moving, playing and generally feeling…

Questions?
1) *Are there many young people that have difficulties to integrate in your school context?*
2) *What measures have been taken in order to increase effectively their participation in the school activities?*
3) *How do you discover and valorise the talents and skills that these young people have?*
4) *Are young people creative in their school environment?*
5) *Are there teachers or students in your school who have been trained in the use of theatrical techniques?*

4) yMIND Model (2016)

yMIND Model is based on a participatory innovative project that promotes better social inclusion of newly-arrived migrant and Roma children and youth through comprehensive diversity education in school and community-based settings.

The model is guided by:

- Child-centred participatory approach - "Comprehensive diversity competence training" searches to establish cross-links and to integrate three core themes into a more holistic education model: (1) understanding diversity, respecting differences, including those related to multi-ethnicity, (2) promoting gender equality and prevention of gender-based violence (GBV), and (3) prevention of bullying and discrimination;

- POL (Popular Opinion Leader) - a model that identifies and trains naturally popular and well-liked people in a community to function as educators of their social networks (non-formal learning settings and methods). POL model is based on the idea of the "social diffusion theory" that new behavioural trends can be established when enough popular people whose opinions are valued by others are actively seen and heard to endorse a new value. The model identifies three sequential phases:1) Identify POLs from within a community target population; 2) Teach them to talk with others about new behaviour; 3) Enlist these POLs to carry out conversations with others.

The model has proven its effectiveness in changing behavioural trends in closed communities, such as the Roma ethnic minority and provides promising results.
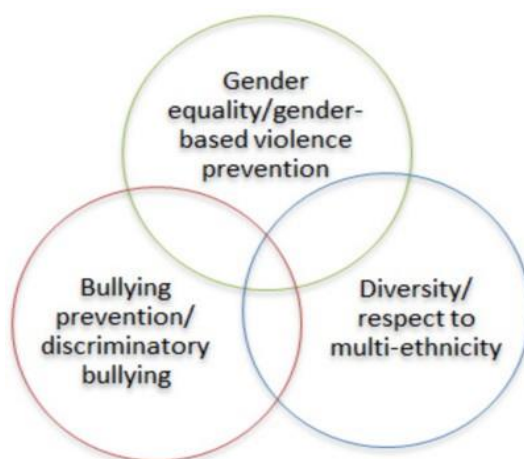
How to use this framework in your school?

5 + 3 steps to apply the model in your school:

Comprehensive diversity competence training
1. Start with a focus group discussion. Here you will be able to explore together with the group of CYP which of the themes (diversity, gender equality, bullying, discrimination) is particularly relevant to them.
2. Organise workshops with young people. There can be organised Empowerment needs assessment workshops and prevention and competence building workshops
3. Use open-ended questions. A set of open-ended explorative questions is important in order to trigger and guide the individual and group work of the participants related to the topics tackled.
4. Use a combination of interactive methods, applied to "explore and answer" the questions above. Some examples of these methods include Graphic-creative techniques, Visual creative techniques, Interactive group-work techniques and others.
5. Involve the whole school A whole school event can be organised to share the results from model application involving parents, teachers and students, also local community representatives. This can be an awareness-raising seminar for guest schools or teachers, a contest, a summer fest, quiz, project week, and exhibition.

Popular Opinion Leader
The model identifies three sequential phases :1. Identify POLs from within a community target population; 2. Teach them to talk with others about new behaviour; 3. Enlist these POLs to carry out conversations with others.

Questions:
1) *Do you have problems in your school related with bullying/ respect of diversity/ respect of gender equality?*
2) *Is the wider school community involved in the school activities?*
3) *How this cooperation with the wider school community can be developed (further)?*
4) *Do you face any violence problems in your school?*

The model was developed as part of the Erasmus+ project "Youth MIND Education: youth Migrants'/ Minorities' Inclusion, Non- Violence Diversity Education". Further information and implementation guidance can be found at http://www.youth-mind.eu/

4. Youth-led participation and empowerment scenarios at schools

This section will provide different youth-led co-creation, participation and empowerment scenarios at schools. Based on interviews with school principals from BE PART countries partnership, the information regarding students' participation in management activities and decision making at school was classified according to Crowley & Moxon (2017).

This study provides information about how young people choose to participate, what's their role in the decision-making process and which practices can be implemented to maximize democracy. The adoption of new forms of youth participation is not better than more traditional forms of participation and the innovative degree of a certain form doesn´t mean that is more effective. Innovative approaches to youth participation could be seen as more effective approaches depending on context specificity.

