PARTICIPATION

YOUTH

HANDBOOK

John Grace & Pauline Grace

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CONTENTS

/// INTRODUCTION

" Youth participation is not an end
in itself, but a means to achieve
positive changes in young people's
lives and to build a better society "

Żaneta Goździk-Ormel

The nations of Europe, in both the European Union and the Council of Europe, are committed to developing a range of modes for encouraging the engagement of young people at all levels. There is a wide range of support for international, national, regional, local, and even neighbourhood engagement: finance to encourage international sharing of good practice; training to facilitate improved quality of work with and by young people; research to assist in the effective evaluation of diverse schemes; and a political commitment to challenging exclusion and promoting inclusion.

In the Council of Europe's excellent publication *'Have Your Say!'*, the author strikes the cautionary note that is quoted at the top of this Introduction (Goździk-Ormel, 2008: 5). Those twenty-five words encapsulate an extremely complex project: they explain that 'participation' per se is not the purpose, or principle objective, but simply a process; and that that process is both sophisticated and purposive – changing lives, changing society. Indeed, it might not be too outrageous but to suggest that such an ambition is radical in its intent; whoever heard of young people changing society, and being encouraged so to do?

The cover of *'Have Your Say!'*, describes it as a "Manual on the revised European Charter on the Participation of Young People in Local and Regional Life"; it was adopted in May 2003 by the Congress of Local and Regional Authorities of the Council of Europe. So the Charter enjoys high-level political support across the continent. It is important to note that it is not a legal instrument; the Charter's recommendations are expected to be considered as a set of principles, as exemplars of best practice, and as guidelines to enable credible delivery of participation, particularly at local and regional levels.

Through the various mechanisms of the European Youth Foundation and the EU-funded Erasmus + Programme, participation projects are given financial support at international, national, regional, and local levels. This tangible support enables young people to engage in critical analyses of their local realities; examining policies, reviewing practices, and planning new initiatives. Inevitably, there will be a tendency to concentrate efforts at the "soft" end of a continuum of young people's needs: school and youth councils; tokenistic structures of engagement with local politicians; consultations about a range of low-level "youth issues"; the take up of involvement in sport and health-related initiatives; and a more general involvement in mobility projects. Whilst such concentration is understandable, there remains an absence of focus on the "hard" issues at the other end of the continuum: the persistence of high rates of youth unemployment; resource disparities between urban centres and rural communities; continuing inequalities based on such issues as race, ethnicity, gender, geography; a pernicious international narrative of demonization of certain faith groups; widening economic inequalities; and aggressive foreign policies together with burgeoning militarization. None of these latter is an easy subject to address, indeed they are proving intractable for both nation states and international alliances alike. Notwithstanding their difficulty, the issues are amenable to consideration by young people; the challenge is to develop creative and credible

mechanisms for engagement. By way of example, the United Nations has engaged with young people to address the Sustainable Development Goals at both the micro and macro levels.

This **Participation Handbook** is designed to be user-friendly and provide an introduction to the concept of participation, particularly youth participation; we hope that it will encourage young people and youth workers alike to engage with the process.

The **'What is Participation?'** section seeks to locate the process and practice of participation in a range of contexts to illustrate its centrality to community structures and ideas of the common good. Stretching from the global perspective of the UN Convention on the Rights of the Child to forms of local consultation, the concept of participation is seen to be flexible and responsive.

In researching this **Participation Handbook** we discovered over fifty examples of individual models. The **'Models of Participation'** section contains only a small collection of examples; given the constraints of both time and space we offer examples of models that, complement or contrast, that range in sophistication, and that offer choices depending on local realities. Within this section, the largest sub-section is that of the Ladders or Typologies with their representation in a structured, and potentially hierarchical, format. The remainder of the section is less complex: the models favoured by the Council of Europe are represented by the RMSOS approach and the Six-Step Model; the models elaborated by both Treseder and Davies are based on extensions of the Arnstein/Hart ladders metaphor; by contrast, White's Typology provides a tool for interrogating the discrete interests present in any participation regime; the model offered by De Backer and Jans appears deceptively simple since it only contains three discrete elements, yet it retains a sophistication that forms a neat beginning for a group new to participation; and although Shier's device was designed for children it could equally serve any other community of interest with a small adaptation of the wording. The chosen examples provide a choice for practitioners embarking on a participation project but they are not static, immutable, or unresponsive; adapt them as you will, hybridise them, even create a new model that represents your local reality – the kernel of effective and meaningful participation is "Use what works". And if you design a new model please email us the details and we may be able to include it in future publications.

The **'Case Studies'** section is included to illustrate three examples, at different scales, from UK projects. The Brighton and Hove area is on the English south coast and their story represents how a young people-led initiative, in partnership with others (youth workers, residents, like-minded organisations), formed an informal coalition to protest at proposed budget cuts that would have had a significant negative impact on local services for young people; passion and protest harnessed to achieve change. By way of contrast, the London Borough of Lewisham offers an urban example of high-level political support to young people's engagement through the annual election of a Young Mayor and a group of Young Advisers; structural, formal, reactive, and responsive, and supported by professional youth workers. The

final example is anonymous so as to prevent the workers and young people from being identified; the situation described perfectly illustrates, in microcosm, the ways in which young people can be easily marginalized by adults and how they internalize such exclusion so that it becomes the norm – until a professional youth worker comes along and disrupts the status quo through the seemingly simple medium of conversation. With thanks to our UK friends for sharing their stories.

We devised *The 360 Participation Game* for a training course in Lithuania last year involving youth workers, community artists, civil servants, and trade unionists from Lithuania, Norway and the UK; with participants coming from diverse traditions it meant creating a game that did not privilege any particular community of interest. The *Game* has the potential to generate passion so we recommend the use of an effective method of evaluation to capture the subtlety of everyone's individual and collective engagement; that was the particular learning point for us and we are grateful to our international friends for sharing in the development of the *Game*. A big 'Thank you' is owed to them.

The final section, *'Activities'*, is a collection of methods for exploring some very complex themes: for example, **Dot Voting** may appear to be a very simplistic tool but could be expanded to enable deeper consideration of the issue of voting methods as a theme within a broader programme examining citizenship and engagement. Similarly, the well-established **World Café** could be used to equally good effect examining the local potential for youth empowerment in a youth project or as a tool for interrogating the possibilities of critically engaging with the UN Sustainable Development Goals. All of the **'Activities'** offer scope for application to any context or reality; as with the models referred to above, feel free to adapt at will. Inevitably you will create new ways to capture ideas, plan for success, and achieve change.

This *Participation Handbook* can only ever be a partial contribution to the subject; between us, the authors, we have been involved in youth and community work for seventy-five years and are still learning; indeed it might still be said that "*Youth work is something of an enigma.*" (Jeffs and Smith, 1988: 1). Participatory practice has a rich heritage right across Europe and your involvement is a tangible contribution to the next chapter whether that be at neighbourhood, local, regional, national or international level. We hope you enjoy the journey too.

We dedicate this publication to the innumerable young people, youth workers, and friends, who have contributed over the decades to our learning. And to you our readers. Thank you to you all.

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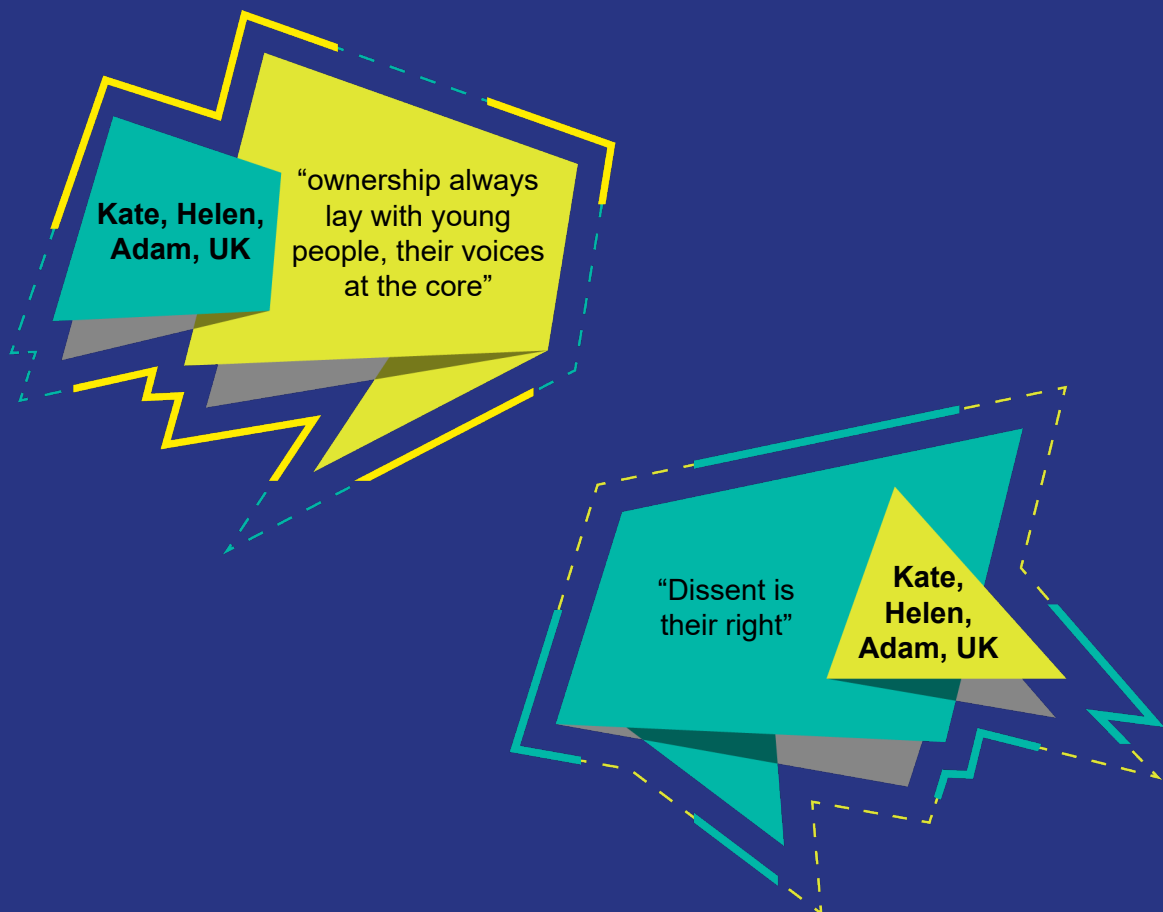
/// WHAT IS PARTICIPATION?

We posed the question "What is participation?" to some young people, youth workers, civil servants, and others. These are their replies:

Kate, Helen, Adam, UK

"ownership always lay with young people, their voices at the core"

"Dissent is their right"

Kate, Helen, Adam, UK

INTRODUCTION

There is no single and easily understandable definition of participation; absent any universal understanding, readers are encouraged to embrace the fact that its meaning is contested, that opinions are sometimes conflicted, and that its theory and practice may be contradictory. What matters is your experience and those with whom you engage in a participation project. If, in compiling this **Handbook,** we had asked a range of youth workers, community activists, civil servants, policy makers, politicians, or even young people, for their definition it would only represent part of the rich heritage and diversity that is Europe; local realities, culturally nuanced, informed by experience, and honed within the political and social contexts. We offer a brief overview of the concept of participation, both positive and negative, from Europe and beyond, to challenge, reinforce, and stimulate debate and reflection about the practice of participation within your local reality; exploring principles, acknowledging criticisms, reflecting its role as protest, and examining participation in practice. The **Handbook** is not a definitive statement on participation but rather a contribution to the literature; there is much more out there to read. Reading about participation can only take you so far, but then you must get active. As you go through this **Handbook** you will see various quotes offering opinions of participation, they are not exclusive; What would you add?

PRINCIPLE

It is generally accepted that the UN Convention of the Rights of the Child (UNCRC) is the most widely ratified in the world. Acknowledging that 'child' describes all persons up to their 18th birthday, the Convention offers an unambiguous international benchmark of minimum standards relating to children's civil, political, economic, cultural and social rights. Its basic premise is that States should use it as a framework within which to evaluate their structural provisions: to examine the impact of all legislation, policy and practice as they affect the rights of all children and young people. At the heart of the Convention is the principle that:

> In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.
> (UNCRC, 1991: Article 3.1)

At a pan-European level, participation is taken seriously as an integral part of social policy:

> 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 necessary the support to participate in and influence

9

decisions and engaging in actions and activities so as to contribute to building a better society.
(Congress of Local and Regional Authorities of Europe, 2003: 7)

Rather than pathologise or problematize young people, this definition accords them the status of community asset, with a right to be heard on matters that affect them; and an expectation that appropriate structures will be in place to enable young people to critically engage at all levels. Much earlier in their history, the Council of Europe published a document that defined participation:

> The right of young people to be included and to assume duties and responsibilities in daily life at local level…the right to influence the processes of their lives democratically. (Boukobza, 1998: 10)

For the oft-quoted Hart (see *Ladders of Participation* in this **Handbook**), participation could be easily defined:

> The process of sharing decisions which affect one's life and the life of the community in which one lives. It is the means by which a democracy is built and it is a standard against which democracies should be measured. Participation is the fundamental right of citizenship. (Hart, 1992: 5)

Such apparent simplicity masks a web of complexity and sophistication that requires a little deconstruction. Regarding 'sharing decisions' implies a power relationship and that in turn leads to a need to identify who has the power, how they acquired it, and why. The whole concept of 'community' is a potential minefield, not only describing who is included but also questioning the dynamics of the definers; and thus leads to speculation about the engagement of those without the community. The understanding of 'democracy' has many facets, so clarity of terminology is critical. Describing anything as a 'fundamental right' suggests that other rights are less important and constructs a hierarchy. The term 'citizenship' may also be contested since many who feel excluded from society may be beyond the conventional reach of those agents that wish to engage in 'participation' – that latter term is, as this chapter will demonstrate, not so easy to define. Hart's contribution proves a useful starting point from which to embark on such a quest; reflecting on its elusiveness will hopefully lead to clarity of understanding, definition, and purpose. Participation is not a panacea but rather a complementary practice that should be handled with care.

At its simplest, 'participation' can be taken to mean 'taking part'. But if we look closely at the word we can see that the first four letters say 'part': to be part of something suggests being integral to its construction and purpose; being part of a greater whole; to operating in collaboration with others in something bigger than just one's self; being a partner in sharing responsibility for both decisions and actions; being active not passive. Successful community engagement requires that all parties are actively involved: in how decisions are made; in developing a coherent strategy; in identifying achievable targets; in delivering meaningful outcomes. Through the

processes of participation those involved migrate from being passive consumers or users of services to decision-makers and co-creators; their personal and collective journeys being achievements in and of themselves. Sharing in decisions and actions fosters increased community cohesion; sharing in collaborative achievements deepens the bonds of social capital. This combination of strength and power is an alliance that threatens contemporary hegemonies; resistance is to be anticipated and must be addressed with responsibility.