Alternative forms of participation represent a shift in the way young people express themselves and are not defined by methodologies but by their positioning concerning the establishment. Alternative forms are not necessarily innovative forms of participation. It is the case of youth councils or similar structures, youth activism and protest and volunteering. Anyway, there are alternative and, at the same time, innovative forms of youth participation, such as digital participation, co-management, co-production, deliberative participation and participation spaces. Traditional forms could be also innovative since they use new methodologies to encourage traditional participation (e-voting). Finally, it is easy to find examples of non- innovative and traditional forms of participation as voting, membership of political parties or trade union membership.

Innovative, traditional and alternative forms of youth participation in decision making

	Alternative forms	Traditional forms
Innovative forms	▶ Digital participation ▶ Co-management ▶ Co-production ▶ Deliberative participation ▶ Participation spaces	▶ Use of new methodologies to encourage traditional participation
Non-innovative forms	▶ Youth councils and similar structures ▶ Youth activism and protest	▶ Voting ▶ Membership of political parties ▶ Trade union membership

To illustrate different youth-led co-creation, participation and empowerment scenarios, excerpts from the school principals' interviews will be presented.
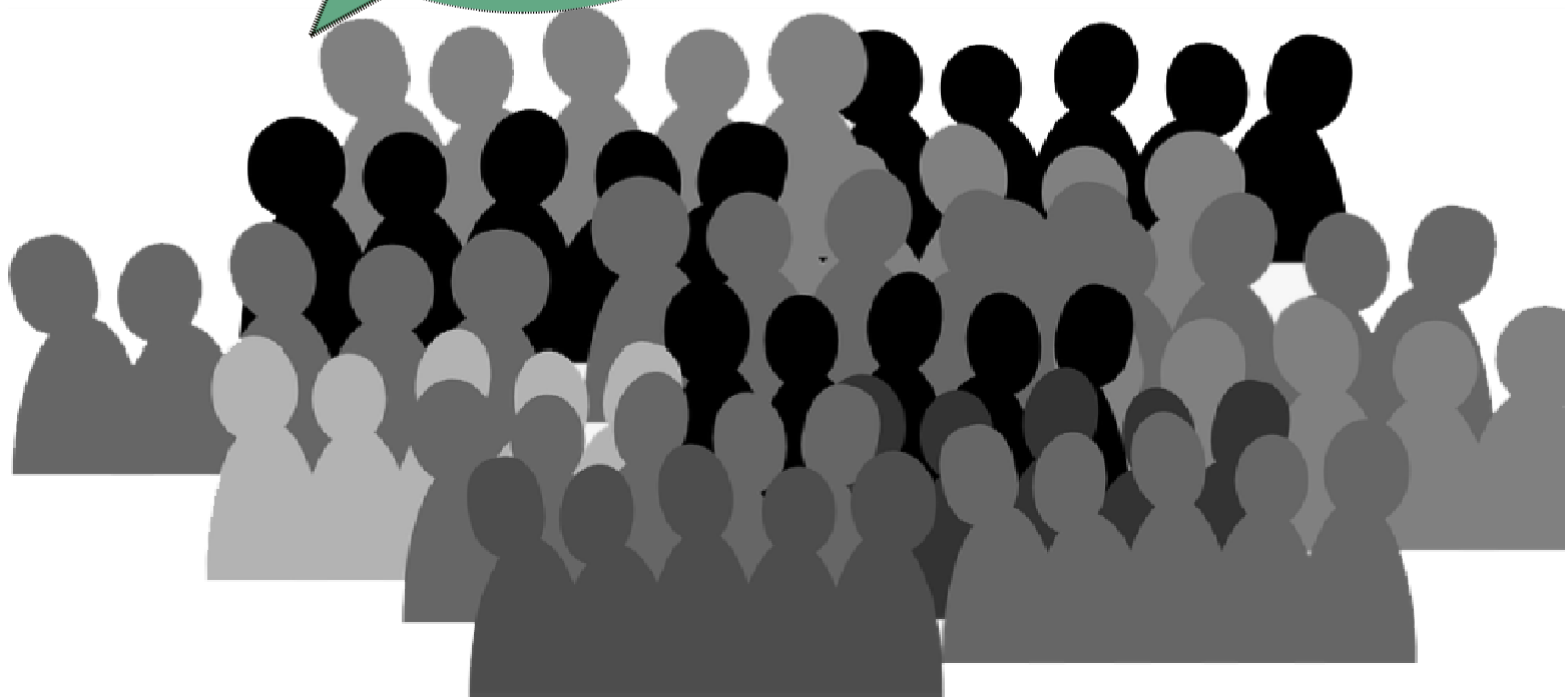
ACTIVITIES & TASKS