Participation is an exercise in contesting power relations; who has it, who controls it, who wants it. Control is usually concentrated within a small elite cadre; participation is founded on the principle of a broader, more collective, more co-operative dynamic. Power, when it can be identified, is not easily or readily relinquished; for Cooke and Kothari "*articulations of power are very often less visible, being as they are embedded in social and cultural practices.*" (2001: 14). The authors offer a range of critiques of participation practice, particularly in the field of development, and have a salutary message:

> It is also the case that acts and processes of participation…sharing knowledge, negotiating power relationships, political activism and so on…can conceal and reinforce oppressions and injustices in their various manifestations. (2001: 13).

It is suggested that there is a gap between the rhetoric and reality of participation and that it should have a purpose (Cairns, 2006). The connector between policy and practice is politics; the physical manifestation of the interpretation of words and ideas married with a considered engagement of real time implementation. In this **Handbook** we have confined ourselves to exploring participation principally from the perspective of those who work with young people on an equitable basis; throughout the **Handbook** readers are invited to substitute alternative interest groups, for example, residents, users, clients, wherever we refer to young people – subject to a recognition of the power dynamics in any given situation.

In the context of youth and community work the use of the word 'participation' is very specific: it is a practice rooted in a philosophical and political interpretation of work with young people, and within communities, that is intrinsically concerned with power relations; with issues of access to power and power structures; of considering and enabling an agenda that seeks to challenge and change the world around us, be it local or global, for the common good. Such a critical approach inevitably involves the identification and exploration of the inherent conflicts, tensions, and contradictions that exist between policy and practice. This active interpretation is concerned with participation being a critically engaging process; rather than one of being an uncritical and passive participant, or consumer, of an organised activity; it is so much more than simply taking part, of just doing or being.

Participation in the youth and community work context is as much about the process as whatever tangibles develop or are achieved. This process is challenging, complex,

11

sometimes messy, but ultimately rewarding when real change occurs. Not all change is necessarily external but may equally relate to development and change within the group, or indeed the individual.

Participation is not about simply creating active and compliant citizens to meet a political objective but is a discrete process that educates and enables young people, and their communities, to critically analyse and understand the social construct of power structures; enables the identification of how to critically engage with these structures, processes, and people; and empowers, through the appropriate acquisition and application of knowledge and skills, to create real and sustainable change in society.

Participation is not an end in and of itself; it is a process that engages, educates, challenges, and transforms. Nor is it acceptable to say that it is an intrinsic good; unless accompanied by some critical reflection on both its purpose and function it remains aspirational but without context. Further, it requires a concomitant analysis of the society within which it, the policy, the process, and the practice, is located. If participation in civic life is conceived as a social good, then it follows that any concept of voluntariness may not be seen as optional, may even be seen as counter-cultural, or worse still subversive.

CRITICISM

A considered study of participation from a youth work perspective is offered by Farthing (2012); they posit a robust analysis of what has, for many youth workers, been an almost sacred-like rubric for many decades. In analysing participation, Farthing constructs a typology of justifications and a set of critiques:

> That participation can be seen as desirable for its rights fulfilling capacities, its ability to empower young people, to achieve efficiency in services or to support youth development…{Secondly}…three critiques of youth participation; a radical critique that suggests participation is an undesirable form of social control; a conservative critique that suggests it is ill-advised, and; a secular critique that suggests that participation is an unwarranted, obfuscated missionary tendency. (2012: 72)

Farthing concludes that far from empowerment, participation "*reinforces the very power relations it claims to challenge through complex, less visible manipulations.*" (2012: 79). There are other, equally trenchant, criticisms but this is a **Handbook** not a textbook!
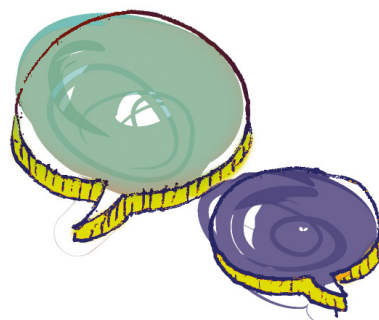
PRACTICE

If we accept that participation is more than simply taking part in something but critically involves active engagement, we are confronted with an inevitable question: How is this manifest? Basically, the engagement is with people, within a process, towards a desired outcome, and that has social benefit (see the example of Lewisham Young Advisers in *Case Studies* in the **Handbook***)*. Within that short sentence there is contained several complex and inter-related dynamics: inter-personal relationships require skillful nurture and negotiation; navigating complex processes demands honesty and fortitude and no little strategy; achieving equitable outcomes is predicated on seeking consensus; and identification of any social good accrues from authenticity and humility. These intangibles elude simplistic measurement: meetings can be noted; decisions can be codified; attendance can be quantified; policies may be written; but qualitative analysis proves much more fluid. Because of variable influences, the efficacy of alliances (of peoples and ideas) should be considered over time rather than simply in the short term.

We would suggest that the key to successful civic participation by any party is harnessing the critical components of community capital: the experiences, knowledge, skills, resourcefulness, and creativity of everyone. Engagement in community action can be perceived by some as protest; this should not be feared but rather embraced as a challenge. The example of Brighton and Hove (see *Case Studies* in the **Handbook**) illustrates the power of combination, of young people, youth workers, and local groups, forming an informal alliance to successfully challenge decisions about services for young people.

This section is deliberately short because the practice that matters is yours.

FINAL COMMENTS

It would be easy to consider participation as an end in itself; that just involving people as participants is all that is required. The participatory process is presented as one of aspiration, access, escalation, progress, and achievement; that starting from a desire, or expectation, one moves through successive phases to reach a perceived conclusion.

In our youth work experience, which spans over seventy-five years, projects that seek to be participatory in practice have to be both real and authentic; they must not be a mere sham and should contain hallmarks that demonstrate that they are genuine. There should be a real evocation of a care for the engagement of young people; any project should illustrate how it respects their voices; and there should be a commitment to positive change. Neither the product nor the process is always easy either to define or deliver, but critical engagement can bring truly transformative results.

Engagement in the process of participation is a time-consuming activity and can be intellectually challenging for all involved. It offers a lifetime of learning and continual questioning. For these reasons, we strongly advocate critical reflection and supervision – processes well known to professional youth and community workers.

We conclude with a pertinent remark from our good friend, Tony Taylor, *"Put simply, youth work is education for democracy…democracy is the politics of hope, a belief in the potential of human creativity."* (Taylor, 2012: 125).

Wherever and however you are involved in participation, what matters is what you do; just remember to enjoy yourselves!

QUESTIONS

1. Is participation an essentially ethical practice in and of itself, which acknowledges its political construct, whose educative role relies upon a transformational process?

2. Does participation, whether at local, regional, national, or international level, enable young people and youth workers to engage with issues of equality, identity, social justice and development?

3. Just how authentically do policy makers engage; how realistic is it to expect that they can?

4. If you are engaged in a participation project, is it autonomous, and authentic, and is it effective?

5. Based on these Questions, how does participation look from your perspective?

6. What will you do about these issues in the next three months?

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"everyone has the opportunity to make positive changes"

Siobhan, UK

/// MODELS OF PARTICIPATION

16

ARNSTEIN/HART/OTHERS - LADDERS OF PARTICIPATION

INTRODUCTION

Over the decades, several authors have reached for the ladder metaphor to illustrate their perceptions of the participatory process. Arnstein's (1971) is the original iteration; conceived as a tool for citizen involvement in decision-making, it offers a critique of the political process of engagement. It was more than twenty years before Hart (1992) published a refined version of Arnstein's *Ladder of Citizen Participation*; this time annotated with the roles of children and young people as the focus. Others have followed although not originally represented as ladders; for the sake of ease of comparison we have placed some of them in the ladder format.

The use of a ladder to represent the participation process is a useful visual metaphor, or device, for a range of reasons:

- Seeing an objective that is out of reach requires an access plan
- All plans need resources, in this case a ladder
- It signifies aspiration, seeking a higher perspective
- A ladder provides access to something beyond immediate reach
- Ascending indicates a sense of escalation, of getting higher
- Each step up is progress towards a goal
- Reaching the top is an achievement but does it reach the objective?

Common themes across all of the ladders, or more accurately typologies, is the progression from the passive to the active: from people being mere receivers of information (at best); through to critical citizen engagement and collaborative action.

ARNSTEIN

WHAT IS IT?

Probably one of the most well known models of participation is that of Sherry Arnstein, called the Ladder of Citizen's Participation, published in 1969 in the house Journal of the American Planning Association. This model is one of the most often cited on the process of participation; though usually within the context of Roger Hart's much later version. It has informed and influenced a wide variety of fields of study and of practice. For those working in the public sector, private sector and business, or those involved in grass roots community development, Arnstein's model is one that is at once easily understandable as well as clear in terms of how to implement simple steps in order to demonstrate active citizen involvement.

However, in order to understand the model we must first appreciate what Arnstein meant by 'citizen power'. It is crucial to know that this model was developed in 1960's America, and within that it holds a number of assumptions that are related to that specific context: this is the era of the citizenry questioning their country's involvement in the Vietnam war; the challenge of the Civil Rights Movement and the quest for electoral emancipation by African Americans; an alternative political narrative questioning the privileging of male hegemony from a feminist critique; and a general unease at the assassination of key political figures such as Dr. Martin Luther King, Jr., and John and Robert Kennedy.

Arnstein locates her theory around a stated declaration that citizen participation **is** citizen power specifically. Her model enables participants to identify who has power when important decisions are being made; the process of doing this means that those involved can become true co-creators of decision making, which illustrates Arnstein's argument that participation cannot be had without sharing and re-distributing power.

"CITIZEN PARTICIPATION IS CITIZEN POWER"

Understanding participation as described and defined by Arnstein involves understanding power: basically, the ability of the different parties to achieve what they identify as their goals. A major factor in full participative models is power, who has it and who determines who has access to it. Additionally, it depends on two commodities: information and money. Participation also depends on people's confidence and skills. Many organizations may be unwilling to 'allow' people to participate as they mistakenly fear loss of control (an argument later advanced by Pretty): they believe that power is finite, that there is only so much power to share around, thus the equation goes that giving away power may mean losing your own. Using Arnstein's model, we suggest that there are many situations when working together allows everyone to achieve more than they could on their own.

Essentially, the model is a powerful process that seeks to empower people to take charge of their lives and their surroundings. What we hope to demonstrate is the applicability of the model to all of those practitioners concerned with a practice that can and should be participative.
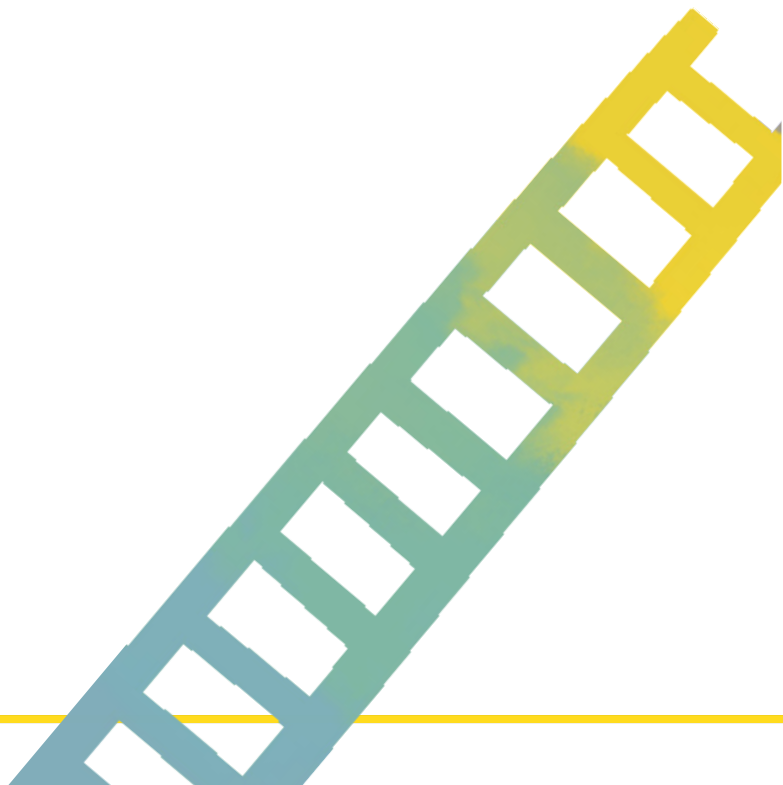
THE MODEL

The ladder is a guide to identifying who has power when important decisions are being made. Its longevity as a practical model attests to communities of interest wishing to consider alternatives that confront the perceived status quo, and challenge processes that refuse to consider anything beyond the bottom rungs.

Below is a brief description of the eight rungs/steps of the ladder:

- **1. Manipulation and 2. Therapy** - Both are non-participative. The aim is to cure or educate the participants. The starting point is that the proposed plan is obviously the best and the job of participation is to just achieve public support through public relations. Unfortunately, this aspect of the ladder may well be familiar to many community groups and youth projects, as this is the level of which they have been used to in their prior experiences of participation.

- **3. Informing** - We argue that this is an important first rung/step to legitimate participation. However, too often the emphasis is only on a one-way flow of information. If this is not dialogical it thus defeats the object and merely just becomes a channel for feedback, rather than a genuine process of participation. Two-way information sharing may appear to be a simple method, but the impact of this process once taken seriously means that people who are involved often feel listened to, heard and therefore valued; this has the potential to leave them more positively disposed to future participative engagement projects and other proposals.

- **4. Consultation** - This is a vital rung/step, it moves beyond the information sharing stage and into the realm of citizen involvement: it can include surveys, actual or virtual; neighbourhood meetings; increasingly the use of social media projects; as well as public enquiries. Consultation is often favoured by organizations that feel that they have a duty, or sense of obligation, to demonstrate civic engagement, as it appears to be a relatively quick-fix process. This is probably why Arnstein still suggests that this is just a 'window dressing' ritual. Done to make it appear that a participative process has been adhered to but lacking in any depth as a process.

- **5. Placation** - This rung/step, is recognizable by many who have been involved in community development and youth engagement. It relies heavily upon a small group of repeat players: members of a society and or interest group who have been picked as they are seen as a safe group to get involved. Often they have been hand-picked, and are seen as 'passive activists' who are co-opted onto committees. This rung/step allows 'passive activists' citizens to advise or plan ad infinitum but, as Arnstein suggests, the power remains with the power holders and they hold the right to judge the legitimacy or feasibility of the advice given by those who have participated.

- **6. Partnership** - On this rung/step power is redistributed through a process of negotiation between citizens and power holders. It is a long-term commitment to continued dialogue and offers clear and transparent processes for planning and decision-making. It is demonstrated by defining clear roles and responsibilities, the very minimum required is that these are shared e.g. through joint committees. However, because it can be an elongated process it often inadvertently excludes groups such as young people.

- **7. Delegation** - At this level, it is clear that active citizens are involved, that they are in fact holding a majority of seats on things and bodies like committees with delegated powers to make decisions. Decisions on budgets obviously have implications and it is seen that where this takes place, much time and effort has been given to engaging with the public and that now they have the power to assure accountability of the project to themselves.