Digital Participation; **deliberative** participation and **co-production**: a digital platform sustained on E-Participation Framework is available for students' proposals and all students can vote. **(S1)**

"The final decision was exclusive to students; we teachers could not participate there." (S1)

"Will you continue to use the digital platform? I think so, it is necessary. (...) Digital platforms are essential because it is not very complicated." (S1)

"(...) it was the first year, there was no participatory culture, and there are many students who have to be persecuted a bit also to get their mobile, connect, hit the link, choose ... we are all lazy" (S1)

"It seemed to us a good way to remove, to undermine the solid and, sometimes, stable foundations of an institution (...) and to let other people make the decisions." (S1)

ACTIVITIES & TASKS

Assembly of students with methodology that was used in the sessions of the **European Youth Parliament**. **(P7)**

"We verified through some projects that we participated with students in the scope of the European Youth Parliament, we contacted that there was a methodology that was used in the sessions of the European Youth Parliament that could give results, be positive and therefore internally we organized together with the students that participated in these Parliament sessions and had experienced these dynamics we set up devices and a program that promoted participation through the Students Assembly." (P7)
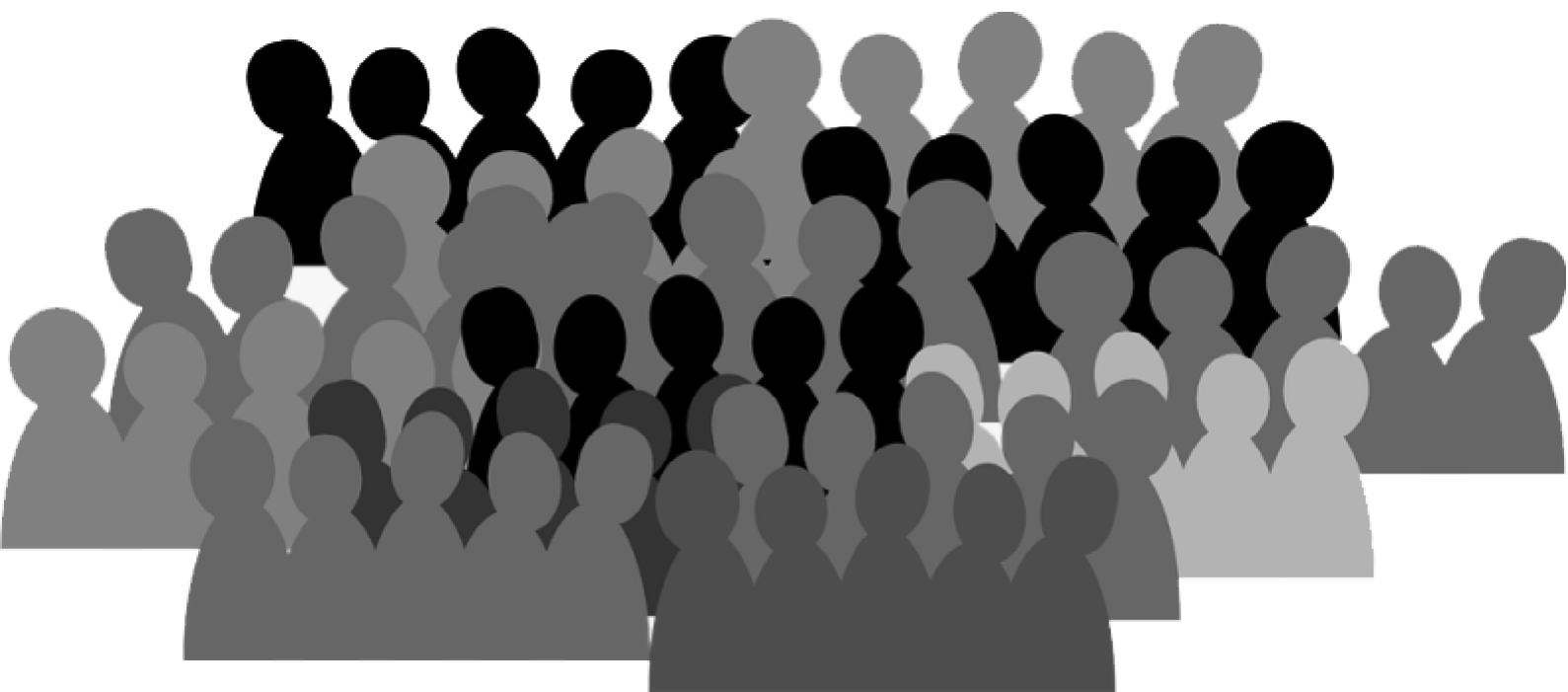
ACTIVITIES & TASKS