- **8. Citizen Control -** This is a degree of power (or control) which guarantees that participants or residents can govern a programme or an institution, be in full charge of policy and managerial aspects, and be able to negotiate the conditions under which "outsiders" may change them. A group with no intermediaries between it and the source of funds is the model most frequently advocated. Because of access to power, resources, and money, this is a potentially vulnerable status and adequate control measures need to be identified and implemented to safeguard community assets.

ARNSTEIN'S LADDER OF CITIZEN'S PARTICIPATION
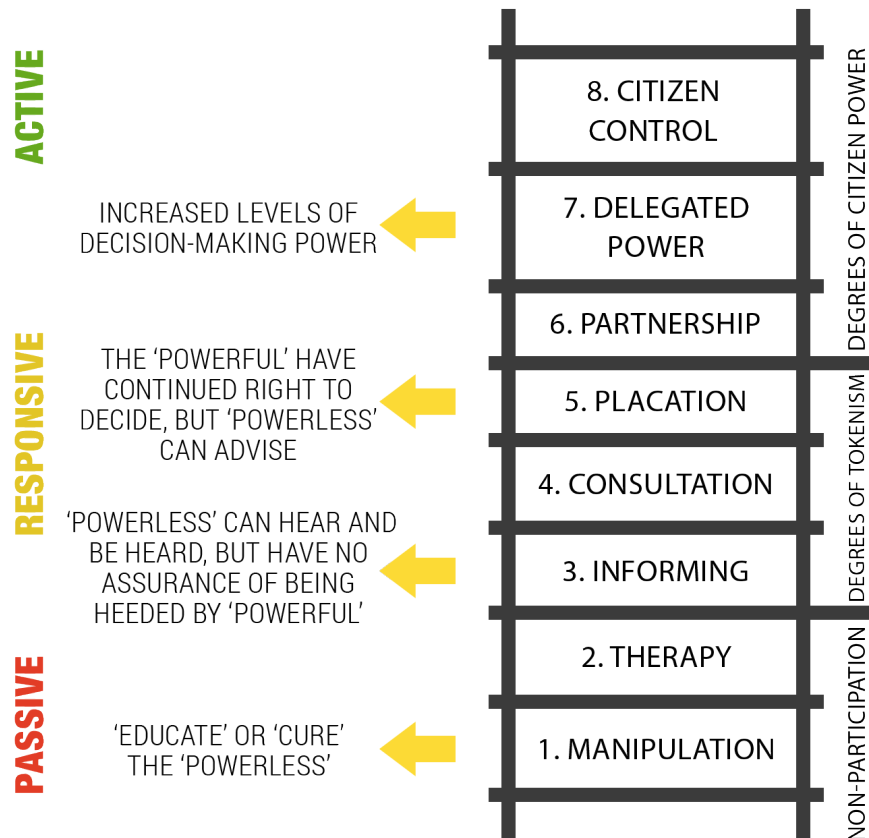
ACTIVE

INCREASED LEVELS OF DECISION-MAKING POWER ←

THE 'POWERFUL' HAVE CONTINUED RIGHT TO DECIDE, BUT 'POWERLESS' CAN ADVISE ←

RESPONSIVE

'POWERLESS' CAN HEAR AND BE HEARD, BUT HAVE NO ASSURANCE OF BEING HEEDED BY 'POWERFUL' ←

PASSIVE

'EDUCATE' OR 'CURE' THE 'POWERLESS' ←

8. CITIZEN CONTROL

7. DELEGATED POWER

6. PARTNERSHIP

5. PLACATION

4. CONSULTATION

3. INFORMING

2. THERAPY

1. MANIPULATION

DEGREES OF CITIZEN POWER

DEGREES OF TOKENISM

NON-PARTICIPATION

Arnstein, S. (1971) 'A Ladder of Citizen's Participation', Journal of the American Institute of Planners, no 35, July.
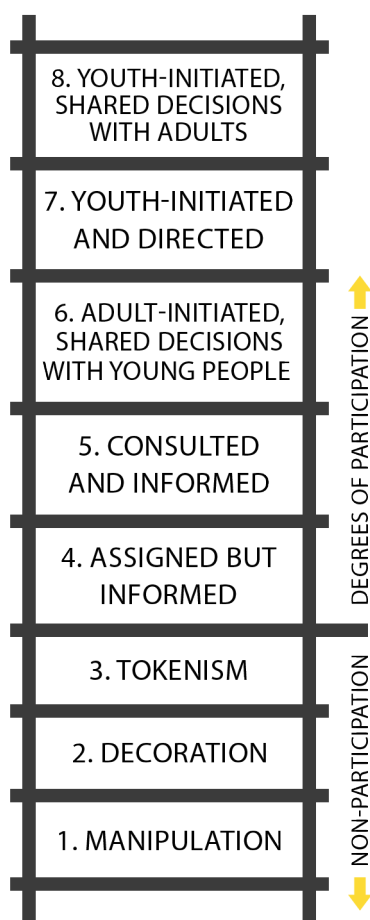
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Now let us consider some later variations on the ladder model.

HART'S LADDER OF PARTICIPATION

**Hart, R. (1992) Children's Participation:
From Tokenism to Citizenship, UNICEF
Innocenti Essays No. 4, Florence: UNICEF.**

Ladder (bottom to top)
8. YOUTH-INITIATED, SHARED DECISIONS WITH ADULTS
7. YOUTH-INITIATED AND DIRECTED
6. ADULT-INITIATED, SHARED DECISIONS WITH YOUNG PEOPLE
5. CONSULTED AND INFORMED
4. ASSIGNED BUT INFORMED
3. TOKENISM
2. DECORATION
1. MANIPULATION

DEGREES OF PARTICIPATION

NON-PARTICIPATION

HART

Roger Hart acknowledged and built on Sherry Arnstein's model, to develop a ladder of participation applicable to those who work with children and young people, which is often referred to as the ladder of youth participation. In his seminal work on this subject, Hart wrote his essay for a wide audience:

> This Essay is written for people who know that young people have something to say but who would like to reflect further on the process. It is also written for those people who have it in their power to assist children in having a voice, but who, unwittingly or not, trivialize their involvement.
> (Hart, 1992: 4)

Located within this apparently simplistic construct is a sophisticated, some might even argue radical, process of engagement designed to include and involve all members of the community.

In order to fully appreciate Hart's ladder it is first essential to understand the definition of child. According to the U.N. Convention on the Rights of the Child, 'child' is a term that covers anyone up to the age of 18. In this section we will be referring to the term young person to denote the same.

Hart suggests that you can measure the health of a nation by the way that it involves its citizens in the democratic process, especially at the community grassroots level. He also states that this is an on-going project; one that must be taught, and experienced at at early age so that it becomes expected at a later age. A nation that is already sure of its democratic stance should be able to easily identify how it listens to and works with its children and young people.

He further suggests that "confidence and competence to be involved must be gradually acquired through practice" (ibid). It is not sufficient to simply co-opt a young person, or adult for that matter, onto a group and expect them to deliver competent and credible decision-making immediately.

However, it is also Hart's assertion that although there are many well established democratic societies and nations, where children's rights are well established, all too often participation is either "exploitative or frivolous" (ibid).

Kieran, UK

"you have to be patient as things take time to get right"

Hart's ladder ascends in sequence: the bottom three rungs describe youth involvement that is not true participation; whereas the top five rungs describe genuine engagement and active participation.

- **8. Child initiated, shared decisions with adults** is when projects or programmes are initiated by children and decision-making is shared among children and adults. These projects empower children while at the same time enabling them to access and learn from the life experience and expertise of adults.

- **7. Child initiated and directed** is when young people initiate and direct a project or programme. Adults are involved only in a supportive role.

- **6. Adult-initiated**, shared decisions with children is when projects or programmes are initiated by adults but the decision-making is shared with the young people.

- **5. Consulted and informed** is when children give advice on projects or programmes designed and run by adults. Children are informed about how their input will be used and the outcomes of the decisions made by adults.

- **4. Assigned but informed** is where children are assigned a specific role and informed about how and why they are being involved.

- **3. Tokenism** is where young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate.

- **2. Decoration** is where young people are used to help or "bolster" a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by children.

- **1. Manipulation** is where adults use children to support causes and pretend that the causes are inspired by children.

His ladder deals with the life of children and young people in the public domain, youth groups, schools, community groups, youth councils, etc. all of which are outside of and beyond the family. It could be argued that it is both inspirational and aspirational.

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PRETTY

Jules Pretty's typology is another demonstration of how the participation process is progressive, moving through discrete stages from tokenism to independent action:

- **1. Manipulative participation** – a pretence, unelected and powerless individuals
- **2. Passive participation** – people just receive decisions in which they have had no part
- **3. Participation by consultation** – no sharing of problem definition nor analysis of responses
- **4. Participation for material incentives** – cash or other bonuses but only in the short term
- **5. Functional participation** – not real power-sharing; looks good but decisions are taken externally
- **6. Interactive participation** – joint responsibility for defining and achieving goals, analysis, and stakeholder development
- **7. Self-mobilization** – independent initiatives, external agents invited in, local control of resources and outcomes

Pretty acknowledges the existential threat that moving to the autonomy of self-mobilization poses to hegemonic agents; although it is not put explicitly, it is suggested

that what might be required is humility on the part of external professionals that they do not know everything, cannot control everything, should not seek to possess the knowledge of others. Basically, Pretty advances the argument that external agents involved in the participatory process need to acknowledge and value local people as peers. When this was written it was a challenge, particularly to 'the development community'; even though Arnstein's (1971) work pre-dates it by almost a quarter of a century. For youth and community workers, the practice of working alongside young people and community groups is a fundamental principle that underpins their work.

Pretty highlighted the inherent tensions within the concept of participation and the dilemma posed for those in authority: that the authorities "both need and fear people's participation" (1995: 1252). From a need perspective, issues around, for example, resource allocation, or local planning matters, require citizen endorsement to give validity to proposals; conversely, from the fear perspective, citizen engagement, empowerment of the people, is less easily controlled both in terms of their decisions and the management of time. These tensions and dilemmas represent the contradictions within the participatory process: the use of power, either as paternalism or emancipation.

Pretty warned workers engaged in participatory processes that they should "not be intimidated by the complexities and uncertainties of dialogue and action" (1995: 1258). It must also be remembered that not everyone's voice is heard: attention must be paid to bias that may exclude already marginalized voices. Identifying the range and complexity of constituencies requires honesty and integrity if a process is to be inclusive; criteria that exclude must be challenged, must be changed.

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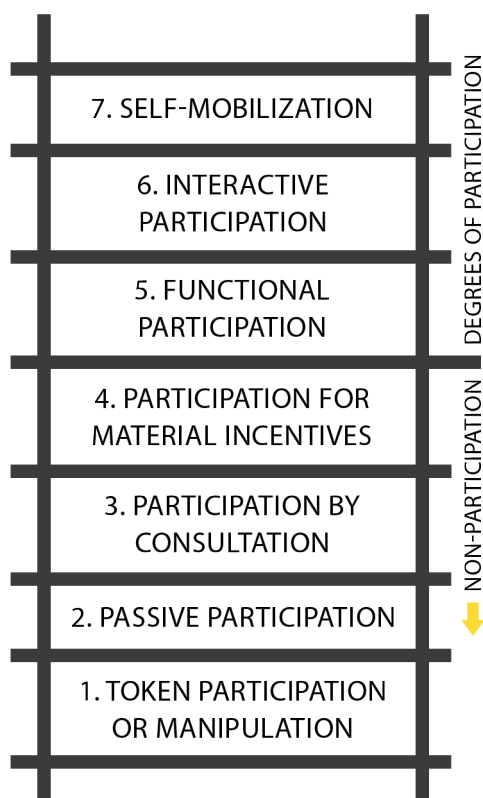
PRETTY'S TYPOLOGY OF PARTICIPATION

DEGREES OF PARTICIPATION

NON-PARTICIPATION

7. SELF-MOBILIZATION

6. INTERACTIVE PARTICIPATION

5. FUNCTIONAL PARTICIPATION

4. PARTICIPATION FOR MATERIAL INCENTIVES

3. PARTICIPATION BY CONSULTATION

2. PASSIVE PARTICIPATION

1. TOKEN PARTICIPATION OR MANIPULATION

Pretty, J.N. (1995) 'Participatory Learning for Sustainable Agriculture', World Development, Vol. 23 (8), 1247 – 1265.

KANJI AND GREENWOOD

Nazneen Kanji and Laura Greenwood's ladder is not a progressive construct where a group moves from '*compliance*' to '*collective action*' as part of a educative participatory process but rather is an analytic tool for assessing at what stage a given group may be at when the analysis is applied (see Kanji and Greenwood, 2001: 51 – 62 for practical examples). That said, it does offer a useful representation of the discrete phases of participatory engagement, or the lack thereof.

An explanation of Kanji and Greenwood's typology, exemplified in the ladder graphic, is thus:

- '*compliance*' – where tasks with incentives are assigned but the agenda and process is directed by outsiders

- '*consultation*' – where local opinions are sought, outsiders analyse and decide the course of action

- '*cooperation*' – where local people work with outsiders to determine priorities; the responsibility to direct the process lies with outsiders

- '*co-learning*' – where local people and outsiders share knowledge, create new understanding and work together to form action plans

- '*collective action*' – where local people set their own agenda and mobilise to carry it out in the absence of outsiders

Kanji and Greenwood (2001: 5) credit Andrea Cornwall's earlier work (undated), and that of Sherry Arnstein (1971), for their development of this typology. However, Cornwall and Jewkes (1995) do examine discrete models of participation in the realm of academic research and highlight Stephen Biggs' (1989) identification of four modes of participation that have a striking similarity to that of Kanji and Greenwood:

- *contractual* – people are contracted into the projects of researchers to take part in their enquiries or experiments;

- *consultative* – people are asked for their opinions and consulted by researchers before interventions are made;

- *collaborative* – researchers and local people work together on projects designed, initiated and managed by researchers;

- *collegiate* – researchers and local people work together as colleagues with different skills to offer, in a process of mutual learning where local people

have control over the process.
(Cornwall and Jewkes, 1995: 1669)

Andrea Cornwall and Rachel Jewkes suggest that Biggs' definitions constitute a "continuum of control" (1995: 1669): highlighting the progression from 'shallow' (*contractual*) to 'deep' (*collegiate*), to emphasise the shift in the power balance. They take the analysis further by reference to Farrington and Bebbington (1993) who introduce the concept of scale, using 'narrow' to indicate few people involved, to 'wide' where there are many – literally widening participation.

Whilst Biggs has not chosen a ladder as the representational metaphor, we could undoubtedly draw a four-rung ladder to set alongside the others used above. It is suggested that Kanji and Greenwood's extrapolation from Cornwall may in fact come from the critique offered by Cornwall and Jewkes (1995), in particular Biggs' modes.

KANJI AND GREENWOOD:
A LADDER

Kanji, N. and Greenwood, L. (2001) Participatory Approaches to Research and Development in IIED: Learning from Experience, London: International Institute for Environment and Development.

5. COLLECTIVE ACTION

4. CO-LEARNING

3. COOPERATION

2. CONSULTATION

1. COMPLIANCE

"we actually have a voice that will be listened to"

Bette, UK
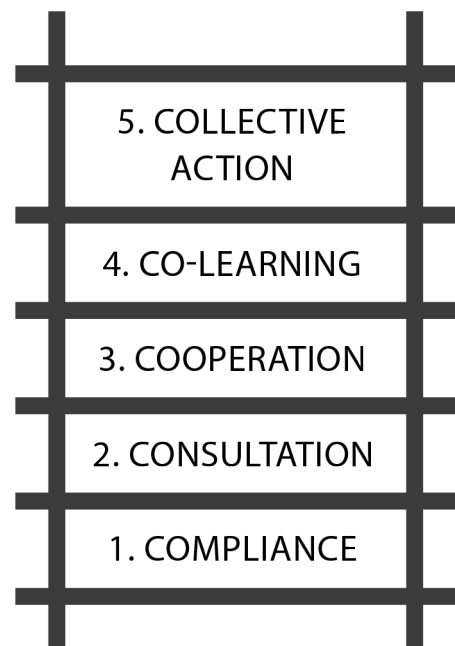
GENERAL COMMENTS ON THE LADDERS

CRITICISMS

Critics of this form of Participation suggest that it is:
Expensive and time consuming;
Ineffective and difficult to implement;
It is a tool of manipulation and just plays lip service;
Nobody cares about participation, what everyone is obsessed with is EFFICIENCY;
Only for the Pale, Male, and Stale;
It is a public relations tool for the power holders;
Nobody has time or interest to participate;

WHY USE IT?

It will deliver stronger communities;
It will help to create democratic active citizens;
It will strengthen democracy in the long run;
It can be viewed as the solution to some challenges;
Mistrust of top down processes, so anything that is bottom up will be welcomed;
It is for all members of the community, takes into account diversity;
People have become apathetic, bored, mistrustful, disenfranchised, suspicious of power elites;
They and we as society need participation to strive and succeed.

What do you think?

CONCLUSION

As a simple device to illustrate a very complex process the ladder metaphor graphically represents the twin contradictions: the aspiration of access to power and status by the powerless; and the potential for restriction and control by the powerful. This leads to an inevitable question: Does the ladder reach the top and what happens if the space between the rungs is too great?

Acknowledging Freire (1972), the modes identified by both Biggs and Kanji and Greenwood display an awareness, appreciation, and understanding of the relational complexities involved: in simple terms, issues of power, conduct, and intention. From this we can draw parallels with modes and models of participation involving young people and community groups. Where learning is a shared endeavour, understanding is mutual, and new knowledge is co-created.

Having considered these ladder models we would identify one important element

that we believe is missing from all: there appears to be no consideration of the role and purpose of critical reflection. Now it could be argued that, like context, reflection is an intrinsic component and therefore does not warrant mention; we would respectfully disagree. Regardless of where on any of the ladders any given group of young people or community participants reach, the contribution that critical reflection brings to the analysis of practice is a significant, maybe even vital, facet of learning that, we would advocate, should be made explicit; perhaps even as an additional rung on a ladder or line in a typology.

And finally, because participation is such a potentially powerful process, a word of warning: if aspiration is unmet the ladders may be used to storm the citadel.

TRESEDER – DEGREES OF PARTICIPATION

WHAT IS IT?

Phil Treseder's (1997) model is a reimagining of Hart's ladder into five Degrees of Participation, it is different in two important ways. Firstly, Treseder moves away from the ladder metaphor, so is better able to offer a critique of the ladder device; he suggests that there is the potential to conceive it as a linear or hierarchical sequence of steps that it is necessary to follow in order to reach the top of the ladder. Secondly, he makes a very strong point that there should be no limit to the involvement of children and young people: rightly, he highlights that time and work needs to be invested so that young people acquire the skills and understanding to fully engage with the processes.

Aside from Hart, Treseder acknowledges that his work was also influenced by David Hodgson's *Participation of children and young people in social work (1995)*. Hodgson identified five conditions that he considered should be met for successful involvement in participatory practice:

1. Access to those in power as well as
2. Access to relevant information; that there needs to be
3. Real choices between different options; that there should be
4. Support from a trusted, independent person; and that there has to be
5. A means of appeal or complaint if anything goes wrong.

THE MODEL

Treseder elaborates five discrete Degrees of Involvement to illustrate the linked stages in the participation process. His model highlights the fact that there is no

hierarchy; each element is of equal standing with the others. Which stage, or degree, is chosen depends on the proposed project and the wishes of the children involved; just reaching this stage is itself a sophisticated process. Although Treseder asserts a lack of hierarchy in his intention, inevitably the stages will be interpreted as being progressive; with children acquiring increasing power, adults will see their power diminishing. The objectives of each stage bear a striking resemblance to the work of earlier practitioners, most notably Arnstein and Hart.

Assigned but Informed

This is a description of an adult-chosen and led project where it is clear that children and young people can volunteer and be involved but that the direction and governance of the project is owned by the adults within the dynamic. The children and young people are clear that this is an adult-owned project, and they understand the requirements of their volunteering. It is important to stress that they also know that their views, thoughts and impressions will be listened to and respected.

Adult-initiated, shared decisions with children

Although adults generate the initial ideas, the subsequent phases of planning and implementation actively involve children. At this level, children's views are considered and they take part in making decisions.

Consulted and Informed

With a project or programme designed and run by adults there remains only consultation as a way of involving children. Being consulted requires comprehension of the proposals and an expectation that views expressed are taken seriously. Consultation differs from participation; it is based on asking, not involving.

Child-initiated and directed

This stage represents a shift in the power balance; children have the original idea and determine what will happen, when, and how. Adults are available but do not control.

Child-initiated, shared decisions with adults

At this stage it is the children who have the ideas, establish the project, and determine when to seek support, advice, and consultation, but not direction, from adults.

Whilst the Model is illustrated below, much more detail can be found in Treseder's original work (see REFERENCES).

Treseder – Degrees of Participation

1 Assigned but informed
Adults decide on the project and children volunteer for it. The children understand the project, they know who decided to involve them and why. Adults respect young people's views.

2 Consulted and informed
The project is designed and run by adults, but children are consulted. They have a full understanding of the process and their opinions are taken seriously.

3 Adult-initiated, shared decisions with children
Adults have the initial idea, but young people are involved in every step of the planning and implementation. Not only are their views considered, but also children are also involved in taking the decisions.

Degrees of Participation

4 Child-initiated, shared decisions with adults
Children have the ideas, set up projects and come to adults for advice, discussion and support. The adults do not direct, but offer their expertise for young people to consider.

5 Child-initiated and directed
Young people have the initial idea and decide how the project is to be carried out. Adults are available but do not take charge.

REFERENCES

Hodgson, D. (1995) *Participation of Children and Young People in Social Work*, New York: UNICEF.

Treseder, P. (1997) *Empowering children and young people training manual: promoting involvement in decision-making*, London: Save the Children.

SHIER – PATHWAYS TO PARTICIPATION

WHAT IS IT?

Harry Shier designed his model (2001) to be an additional contribution to the burgeoning literature on the theme of active participation not as a replacement for the work that had come before, particularly the seminal work of Arnstein and Hart. His *Pathways to Participation*, shown below, demonstrates the stages of development that decision-making processes take when working with children; it is perfectly possible to substitute 'youth' or 'citizen' for 'child' and find the process still applicable to wider audiences.

Shier identifies five levels of participation (2001: 110):

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

His model also acknowledges the potential for differences between organisations and individuals: for some it may be about commitment; there will be structural issues inherent within an organisation that may militate against effective participation; there may be ethical or ideological constraints; or it may be a matter of raw power, of not wanting to let go. The model provides an aid to identifying potential difference based on levels of commitment: *openings, opportunities,* and *obligations*.

THE MODEL

Openings are simply starting points but progression may not be possible: perhaps because something other than commitment is missing or not yet in place. *Opportunities* arise when the necessary elements are in place and ready: Shier identifies, for example, staffing and other resources; a need for appropriate skill and knowledge, and requisite training; and the potential need for improved procedures or service developments. The *Obligation* stage is achieved when people and organisations combine to make and implement child-friendly engagement as policy.

By reference to the model, it can be seen that it poses a series of 15 questions; these should be addressed both by individuals and organisations to plot location. It is likely that there will be differences between where individuals are regarding evaluation of their practice and how the organisation perceives its position; this is good since it presents an *Opening* that enables dialogue about potential *Opportunities*, and identifies a route to creating possible *Obligations*.

32

The process of identifying locations on the *Pathways to Participation* model can be an emotional exercise that should be handled with sensitivity; acknowledging difference, committing to change, and enabling change to happen, are time-consuming processes. All change requires acknowledgement of personal and organisational standpoints; and an understanding and acceptance of the need for negotiation and the achievement of consensus.

At each Level within the model you will see three discrete stages (the boxes from left to right). Each stage moves through a different expectation of commitment and places greater demands on personnel and organisation alike.

Moving up through the Levels increases the commitment intensity and shifts the power balance incrementally. Shier advises that at every level, and at each stage, the techniques applied should be age-appropriate and that the language used is familiar; he further advises that working with groups with communication disabilities will require adjustments to ensure genuine engagement is possible.

Although children have a right to be heard it is not automatic that just because they say so that things must change. The voices of the powerless should be heard but must then be balanced against the much more difficult concept of 'the greater good'; it is inevitable that some may be disappointed. No one said it was easy!
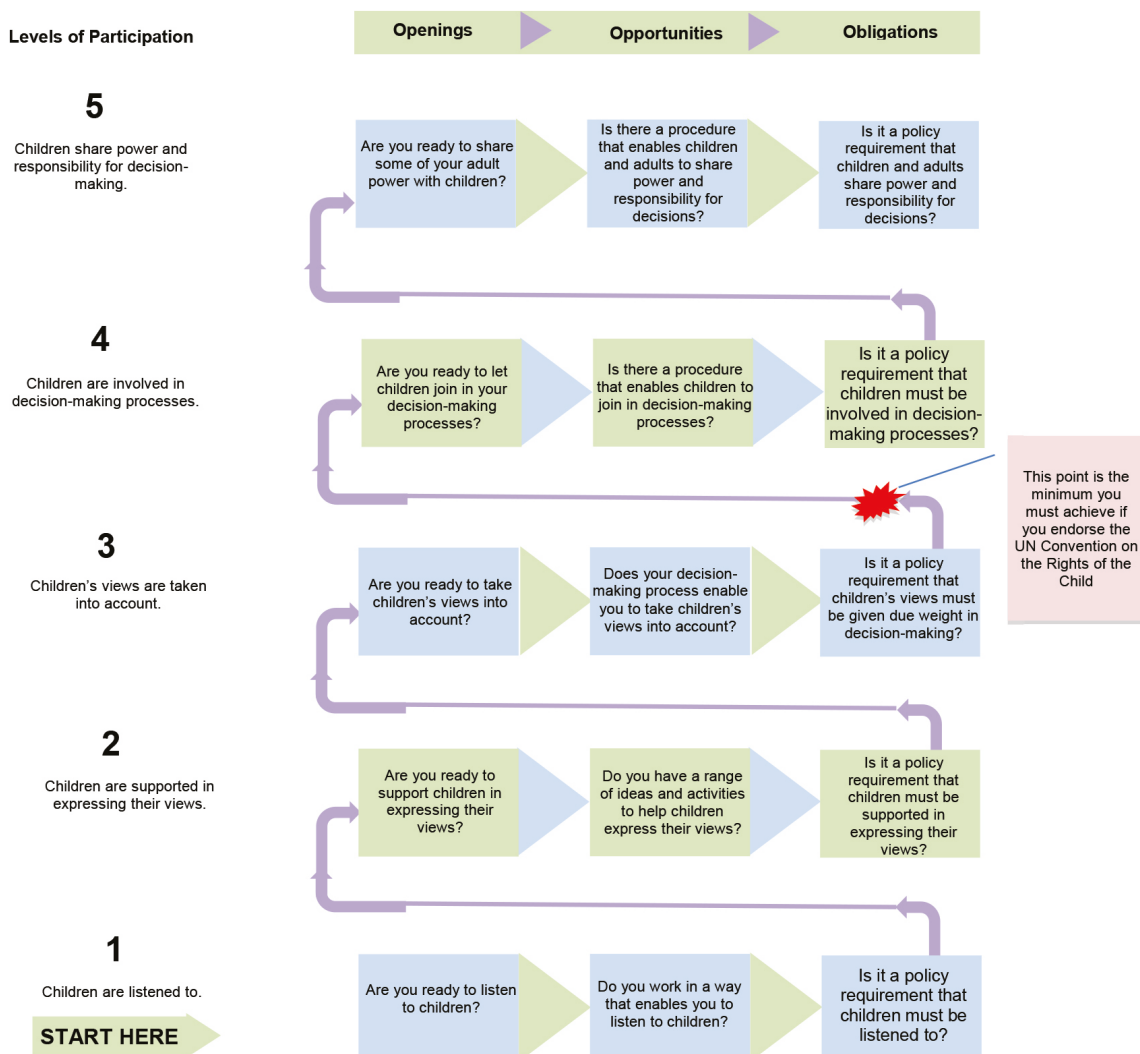
Engagement, whether involving children, young people, or older citizens, is deemed to be beneficial. Shier's analysis of the benefits include (2001: 114):

> Improving the quality of service provision, increasing children's sense of ownership and belonging, increasing self-esteem, increasing empathy and responsibility, laying the groundwork for citizenship and democratic participation, and thus helping to safeguard and strengthen democracy.

That's quite a list of responsibilities; whilst children may not aspire to these it is more likely that older groups will. Shier wisely advises that all participation, but particularly where the practice is innovatory, requires monitoring and reviewing; to this we would add a third component, that of reflection at both a personal and organisational level.

For many organisations this may not be an easy process but using a selection of **ACTIVITIES** from this Handbook will contribute to more effective team working and enable changes in organisational culture. Readers are encouraged to read Harry's article for a fuller understanding of his model.

Shier – Pathways to Participation

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

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

REFERENCES

Shier, H. (2001) 'Pathways to Participation: Openings, Opportunities and Obligations', Children & Society, Volume 15, 107-117.

COUNCIL OF EUROPE – RMSOS FRAMEWORK

WHAT IS IT?

The revised European Charter on the Participation of Young People in Local and Regional Life was formally adopted in May 2003. The Charter is just one manifestation of the Council of Europe's youth policy: starting from a commitment to equality of opportunity, the Council's aim is to provide experiences that develop knowledge, skills, and competencies, to enable all young people to play as full a part as they wish in shaping their futures. One of the initiatives developed to support implementation of the Charter is *Have Your Say!* a practical manual that explores many facets of participation – definitely a recommended read (there's a link at the end of this section).