i. Commission work: pilot project of three commissions (coexistence and mediation, health, environment). One day a month, three or four students meet on commission and plan activities for their classes (S3).

ii. Motions (methodology taken from the Young European Parliament): Motions that have a direct bearing on the school are always heard and answered. Now there are often cyclical and day-to-day issues where there is not much space to change at the time. The motions passed first through the class, then through Year Assemblies and then at the end, there was the School Assembly where the 8 main and most voted motions go to be discussed and approved. The organization is made by the students. (P7)

iii. Youth Participatory Budget: national initiative. A participatory process where students can think collectively, choose, decide and vote about a topic which they consider is important to improve the school. (P8, P3, P4)

iv. Participation in the activities of the Local Community (Volunteering activities): Empowerment of vulnerable groups through participation to the social grocery shop, through offering food and other goods, to the social exchange clothes and other goods initiative, to cleaning a coast or a park. They guide students from other schools. They decided to clean some bad slogans that some others have written in the schoolyard, to clean the building etc. (G1)

v. Volunteering activities (P4, G7)

vi. Democratic participation in a project of the municipality with the schools' involvement. (P3)

vii. Students' Association (P1, P3, P7)

viii. Youth Parliament (P6, P8)

"(...) they collect delicacies from all over the region, they sell them at an indicative price and the money goes to a non profit foundation or institution. (...) Another one of our initiatives is the School Hanger that we make and they leave their old clothes there and other children take them, who need them or want them" (G7)

"(...) the fact of making work commissions (...) One day a month, three or four students of each class go to a mediation commission, others to that of health agents, others to the environment commission. They meet and think about activities that the kids who have participated in that commission then transfer to their reference groups" (S3)

"Secondary students are represented in the school assembly, in decision-making bodies (...). There is an openness to hear your proposals and if it is possible to implement" (P1)

"(...), the students take part as protagonists complements a previous structure that is a regulation of the internal regime that says what to do when there is a conflict in the institute. This is sometimes not well understood, that there is a mediation commission and that the internal regulations do not apply as is, but in this way what we do is understand that there is a more participatory way of dealing with conflicts that are not so bounded from top to bottom" (S3)

"(...)They know about it (School Participatory Budget) from the beginning, they understand what they have to do, they know how to have access to the monetary incentive to be able to improve something at school and they get involved. They create lists, run the campaign, proceed to the vote. It is something that tells them something" (P3)

"The Participatory Budget is a national initiative. And then they choose, decide, vote and something remains of them at the school where they went (example of the covered outside the school" (P2)