The Council of Europe's RMSOS Framework features those key elements that have been identified as necessary to critically engage young people in meaningful involvement at local and regional levels; it is not difficult to extrapolate how the philosophy and practice might be applied at national, and international levels. The Charter's regard for participation is based on five keywords that form the fundamental construct: Rights, Means, Space, Opportunity and Support. Whilst each element is described separately (see below), success is predicated on the conscious interconnectedness and interrelatedness of the whole; they represent discrete elements of support that combine to enable young people to engage with, and achieve, change.

THE MODEL

The RMSOS Framework is an assessment tool with which to evaluate our personal and organizational understanding of, commitment to, and practical application of active participation.

RIGHT

At its core, the Charter acknowledges that young people have a right to speak and a right to be heard. How that is manifest is dependent upon context: it may legislated for at national, regional, or local levels; it may be an agreed way of working within a community of practice, for example, youth and community workers; or it may simply be an unofficial acceptance and understanding that intrinsically the equal involvement of young people is a community good.

MEANS

The concept of means is much more politically charged than any of the other elements of the RMSOS Framework: a sufficiently supportive social security regime; quality, and suitable, education provision; secure housing; timely healthcare services; safe and attractive neighbourhoods; adequate and affordable local transport; and access to contemporary technology. These provisions might be thought of as basic rights but are undoubtedly contested and differing arrangements prevail across Europe's diverse jurisdictions. Economic exclusion is real and the participation process loses credibility if some young people are prevented from taking part. Indeed, it may represent the interface between the classes; and resentment breeds discontent.

SPACE

Whilst it is obvious to think that a reference to space means access to a physical location, it also represents space in time to do things; and increasingly space means the virtual world. Community facilities such as schools, usually funded by the taxpayer, are often out of bounds to young people, and community groups, when school finishes. A significant space factor for participation is the institutional capacity to be inclusive, to create dedicated space for young people's genuine involvement. Using the RMSOS Framework may offer groups the opportunity to assess the use of facilities in their communities and evaluate the commitment of institutions; that's how campaigns start!

OPPORTUNITY

Whilst not all young people will want to get involved at any given time, barriers to exclusion should be identified and removed. The timing and location of participatory events is crucial; transportation issues, particularly in rural areas, should be considered alongside suitably accessible venues. Opportunity extends to access to suitably trained and committed youth workers to work with young people. Any structural barriers, for example, arcane decision-making processes, archaic language, or simple obstinacy should be identified and strategies developed for their removal – these may not be easy tasks!

SUPPORT

Meaningful support for participatory involvement by and for young people comes in many guises: the structural initiatives referred to above; political commitment; community initiatives that evidence acceptance and engagement; financial support to ensure equitable access and involvement by any young people that wish to participate; access to experienced and trained youth workers. Municipalities have many competing priorities for often reducing resources but a useful activity with young people is to interrogate the municipal balance sheet: highlight any budget allocation inequalities and ask questions for verification and justification; then invite politicians to meet for a conversation – that's participation in action!

These discrete elements are part of an holistic approach to young people's engagement; only when they are in equilibrium will participation be authentic.

Council of Europe – RMSOS Framework
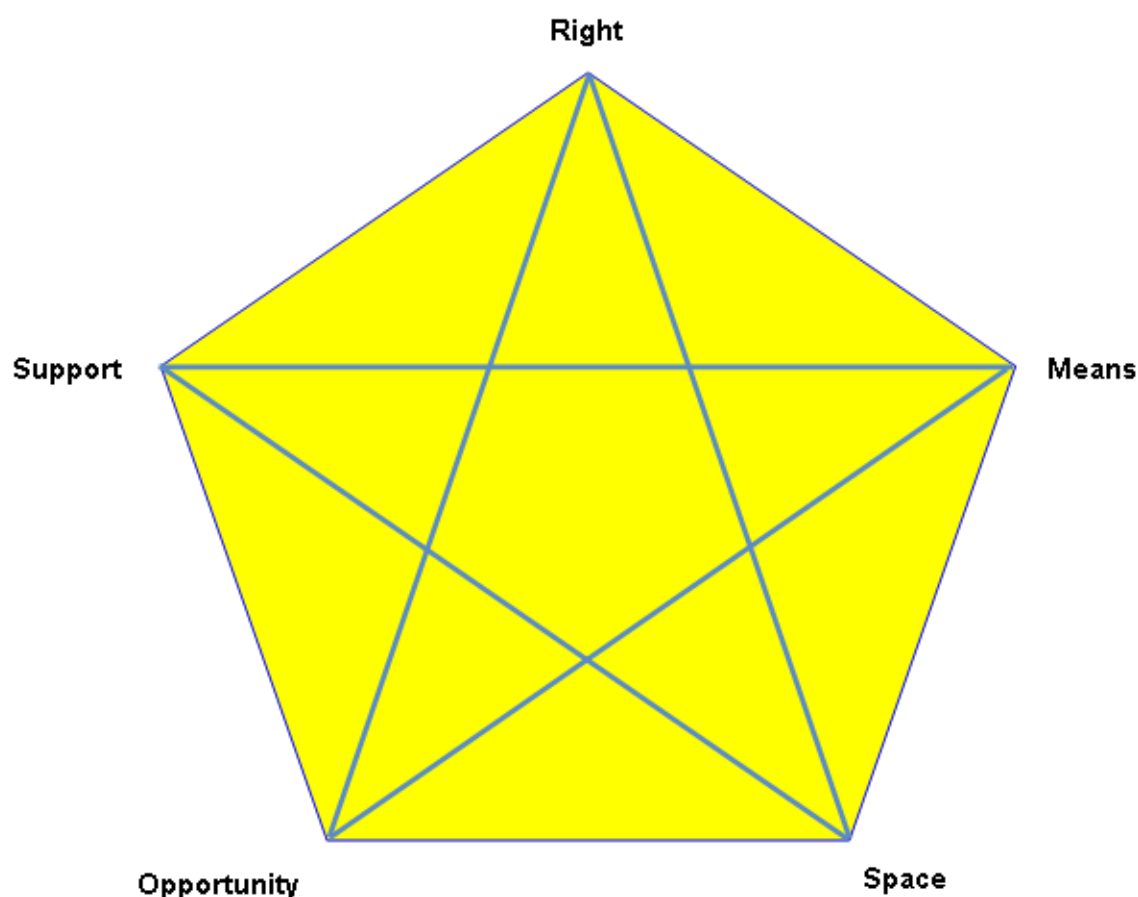
REFERENCES

Goździk-Ormel, Ż. (2008) *Have Your Say!*, Strasbourg: Council of Europe Publishing.
http://www.coe.int/t/dg4/youth/Source/Coe_youth/Participation/Have_your_say_en.pdf (accessed 13th February 2017)

WHITE - A TYPOLOGY OF INTERESTS

WHAT IS IT?

Sarah White's (1996) Typology of Interests may suggest a ladder-like structure not dissimilar to those of Arnstein, Hart, and others, examined earlier. However, her work seeks to elaborate, much like Pretty's work, that when considering participatory practice the observer should consider the motivations of those with power. Indeed, we would suggest that Arnstein's ladder metaphor has, along with Hart's identical device, had the effect of misdirecting generations of activists into only seeing the representation but not considering the accompanying narrative. White succinctly illustrates the competing motivations for different players, or actors; their conflicting ideological perspectives can be clearly defined using the chart below.

Form	What 'participation' means to the implementing agency	What 'participation' means for those on the receiving end	What 'participation' is for
Nominal	Legitimation – to show they are doing something	Inclusion – to retain some access to potential benefits	Display
Instrumental	Efficiency – to limit funders' input, draw on community contributions and make projects more cost-effective	Cost – of time spent on project-related labour and other activities	As a means to achieving cost-effectiveness and local facilities
Representative	Sustainability – to avoid creating dependency	Leverage – to influence the shape the project takes and its management	To give people a voice in determining their own development
Transformative	Empowerment – to enable people to make their own decisions, work out what to do and take action	Empowerment – to be able to decide and act for themselves	Both as a means and an end, a continuing dynamic

As White's chart so graphically illustrates, the potential for conflict, and the exposition of contradictory motivations, represent a narrative of challenge. Those with power anticipate challenge, maybe even defiance, from those without; conversely, those who perceive themselves to be without power may consider conflict to be healthy and a necessary component of such a dynamic state of affairs. White acknowledges that participation is a political issue: it represents the interface between conflicting ideals, fuelled by self-interest, enthusiasm, and anticipation of results; the terms of engagement are critical since they represent the interests of the visible parties;

discrete expectations of maintaining domination conflict with anticipation around exchanging control of power relations. White concludes by suggesting that an absence of conflict should raise questions.

If a participation project lacks engagement, passion, even conflict, then White's cautionary conclusion should be a cause for action; it invites a forensic analysis that explores the activities of the discrete actors and a justification of process. To use the analogy of a car engine, when all the parts are laid out on a table it looks like a collection of odd-shaped pieces of metal; but when re-assembled every single part has a function that contributes to the singular purpose of providing motive power for a vehicle. Additionally, the engine requires external assistance in the form of fuel and a driver to navigate the vehicle. In any analysis of a participation project, whether functional or dysfunctional, it is necessary to look beyond the obvious, the visible, actors, and consider the external, maybe invisible, forces involved; are such external agents benign or malign, necessary or imposed, permanent or transitory? Perhaps the cautionary note to adopt is to consider whether the project is manipulated or emancipated, authentic or manufactured. White's Typology of Interests leaves us with more questions than answers and provides an analytic framework from which to start.

REFERENCES

White, S. (1996) 'Depoliticising development: the uses and abuses of participation', *Development in Practice*, vol. 61, 6-15.

"Being involved to make a change for the better"

Tommy, Norway

DAVIES - MATRIX OF PARTICIPATION

WHAT IS IT?

Tim Davies' (2007) model, in the form of a matrix, uses Hart's Ladder of Participation as a foundation: utilizing the Ladder as the vertical axis, Davies applies a series of statements along the horizontal axis to create his Matrix. The resulting grid is a tool for interrogation of either individual or organizational practice; the spaces can be populated with words or statements that illustrate how each intersecting stage provides evidence of participation. As a graphic representation it provides a strong visual image of successes whilst highlighting those areas that need work.

THE MODEL

When using the Matrix, participants could use different colours to differentiate between one-off, short- and long-term initiatives and approaches. This continuum commences at the left-hand side, representing one-off and short-term events or activities; and progresses to capture more structured, intensive, and long-term initiatives on the right. With different projects, and diverse groups, at their own stages of occurrence or development, the Matrix offers an instant picture of the current context; but it is only a snapshot, a reference point, that hints at stories. Those stories, of success and failure, provide the detailed narrative of practice; the Matrix just gives the headlines.

A spread of engagement across the Matrix is likely to evidence an organizational practice that is dynamic, energetic, and responsive to the needs of young people; such a mix illustrates a commitment to a sustainable practice that shares the responsibility with young people. Involvement in the process leads to change. Involvement in these activities affords young people a range of opportunities: 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.

With a change of words, the Matrix has applicability to other groups, for example, residents committees, trade union membership, social action groups, and many others. Support from a skilled and committed youth or community worker will assist the process; from the planned acquisition of required skills to the avoidance of unnecessary pitfalls. Davies advises that the Matrix is not static, it must work for you; whilst highlighting some of its limitation, he suggests that the model "is illustrative and further categories can be added as necessary." (Badham and Davies, 2007: 91).

Davies - Matrix of Participation

LADDER OF PARTICIPATION		A Individual complaint and feedback	B Surveys and one-off events and consultations	C Practice initiatives: time limited, focused activity	D Peer activity: training, research, evaluation	E Young representatives on advisory groups and shadow boards	F Young people involved in governance - with or without adults
	8 Youth initiated - shared decisions with adults						
	7 Youth initiated and directed						
	6 Adult initiated and shared decisions						
	5 Consulted and informed						
	4 Assigned and informed						
	3 Tokenism						
	2 Decoration						
	1 Manipulation						

REFERENCES

Badham, B. and Davies, T. (2007) The involvement of young people, in R. Harrison, C. Benjamin, S. Curran and R. Hunter (eds.) *Leading Work with Young People*, London: Sage.

DE BACKER AND JANS - TRIANGLE OF PARTICIPATION

WHAT IS IT?

According to Marc Jans and Kurt de Backer (2002) there are three fundamental aspects that comprise a triangle of participation for young people: Challenge, Capacity and Connection. They suggest that in order for young people to 'actively' participate in society, these three dimensions need to be clear, understood and communicated. It is then, and only then, when each aspect of the triangular model is met that young people will be in a position to fully participate. They take a stance that young people will just in the same way as adults do, learn and reinterpret what it means to be an 'active citizen'; this is not the place to explore what that expression means but could form the basis of a lively discussion in the context of your local realities.

> Against the background of our rapidly changing present society the meaning of the notion of active citizenship changes. (…) Adults also today are constantly learning to give their active citizenship an interpretation in an informal and personal manner. There are three distinguished dimensions in this learning process that are necessary basic conditions and in varying combinations and accents steer the learning process, namely challenge, connection and capacity. (Jans and De Backer, 2002)

THE MODEL

Challenge
Primarily, Jans and Backer suggest that young people need to be hooked by a challenge, one which necessitates their participation. This challenge can be a personal or social issue, interest, or context that the young person is passionate about, or maybe they already have a vested interest in and issue or subject and therefore are attracted to becoming more involved. This replicated Saul Alinsky's work, *Rules for Radicals* (1971), around community organizing, where he suggests that the motivation for people to get involved in community organizing is first and foremost linked to some form of self-interest. With this interest peaked, the young person sees and views the challenge as an aspect of self-development, one to which it is expected they will be dedicated.

Capacity
Secondly, and this is true of the adult world as well as for young people, they need to feel that they can and will be able to cope with and have the personal capacity to deal with the challenge. If young people feel overwhelmed and 'out of their

depth' they are less likely to be involved in participation projects as they will rule themselves out of the dynamic, as they fear that they do not possess the right skill set, maturity, or experience to take on the challenge. It is vital that young people know, and understand that they can make a difference through their involvement.

> Both dimensions (challenge and capacity) are best in a dynamic balance. A lack of capacity may lead to feelings of powerlessness and frustration. A lack of challenge can lead to routine behaviour and feelings of meaninglessness. A chain of incentives and initiatives which lead to a failure is undesirable and can lead to embedded feelings of powerlessness or senselessness. Therefore we want to emphasize the importance of successful experiences.
> (Jans and De Backer, 2002)

Work with young people using the Triangle of Participation model means it is important that the young person recognizes their own capacity and ability to make a difference. This approach suggest a series of small and easy 'wins' which engender a spiral of success and goes a long way to involve young people in participatory action.

Connection

Young people need to feel, see, and understand that their involvement has some connection with that of others; that their participation is part of a bigger situation and scenario. This very basic human need is important to recognize. No one wants to think of themselves in isolation, the dynamic of seeing the connection to other movements, ideas, and events is very powerful and adds the final dimension of the Triangle of Participation. As Jans and Backer state:

> Young people have to feel connected with and supported by humans, communities, ideas, movements, range of thoughts, organization,… in order to work together on the challenge.
> (Jans and De Backer, 2002)

Although the elements of the Triangle of Participation each have discrete characteristics, require separate support and interventions, and have the potential for conflicts and contradictions, they are in symbiotic relation to each other. They are of equal status but may require unequal resource allocation at different times and in response to context.

43

De Backer and Jans - Triangle of Participation

CHALLENGE

PARTICIPATION

CONNECTION

CAPACITY
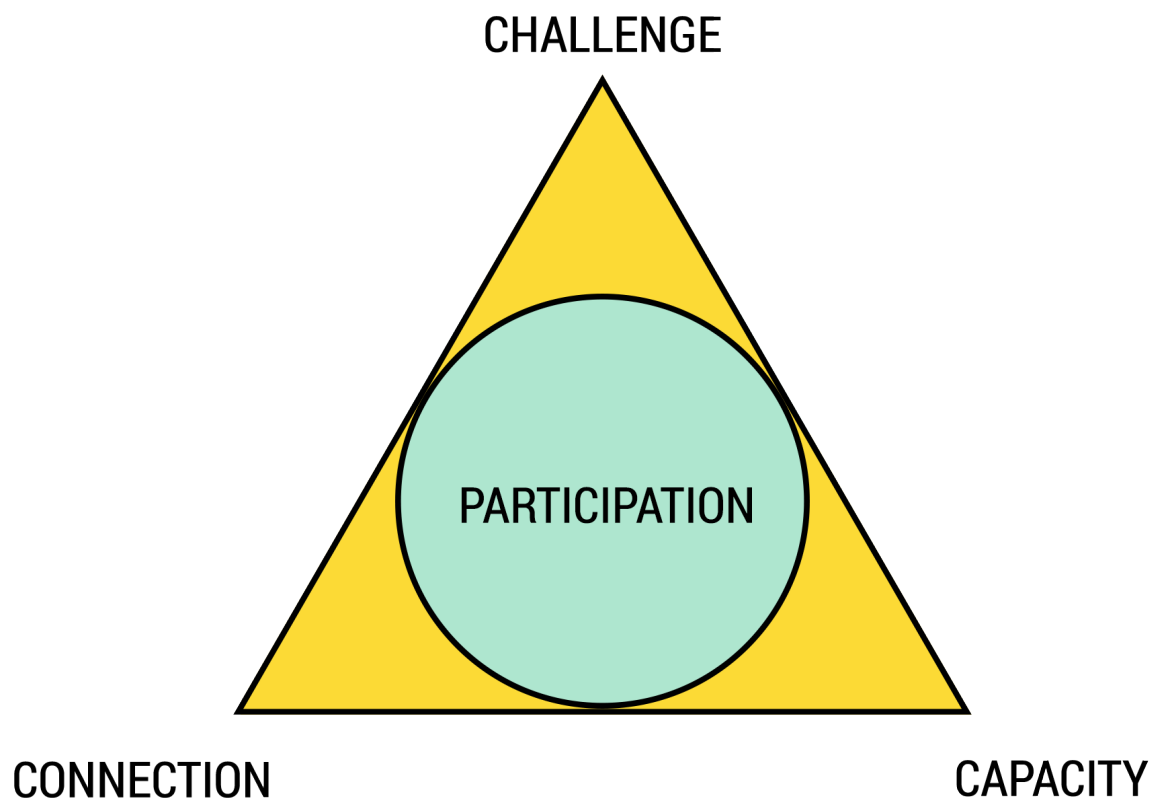
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COUNCIL OF EUROPE – SIX-STEP MODEL

WHAT IS IT?

The Six-Step Model is an analytic tool that can be used at many levels: at a local project to evaluate the effectiveness of internal structures; as a community auditing device to determine priorities; as a framework to assess a municipality's commitment to young people's issues; or as a measure of regional engagement by stakeholders. It is not a one-size-fits-all model nor is it static; to make it work for your setting you may need to alter the key questions posed alongside each step (see illustration below).

THE MODEL

Each step within the Model creates opportunities for young people to interrogate policies, evaluate circumstances, and assess practice effectiveness. To be an effective process certain characteristics should be identified:

- Identify key actors and stakeholders
- Clarify their intentions and motivations (map differences and similarities)
- Be clear about information requirements: who, what, when, where, how
- Be realistic about participation as a process in the given context
- Conduct a skills audit to ensure everyone can play their part
- Clarify roles and responsibilities
- Identify and secure the necessary resources: money, space, people, time

Step 1
What is the situation regarding young people in your neighbourhood, municipality, region?
Be aware that everyone will have their own view be it personal, organisational, or ideological. Even if they are all right there will be differences; map what their realities look like. It may be helpful to involve an external researcher to look at things objectively before you start on any changes.

Step 2
What are the opportunities, challenges and obstacles that young people face there?
This process may promote uncomfortable realities for those in power; there may be limited opportunities for local involvement and engagement because of lack of political will or resources; there may be a genuine lack of space (see the comments in the RMSOS Framework model in this Handbook); there may be nobody with

sufficient expertise to engage with the young people. This stage will require complete honesty but should be explored within a 'no blame' context.

Step 3
What should be the priorities?
This stage will not be easy; immediate, short- and long-term priorities can be difficult to disentangle. For example, whilst lack of adequate public transport might be an immediate problem, its solution will probably be a stubborn, long-term issue. It will require creative approaches to prevent this stage of the process degenerating into feeling of inertia. Be creative, you can do it!

Step 4
What does the Charter propose?
Yes, you are going to have to read the Charter in order to determine its relevance to your local reality. It may be that after reading you decide to substitute 'Charter' for some more locally relevant situation; or you might be surprised at its relevance. It is at this stage that the potential for cross-sectorial working may present itself; approach with no limits on your initial thinking.

Step 5
How does the Charter relate to the priorities?
This is where the complex elements of discrete policy initiatives have the potential to coalesce. We know that's not a sentence destined to inspire legions of young people to engage with the participatory process but there are benefits. The separate actors and stakeholders have their own assessments of the local priorities, so start by mapping those. Firstly, look for overlaps and differences and ask how the latter can be addressed to turn them into positives. Secondly, identify relevant legislative or policy constraints and consider how they might be challenged. Thirdly, acknowledge what infrastructural arrangements are already in place, for example, youth councils or parliaments, citizen juries, or consultative forums; then identify what is missing and what might be created.
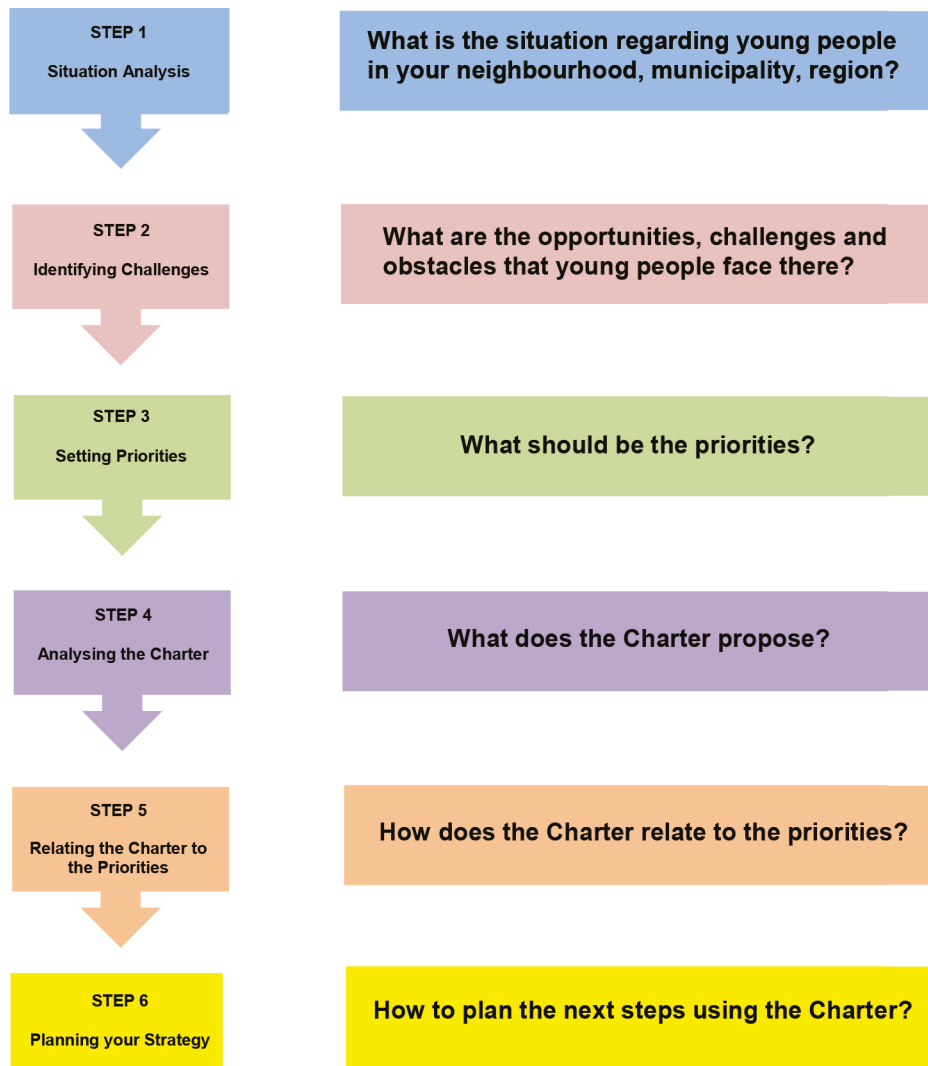
Step 6
How to plan the next steps using the Charter?
This is the good bit! Having gone through the process of Steps 1-5, considered policies and procedures, understood resource allocation, acknowledged limitations, and speculated about possibilities, now you get to plan. What will your futures look like; they will all be different? Any plans should identify the basics: who, what, when, where, how? Build in space and time to evaluate, reflect, re-organise. Be honest, not everything will work brilliantly but it may be more about process than product for the young people in the moment; creating legacy is tough but it starts now!

The Six-Step Model is one of the initiatives developed to support implementation of the Charter; *Have Your Say!* is a practical manual that explores many facets of participation – definitely a recommended read (there's a link at the end of this section).

Council of Europe – Six-Step Model

STEP 1 Situation Analysis	What is the situation regarding young people in your neighbourhood, municipality, region?
STEP 2 Identifying Challenges	What are the opportunities, challenges and obstacles that young people face there?
STEP 3 Setting Priorities	What should be the priorities?
STEP 4 Analysing the Charter	What does the Charter propose?
STEP 5 Relating the Charter to the Priorities	How does the Charter relate to the priorities?
STEP 6 Planning your Strategy	How to plan the next steps using the Charter?

47

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CONCLUDING REMARKS

All of the Models presented above offer an array of choices when considering participation. Some have been designed for particular groups, for example, young people or citizen's organisations, but you can adapt them for your own local circumstances; they must fit with your purpose, your aspirations. It has not been possible in such a brief overview to explore all of the complexities; there are many components to consider when exploring your local contexts. Attention must be paid to issues of diversity to ensure that no one is unfairly excluded; acknowledgement must be made of our differences, political, ideological, philosophical, cultural, religious, sexual identity, and more. And remember to celebrate those things that bring us together.

A FEW CRITICAL QUESTIONS

Who has power when important decisions are being made?

In your projects, can you see clearly that people have a say over spending a budget?

Are you committed to the long term rather than the quick fix?

How do you ensure that you are not falling into the trap of being tokenistic?

What questions would you add to this list?

Iga, Norway & Poland

"Feeling of supportive acceptance within personalized and organized friendly network"

"opportunity… inclusiveness…cultural… social…openness… transparent"

Evelina, Lithuania

"Getting stuck in and mobilising others to do so too"

Alex, UK

49

/// CASE STUDIES

50

© Chanelle Manton Photography

51
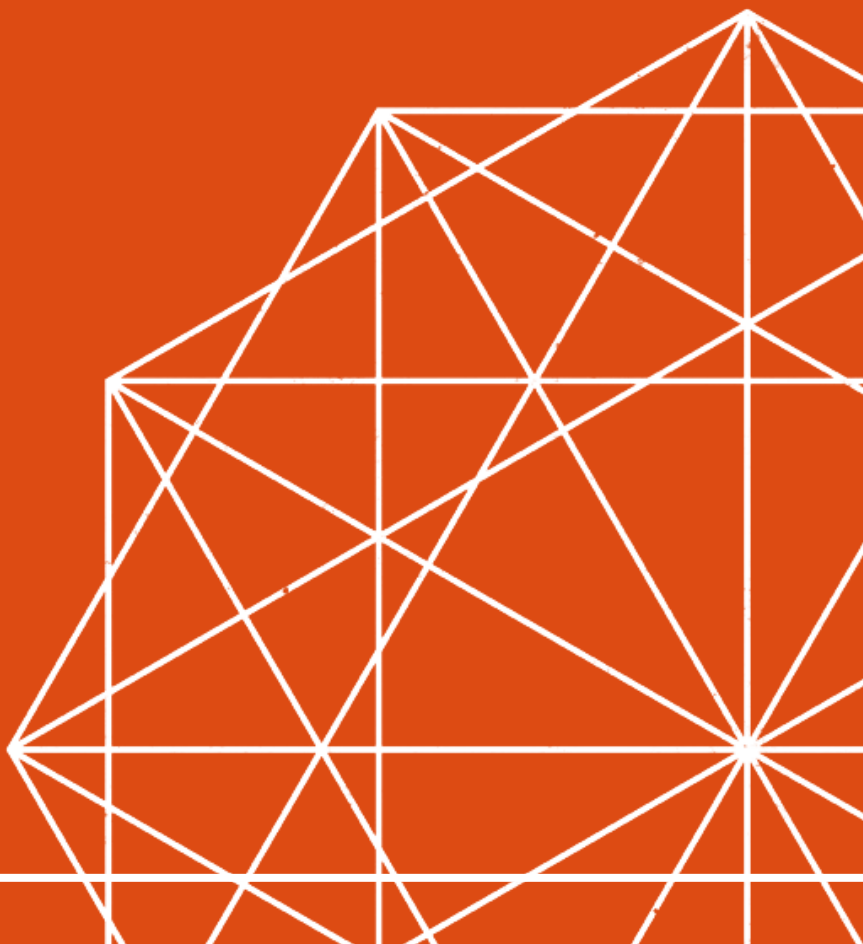
The three Case Studies recorded here illustrate different strands of the participation process.

The Lewisham example from London demonstrates the serious political commitment that local politicians can invest in enabling young people to engage with and for their communities. In turn, the young people are critically involved in representing the present and shaping their futures. Young people and local politicians working together for the common good.