"The Youth Parliament was very important because they were involved. We have a deputy, for example, who is a gipsy. It was a great achievement for us. (...) It is very facilitating, in fact, the fact that the student is involved in decisions. When the delegate is a leader, he ends up having colleagues behind him" (P8)
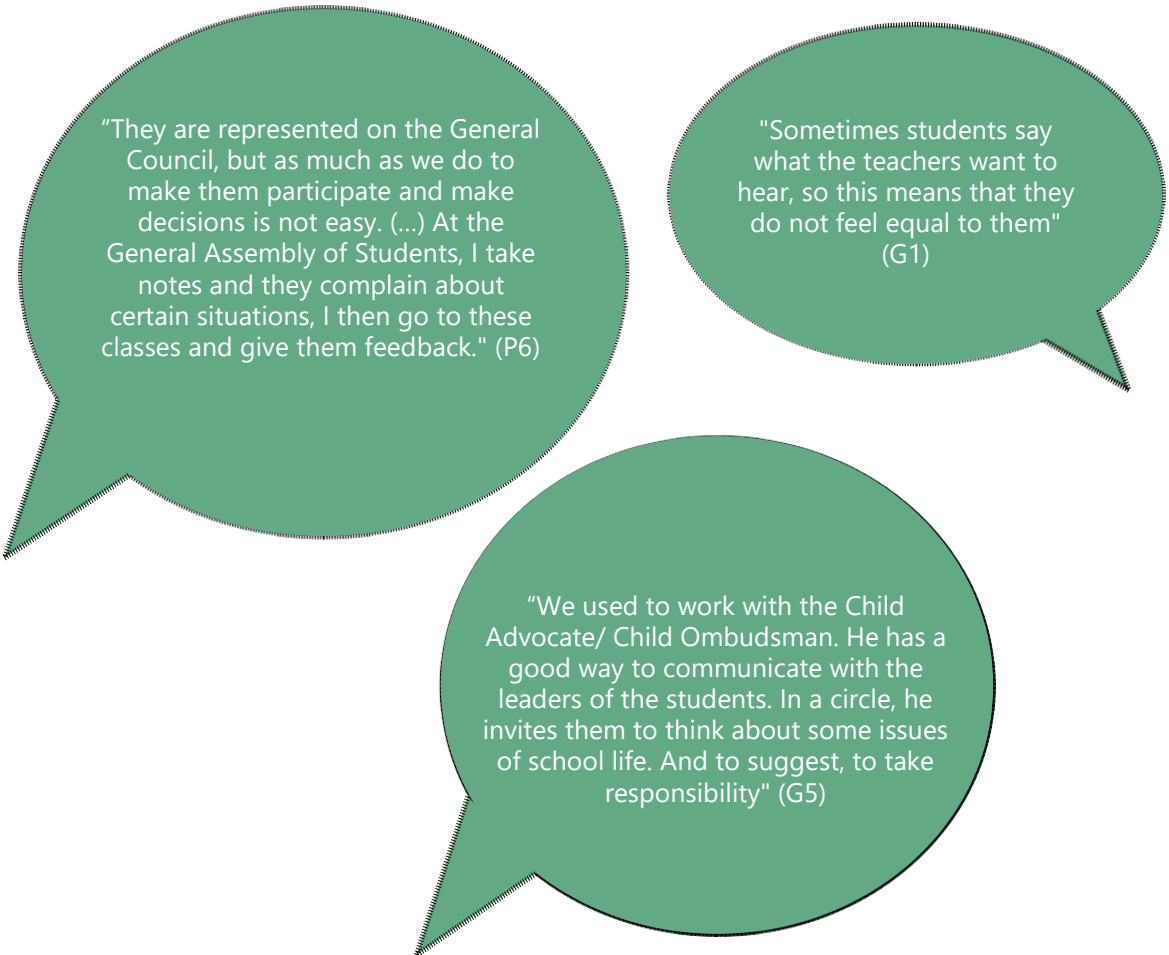
i. School assembly (S2, P3)

ii. Students representatives present proposals that are voted at the assembly of educational institutions (S4)

iii. Student's Representatives (G7)

iv. Class representative and assistant class representative (S5, P4, P6)

v. Class council: formed by two or three students that are chosen by the class group at the beginning of the school year; every two months all councils meet with the school management to review agreements and work on proposals, concerns and improvement plans. (S6)

vi. Class assemblies: participatory process to collectively think how to improve the school (physical spaces, infrastructures, better access to some areas, but also, change schedules, better interaction with the local community, etc).(P1, P3)

vii. Delegates assemblies: participatory process to collectively think how to improve the school (physical spaces, infrastructures, better access to some areas, but also, change schedules, better interaction with the local community, etc). (P8)

viii. Students are represented in the School General Council. (P6)

ix. School (General) Council (G1, P3)

x. Student Council (G1)

xi. Student's Ombudsman (G5)

xii. There are schools where student participation is only formal. (L1)

"(...) an attempt is being made to enhance the figure of the course delegate. (...) It is the second year that when the first quarter ends and we have already delivered the notes, we gather all the delegates and ask them to give us a report." (S2)

"It is also true that the culture of representation is not yet there. Many students end up voting their delegate not because they believe that he can defend them well, but because they believe that he/she is their friend and since he/she has asked them to vote for him and he presents himself, he/she must vote" (S4)

"The system is hierarchical, and this means that even if I want to create something new, I cannot. I wanted to create a new orchestra in our school. The system only allows me to start a choir, not an orchestra" (G2)