In Brighton and Hove, on the English south coast, protest came to town. Confronted with local authority (municipality) budget reductions that threatened the existence of young people's services, local citizens mounted a challenge. With young people mobilizing via social media, alliances were formed with youth workers, organisations, the Press, politicians, pressure groups, residents, and friends. A marvellous example of political education and the positive use of protest in a youth work context.

The third example illustrates the significance of relationship and how skilful and sensitive youth work practice can enable change. This example should not be compared to the others in this section; it is not scale that is important but how we respect and respond to each other at the micro level, and how that acquires significance.

Our thanks go to the young people and youth workers who share their stories here.

BRIGHTON & HOVE, UK

BRIGHTON & HOVE #PROTECTYOUTHSERVICES N A SHORT STORY OF THE CAMPAIGN

In November 2016, Brighton and Hove City Council (a minority administration – which proved significant) announced proposed budget cuts of £800,000 to an approximately £1m youth service. This consisted of a Local Authority-led youth service with a predominant focus on targeted work, and a group of 8 voluntary sector organisations (known as the 'Brighton & Hove Youth Collective' (BHYC) who delivered citywide, open-access youth work. The ensuing 3-month campaign managed to overturn these 80% cuts to cuts of about 15%. This is a just a short synopsis of how we did it.

ORGANISATION AND COMMUNICATION

The day the decision was officially announced, young people were informed and mobilised on social media. Young people launched #protectyouthservices with comments on what youth work meant to them – this became the overarching name/tag of the campaign. A Facebook group and page was started to provide a space for people to plan and advertise action, get up-to-date information and have a community hub. This became an integral tool in running a coherent, efficient and effective campaign.

Raising awareness was also key to a successful campaign and huge efforts were made to inform young people and the public about the proposed cuts. Young people told their friends, in person, at youth clubs and on social media. Flyers, stickers and easy-read documents about how people could support the campaign were made for distribution in schools, youth clubs and publicly.

Campaign strategy meetings began almost immediately with a focus on young people and other supporters working in collaboration. Young people were supported to go to meetings, both emotionally and practically. Campaign meetings provided a space for updates, ideas for actions and formulation of plans. Respectful sharing of insights and knowledge between young people and adults was important for positive communication and progression. Empowerment lay at the centre: though there was a huge amount of heart warming involvement from the community and youth workers, ownership always lay with young people, their voices at the core.

RELATIONSHIPS

Our ability to organise was immeasurably improved by the fact that the BHYC organisations were already working together closely. Strategic planning, division of labour and the pooling of resources happened instantly because of these pre-

existing relationships. Our city-wide participation work with young people meant we also already had a small army of well-informed young advocates/campaigners. For any organisations or groups facing a similar situation, we cannot emphasise enough the importance of working together rather than in isolation. Likewise, being community-based and outwardly facing made a huge difference. Families, neighbourhoods and communities became our petition signers, protest marchers, consultation responders and Councillor letter writers.

Having pre-existing relationships with the press helped to bring a powerful dimension to the campaign that was difficult for politicians and the wider public to ignore. Front-pages, shocking headlines and a string of supportive interviews, particularly with young people, meant that we had plenty of information to be sharing on social media in support of our cause.

The nature of our campaign gained lot of attention by one of the opposition parties in our city. They attended meetings, interpreted political documents, brought numbers to demonstrations and were generally a great support throughout. This did not go unnoticed by the other parties and we did find ourselves needing to manage this relationship tactfully so that we could maintain positive support across political parties.

We were also joined almost immediately by a youth-led equality group who had a strong position against the cuts in general and cuts to youth services in particular. Not organisationally based, this group in particular stimulated opportunities to discuss different forms of action that the campaign could take, and at times a more political, direct action, campaigning edge. Again, this often needed to be managed, and discussed, from our different situated perspectives. However, from the beginning, this multi-layered perspective was central to the success of our campaign.

ACTION AND EDUCATION

Taking action gave campaigners outlets for their energy and passion for the cause. Multiple frequent actions offered young people and other supporters a variety of ways to get involved and increased discussion about the campaign, contributing to momentum. There was never a period in which there wasn't a focus on one or multiple actions: the campaign was incessant. Signing the petition; emailing and writing letters to councillors; completing the council youth consultation; and banner making could be done from youth clubs and other bases. On location group actions included a demonstration march; protests and public questions at all relevant council meetings; raising awareness stalls; and a pop-up youth club. Creativity was engaged and encouraged: young people wrote and performed slogans, speeches, video raps and music.

The budget outcome was uncertain so expectations were managed and participation was seen not only as a means to an end, but as an opportunity to develop and learn. Young people's level of involvement and commitment was flexible and supported throughout by youth workers. The campaign offered opportunities to develop planning, creative and communication skills and grew community interest, relationships and involvement. Interrelated benefits were first time experiences such

53

as novel thinking; stepping out of comfort zones; encountering new environments and people; and engaging in politics. Young people have not only recovered money to youth services, but their involvement has been empowering, inspiring and educational.

The affective nature of young people speaking out and engaging in the political process was picked up by councillors, the media and the community. It served as a provoking instrument that spoke to people and inspired devotion and change.

PROTEST AS A POLITICAL EDUCATION TOOL

For the young people involved in the #ProtectYouthServices campaign the experience served as an awakening, not just to politics but to critical engagement with the world around them. Dissent is their right but is rarely cultivated through formal education. This experiential learning process with its multi-faceted components proved to our young people that they can disagree with the views of those with power and that there are a multitude of ways to have your voice heard to that effect. It feels more crucial now than ever to be using youth work methodologies to support this engagement of youth in politics; youth work _is_ a political activity.

> "I was so shocked n amazed [sic] at how young people managed to actually make a change. It was a real confidence booster in terms of knowing we actually have a voice that will be listened to in the end. I met so many awesome people through all the campaigning and will definitely be getting involved with more things like this now I know that we're not just telling into a void and that were actually making a difference"
>
> Bette Davies, age 16.

CONCLUSION

We have already started to discuss ways for the campaign to continue. Although we have achieved a victory for now, we are very much aware of the persistent fragility of our position, both locally and nationally, as well as the wider context of ongoing cuts. We hope and plan to continue to support our young people to be informed and involved in this level of political engagement. We have already discussed continuing campaign meetings: preparing for future budgets; embedding young people's views at the heart of decision-making about their services; linking into wider local and national movements. It is always more difficult to embed continuing, rather than immediate resistance, but we feel committed to keep working together, and to try.

Kate Barker
Helen Bartlett
Adam Muirhead

LEWISHAM, UK

In order to promote the interests of all young people in the area, young people in the London Borough of Lewisham annually elect a Young Mayor. The Young Mayor is supported in their endeavours by a lively and enthusiastic group of Young Advisers that meets weekly to consider matters of significance for all young people in the area and advise the Young Mayor and local politicians accordingly. The initiative to establish the position of Young Mayor was conceived when Steve Bullock, now Sir Steve Bullock, was elected Mayor of Lewisham in 2002; it was his political belief that the rights of children and young people could best be served by creating a post of Young Mayor and a supporting group of Young Advisers. This ground-breaking initiative, now in its 14th year, has ensured that that not only are the voices of young people in Lewisham heard but that they also have opportunities to actively contribute to the future development of their neighbourhoods for the benefit of all citizens irrespective of age.

For almost a quarter of a century, Lewisham has promoted the encouragement of youth-led citizen engagement: involvement in neighbourhood forums; the development of school councils; informal community-based networks; participation in youth service-led projects; and the planning, implementation, and evaluation of council (municipality) services. Throughout these developments, professionally qualified youth workers, employed by Lewisham Council, have ensured that young people could critically engage with both the process and the practice of participation; supporting them through the stages of challenging and shaping their futures and those of other young people.

With control of an annual budget, Lewisham's Young Mayor and their Young Advisers have created and supported a range of initiatives: organising healthy activities; encouraging intergenerational work to challenge stereotypes and reduce barriers; providing opportunities to involve young people in debates and decision-making; creating a platform to celebrate young people's achievements; the development of schemes that focus on role model and mentoring programmes; and supporting cultural, artistic, and sporting events to bring Lewisham's diverse youth population together.

The process for election of the Young Mayor is modelled on the conventional electoral system. Any young person aged between 13 – 17 years on the day of the election may put themselves forward as a candidate so long as they live, work, or go to school or college in Lewisham. Formal consent is required from parents or guardians and either school, college, or employer by way of validation of the candidate's application. Additionally, candidates must obtain supporting signatures from 50 young people who meet the above criteria.

The next stage is a Training Day for all candidates, supported by professional youth workers, that involves the Young Mayor's Team, the Young Advisers, and former young mayors and young advisers. Aside from exploring the roles and responsibilities of the post, other support is provided to the candidates: how to

produce a manifesto that sets out their ideas and proposals; a photo session for the preparation of campaigning materials; the production of a video message for the Young Mayor's YouTube channel; tips and advice for handling public speaking and other campaigning techniques; and developing a schedule for meeting with, and talking to, young people in the area at schools, youth clubs, and hustings events.

After taking the decision to put themselves forward, participating in the training, and engaging with the electorate, finally it is Election Day. The Council's Electoral Services Team organises the election process establishing polling stations in over 40 schools and colleges in Lewisham. Young people who go to school or college in other areas can register for a postal vote. The voting system is of the preferential ballot type; voters are able to cast two votes for their first and second choice candidates. The official Returning Officer for Lewisham Council declares the results. There are four posts available: first place is accorded the title Young Mayor of Lewisham; second, Deputy Young Mayor; third and fourth places are Lewisham's representatives at the UK Youth Parliament. Now the hard work begins!

> "When I was elected, and during my term, I have had some of the best and most challenging times of my life! Being Young Mayor has changed my outlook on life. I've realised that everyone has the opportunity to make positive changes to the young community in Lewisham."
> **Siobhan Bell, Young Mayor 2006** (Lewisham Council, 2013: 9)

Those candidates who do not gain elected positions are invited and encouraged to be active in the Young Advisers group that supports the Young Mayor. Whilst many of the Young Advisers come from other groups, such as neighbourhood forums, school councils, or youth and community projects, their meetings are open to all young people in the area. Critical to the success of the Young Mayor and Young Advisers initiative is their involvement in examining and commenting on key decision-making reports, commenting on plans and strategies, and engaging with service managers, policy makers, and elected members (councillors), to ensure that young peoples' voices contribute to wider developments, not just services for young people, in their area.

The work of the Young Mayor and Young Advisers reaches beyond Lewisham; over the past fourteen years they have been involved in regional and national initiatives including the British Youth Council, the UK Youth Parliament, and events at the UK Houses of Parliament.

Supported by the European Union, their work has developed an international dimension with positive links across Europe; youth democracy initiatives have involved exchanges with young people from Norway, Poland, Sweden, Denmark, Bulgaria, the Czech Republic, Germany, and France.

> "As Young Mayor you get pressure when people keep asking what you have done for young people – you have to be patient as things take time to get

right, and I know patience is a virtue. The most positive thing for me was the opportunity to help people and be able to visit and talk with other young people in this country and abroad."
Kieran Lang, Young Mayor 2011 (Lewisham Council, 2013: 14)

The Lewisham Young Mayor initiative is now the longest-running such scheme in the UK and continues to build on its strengths, learn from its young people, and provide strong evidence of power and possibility:

"I want to take this opportunity to commend Lewisham's young people who have contributed to making the scheme a success over the years, to the point where it is regarded, both nationally and internationally, as an exceptional example of ensuring young people have the opportunity to get involved in democracy and that their voices are heard."
Sir Steve Bullock, Mayor of Lewisham (Lewisham Council, 2013: 2)

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"Caring…acting…creating…developing…planning…organising…reaching…co-operating"

Vilhelmas, Lithuania

A LOCAL YOUTH CLUB

I work in a local, community-based youth project that involves young people with learning difficulties and disabilities. In a youth work context this can range from young people who are high on the autistic spectrum and have no verbal communication, or young people that can hold a conversation but fixate on one subject such as roller coasters, or washing machines, or Anime. When I refer to disability what I mean is young people who may rely on the use of a wheelchair or another aide to help them manoeuvre around the youth club. Young people may also need support to have a drink, or eat food or to go to the toilet within the youth club setting. Quite often to communicate young people develop their own sign language or use Makaton to express what they want.

What I want to share with you is an example where participation is one-sided and where consultation was initiated by youth workers taking the lead and deciding what activities are taking place based on the disability rather than the needs of the young people.

A while ago I had a discussion with a youth worker who had always worked with this group of young people. With passion they explained their idea of a sensory garden in the youth club grounds which is a place where young people can go and hear wind chimes and can relax outside on a safe surface; this can also help interaction as each surface has a different texture and activity that can be done there. For someone with specific needs this garden is a great idea as it enables young people that have limited movement to learn in a safe outdoor environment.

Whilst we were speaking, a young man came out and curiously asked what we were talking about. The staff member enthusiastically spoke about the garden and the benefit it would have to the work. Finally, the worker asked "And so what do you think?"

The young person turned to them and simply said, "Well it doesn't matter what I think.... After all this is your youth club".

The worker did not challenge or question this statement, or encourage the young man to take ownership. They continued our conversation with an attitude that backed up his thinking. This is the youth workers' club and young people only take part; young people do not have a voice or a right to challenge or debate decisions youth workers make. I later reflected that perhaps the worker's thinking was because these young people have learning difficulties and disabilities?

Determined to explore the matter further, I started asking young people if they wanted to be part of a youth forum that not only looked at planning the programme of the youth club but also looked at issues that they, or people they knew were

facing and come up with solutions. As a staff team we also discussed why we felt this was important and shared our anxieties as well.

At the first meeting we had a good representation of young people. Verbal and non-verbal, able bodied and limited movement. Young people agreed with the principle that the group would be led by young people for young people because who else understands or has experienced their issues but young people with learning difficulties and disabilities.

Although the principle was good, with staff and young people beginning to understand their roles within the group, after the first meeting staff realised that they did share the same starting point as the young people. Due to young people being used to having things done for them and to them, either at home or at school or college, they struggled to see the importance or believed they should put the time into this level of participation and even used their own disability as an excuse.

We agreed to share the young people's starting point. Slowly building their self-esteem through positive reinforcement that the youth club is for them and they are an integral part of what goes on. And so now we are looking at a name that young people will democratically vote for, which may take 3 weeks or it may take 6 months. Young people are designing the programme and the layout they want in a printed format, and are beginning to have conversations with each other around the struggles they are facing.

Real participation begins with young people, and progresses at their speed, in a way that challenges both staff and young people to continue the journey together. And so we are looking at commonality and a desire to understand each other's disability, we are identifying that the reason the group is unique is down to the fact that each member has a difficulty and once identifying that, young people are promoting their own self-help group as quite often they are victims of abuse but have nowhere to turn and talk through the situation logically with others that really understand why they feel that way, and how their thought processes work.