"Another way to involve students is through the assembly of delegates, in which they discuss among themselves what they think is good and what they think is bad and we try to meet their ideas, often explaining and accepting suggestions" (P4)

"They are represented on the General Council, but as much as we do to make them participate and make decisions is not easy. (...) At the General Assembly of Students, I take notes and they complain about certain situations, I then go to these classes and give them feedback." (P6)

"Sometimes students say what the teachers want to hear, so this means that they do not feel equal to them" (G1)

"We used to work with the Child Advocate/ Child Ombudsman. He has a good way to communicate with the leaders of the students. In a circle, he invites them to think about some issues of school life. And to suggest, to take responsibility" (G5)

5. Tips for action: final considerations

This handbook is an output of the preparation phase of BE PART - Youth-Led Development for Schools' Participatory Management - aimed at the development of innovative model fostering the youth participation in decision-making and management of schools. Its production allowed the identification of the models for the youth participation (MYP) to be used during the project implementation at schools, to support teacher's and students' selection of MYP and to frame the MYP action plans.

The handbook contributes to the development and implementation of innovative participatory youth approach in regular schools, promoting students' empowerment, encouraging citizenship, developing civic competencies and contributing to building inclusive schools and communities. The handbook production was supported on desk research, through which all partners contributed with inputs to the identification and analysis of existing participatory models fostering the inclusion of young people, youth-led projects in schools and active participation of young students in schools. Partners summarize the information in a proper template to organize all contributions. This desk research was complemented with a set of school managers' interviews that provided information about youth-led schools' participatory management and promoted schools' engagement within the project, as well as their professionals. Also, the interviews linked MYP theoretical approaches to schools' specific contexts. The partnership made possible to get a picture of the decision-making process in some schools from partners' countries, where there are students, ageing between 13-15 years old, coming from disadvantaged backgrounds, such as low social and economic conditions, minorities and migrants' populations. Data collection was supported by an interview guide provided by CIIE/University of Porto team and approved by all partners.

The qualitative analysis of data made possible to organize the activities of participation in decision- making and management of schools according to traditional versus alternative forms of participation and the (non-)innovative approaches to students' participation in decision-making and management of schools. Despite the students' participation claimed by school managers, in general, there is a predominance of traditional forms and non-innovative approaches at schools. For instance, the failure of teachers training in students' participation promotion, the lack of students' skills, interest and maturity or the education system resistance to change. Bridging the theoretical perspectives in the field of civic and political participation to school context, it seems that an orthodox view of youth participation (focused mainly on traditional forms of participation) continues to dominate in an educational context and to overlap other views (Ribeiro, Neves & Menezes, 2017).

Considering the analysis of all information that raised from partners desk research and school's manager interviews, it is possible to highlight brief conclusions that can be seen as practical recommendations to increase youth-led development for schools' participatory management:

- There is not a participation model that fits all schools needs or a participation model that takes into account all the dimensions of the youth participation process. Anyway, participation models can guide some participatory activities and tasks at schools. They organize and give coherence to the students' participation process, avoiding disarticulation of actions and efforts and making sense of different activities.
- Youth Participation in the development process. It means that all community must be aware of its importance and learn how to foster it.
- To participate is not only have the opportunity to be listened to. Schools must provide physical spaces and proper moments to engage students, offer tools to increase participation and develop the necessary competences to perform all phases of the decision-making process;
- Teachers training is essential to improve teachers' awareness about the importance of student's participation. Learn with other schools' activities, know successful projects and share experience with peers could be possibilities to explore;
- School management professionals aim to develop inclusive schools. It can only be possible if the school open its doors to the surrounding community. The strategy goes through the establishment of partnerships and the reinforcement of networks that are considered relevant by students. In a global world, institutional linkages are encouraged to the promotion of inclusive schools and societies;
- In the digital world, students are much more open to using digital technologies. Schools must provide opportunities to develop students' digital literacy and this is a possibility to involve students in school participation and management. Digital participation in school experiences presents itself as an option that can be well accepted by students.

Concluding, participation in decision-making and management of schools requires students' understanding of the importance of it and the consequences of their participation. Put it simply, students' participation demands confidence in other (students, teachers and school manager) and in confidence in themselves, to make change happens. That confidence comes out of gratifying daily experiences at school and those experiences emerge from a balance between the challenge of the participative situation and the competences to deal with it. Participation is necessarily an inclusive and participative process.

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