Through reflection and supervision the staff team are exploring their fears of sharing in the running of the group, examining their lack of self-confidence and self-belief, and comprehending that change is not only inevitable but is good too.
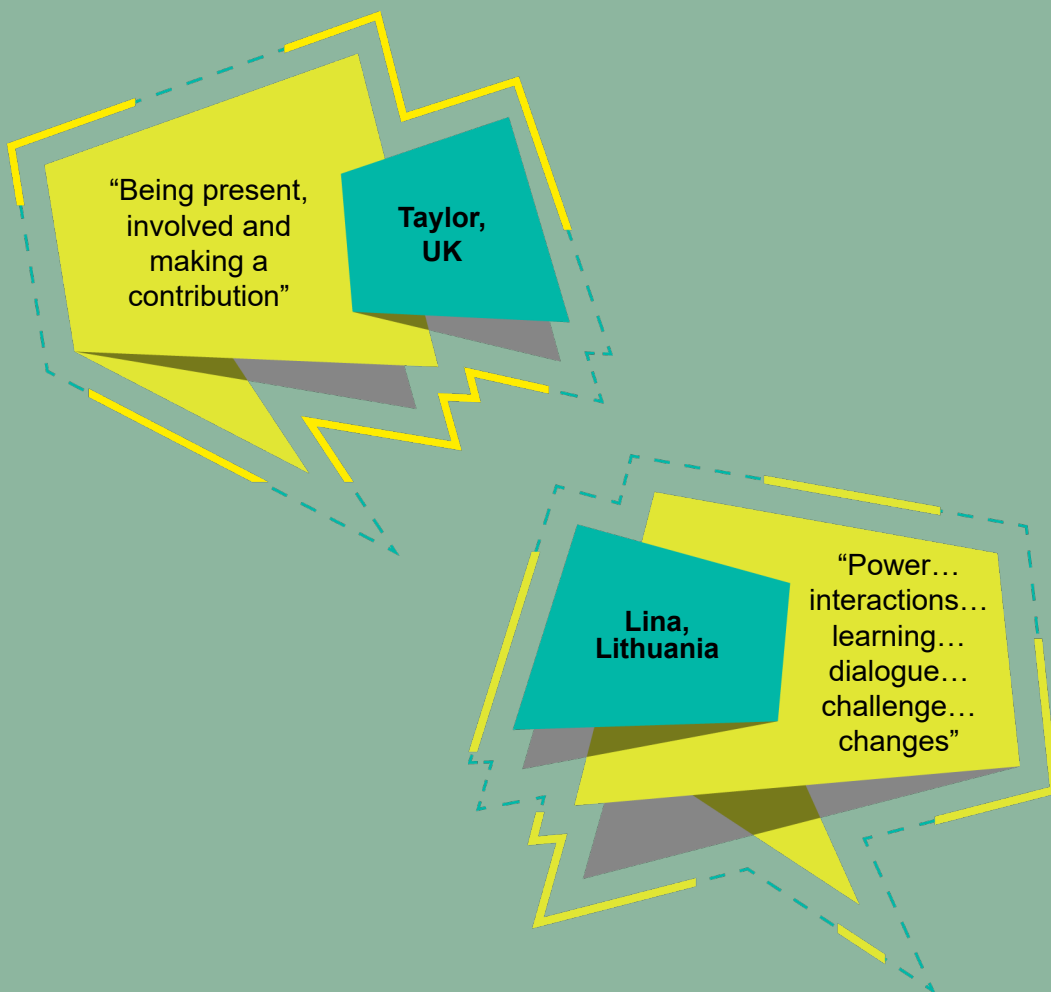
To protect those involved the worker's name and location, including country, are anonymous.

//// THE 360° PARTICIPATION GAME

"Being present, involved and making a contribution"

Taylor, UK

Lina, Lithuania

"Power… interactions… learning… dialogue… challenge… changes"

THE 360° PARTICIPATION GAME

You are all interested in the future use of a piece of derelict land and have come together to make some decisions.

TASK A

1. PLENARY

Using the 1 – 5 method, divide the large group into 6 small groups.

⬇

- Give each group a copy of the land picture.
- Invite each group to pick a Role card.
- Facilitator explains Role cards.
- In groups, discuss land use options from the perspective of their Role.
- Conclude with a single Proposal.
- Draw a simple picture illustrating your land use Proposal [use flipchart paper]

⬇

🕘 **30 minutes**

2. PLENARY

Create Picture Gallery of Proposals.
[spread around room]

⬇

- Whole group walks around to survey the Proposals.
- Everyone should individually write remarks regarding the Proposals on sticky notes and then post them on Proposal sheets.

⬇

🕘 **15 minutes**

TASK B

3. GROUPS

Now get whole group to self-organise so that 5 new groups contain one representative from each of the six Roles.

↗

- Each person presents their original group's Proposal and other group members may ask questions for clarification. [maximum 3 minutes each]
- The group must then develop a set of criteria by which to assess the ideas presented. [use flipchart paper]
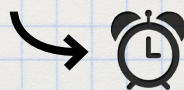
↙

🕘 **30 minutes**

4. PLENARY

Each group presents their Criteria.
[these will go on the wall later]
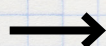
→ • Take questions for clarification.

🕐 **10 minutes**

BREAK

TASK C

5. GROUPS

Back in same groups, opportunity to revise Criteria.

↓

- Using Criteria, pick 2 Proposals that will go to a vote.
- Using the Voting Cards, the FACILITATOR will tell you how many votes each person has.
- Members cast their votes for the chosen 2 Proposals: if they have 1 vote they must choose, if 2 or more votes they can split them or apply them to just one choice, if 0 votes then they cannot vote.
- It may be necessary to negotiate.
- You have a winner from your group.
- Group appoints an Advocate for their Proposal.

🕐 **15 minuntes**

6. PLENARY

The group winners are announced.

↓

- No discussion at this stage.

🕐 **5 minutes**

TOWN HALL MEETING

7. PLENARY

Whole group sits in a circle.

↓

- In turn, each Advocate steps into the middle of the circle and presents their group's proposal. [5 mins each]
- At the end of the presentations, everyone walks over and stands in front of the Proposal for which they are voting.
- Are there any abstentions?
- The People's Choice is declared.

🕐 **40 minutes**

THE 360° PARTICIPATION GAME

8. PLENARY

Now debrief →

⏰ **20 minutes**

- How did you decide TASK A (picking a Proposal)?
- How did you feel about your Role in TASK A: did you easily empathise?
- Why do you think you were asked to adopt a particular persona?
- Regarding TASK C, if you were excluded from group voting, how did it feel?
- How did it feel knowing that some people were excluded?
- How did it feel when **everyone** could vote?
- Which other stakeholders can you identify?
- Questions?

EVALUATION

What was the most difficult part of the Activity and why?	What was the easiest or most enjoyable part of the Activity and why?	Some of you were excluded from voting, how did that feel?	What have you learned?

COMMENT

Whilst the use of cartoon characters is whimsical, the voices they represent may be varied depending on local context. Fictional characters make the game fun but you could substitute with images of politicians or local celebrities. In fictional form they represent stereotypes of stakeholders, real or potential, when issues of community facility use, or contemporary issues, are under consideration. When working with your groups you may wish to identify other potential stakeholders and decide if they can participate. In other contexts, for example service provision, the Roles could represent separate services where there is competition for reducing resources. The 360° PARTICIPATION GAME enables groups to explore sophisticated themes, ideas, and issues in the context of an engagement process that seeks to be inclusive but recognises that in the real world some groups are excluded, some voices unheard. Other voices may be identified and represented, its your game.

RESOURCES

Visual Aid (in this case a land picture)
Role cards (cartoon or local/national characters)
flipchart paper
coloured pens

ROLES

YOUTH
ENVIRONMENTALISTS
RESIDENTS
YOUTH WORKERS
BIG BUSINESS
AUTHORITY

VOTING

The group voting regime is very simple: as all the Roles for TASK A have been assigned a colour (above), just use a jumbled up Rubik's Cube to determine how may of each Role is represented in each of the second groups for TASK C. The selection is random and potentially imbalanced, and some Roles may not be eligible to vote simply because their colour is not on the face of the Rubik's Cube assigned to their group – that's tough but then so is the real world. This theme of exclusion should be explored in the Evaluation phase.

Please adapt this game and make it relevant to your local reality.

And have fun!

Pauline and John, Youth Work Europe

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There is a lot of information available about young people and participation. Here is a selection of resources that we consulted whilst researching this *Handbook* – this is just a snapshot of what we read!

USEFUL LINKS

https://issuu.com/search?q=Youth+participation+

https://www.salto-youth.net/downloads/4-17-3391/012_SALTO_MAG2015_WEB.pdf

https://cdjplus.files.wordpress.com/2014/02/participation-report.pdf

http://pjp-eu.coe.int/en/web/youth-partnership/citizenship-participation-and-information

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http://www.euthproject.eu/2016/08/26/youth-participation-is-the-key-to-a-more-just-society/

http://www.nonformality.org/participation-models

http://www.open.edu/openlearn/society/politics-policy-people/participation-now

/// ACTIVITIES

"Active involvement, working together to develop yourself, communities and groups"

Samantha, UK

Evelina, Lithuania

"A key to representation, leadership and community accountability"

The ACTIVITIES presented in this section represent some of the most popular that we have experienced over several decades of involvement with a wide range of groups. Some will be familiar but we hope that there are some new ideas here too; where we know the originator we have recorded the appropriate credit. Our thanks go to the thousands of participants with whom we have worked and who have explored and adapted these activities.

The ACTIVITIES are varied, some are quick to use whilst others may take hours. They can be used individually or combined into a programme. However you use them be sure to vary the pace and intensity of your training; they are not designed for any specific group so can be used in cross-sectorial and inter-generational settings. Be aware that training can generate strong emotional responses; anticipate this and plan accordingly. Some of these ACTIVITIES can be used outdoors – be brave, go outside!

Just a word about resources: all trainers will have their favourite items but a good kit will contain a range of coloured maker pens of assorted sizes; sticky notes of various colours, shapes, and sizes; adhesive sticks, adhesive tape (low and high tack), stretchy adhesive blob-like material (you know the brand we mean!), adhesive bookmarks; A4 and A3 sheets of card and paper in various colours; rubber bands; balls of string; hooks, clips, pins, and other fixings; rulers or straight edges; chalk in various colours; dice of various colours, sizes, and materials; a Rubik's cube; whatever else we have forgotten!

Please use and adapt these ACTIVITIES but most of all **HAVE FUN!**

ACTIVITY 1: TOWN HALL MEETING

PURPOSE

This Activity is generic and may be used for a wide range of discussion-type exercises both in this Handbook and also with other activities. For example, it is recommended for use with **DECISIONS, DECISIONS.**

TIME REQUIRED

This will vary depending on the topic and other Activities being used; probably no less than 30 minutes but has the potential to be a whole day.

RESOURCES

Enough chairs for everyone; in the illustration below we use the example of 6 chairs in the centre circle but you should use as many as there are separate Roles in the chosen ACTIVITY in this Handbook or your discussion topic.

ACTION

1. The representatives of each **Role** sit as a group behind a chair in the circle.
2. One person from each **Role** sits in the centre circle; only occupants of these chairs may speak.
3. The facilitator then invites each Role in turn to state their arguments.
4. When all Roles have had their say other people in the groups may step forward and take the chair in the circle from their representative; the debate then commences.
5. After 30 minutes the Facilitator stops the debate.
6. The whole group re-arranges the chairs into a large circle.

OPTIONAL (if voting is required)
7. On opposite walls the Facilitator places a card: ☑   ☒
8. The whole group is then invited to vote on the proposition: for example, **"This community approves the construction of the new road."**
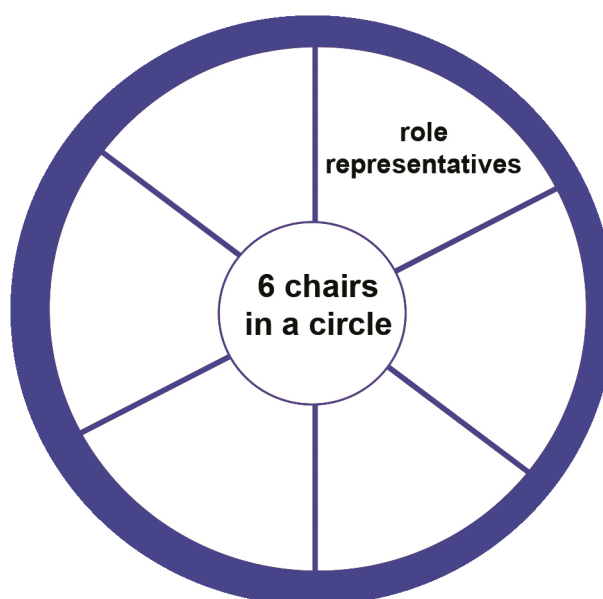
DISCUSSION (20 MINUTES)

The Town Hall Meeting format can generate a lot of passion so it is important to create this opportunity for participants to come out of Role and discuss the processes involved. Comments could be captured on sticky notes and posted on a **Noticeboard** space created on one of the walls; photograph and circulate to participants afterwards.

EVALUATION (10 MINUTES)

It is equally important to give participants the space to evaluate the usefulness and effectiveness of using the **TOWN HALL MEETING** format. Additionally, they must be given space to express their feelings about their Roles, the discussions, and how they felt they had participated.

ADAPTATIONS

Invite suggestions for changes or how and where the **TOWN HALL MEETING** format could be used; capture the ideas, photograph, and circulate.

"Getting involved, making a difference and feeling empowered"

Matt, UK

TOWN HALL

ACTIVITY 2: DECISIONS, DECISIONS

PURPOSE

This is a decision-making activity that introduces competing ideas. Participants may find themselves taking on unfamiliar roles and dealing with issues and concepts that may conflict with their personal values; all decisions have consequences but not all of them will make the participants happy.

TIME REQUIRED

75 minutes

RESOURCES

A. In advance, prepare separate **Role Cards** with these statements:

1. **LOCAL MUNICIPALITY REPRESENTATIVE**: "Less traffic means the neighbourhood will be safer."

2. **LOCAL BUSINESS OWNER**: "Less traffic means fewer people will come to my cake shop and I will lose money."

3. **LOCAL RESIDENT**: "It will be nice and quiet without the traffic."

4. **A COMMUTER**: "The new road will make my journey to work much quicker."

5. **LOCAL LANDOWNER**: "The Municipality will compensate me by buying my land."

6. **LOCAL POLITICIAN**: "This is much needed investment that will benefit the whole community."

B. You should also prepare these **Consequence Cards**:

1. The new road will be very expensive and be paid for by local taxes.

2. Reduced business may mean job losses (not just in the cake shop).

3. Faster driving vehicles use more fuel and this is bad for the environment.

4. The landowner gets richer.

5. The route of the road will go through a forest and affect the wildlife.

6. Reduced neighbourhood traffic should reduce accidents.

7. The construction work will provide jobs.

8. There are local elections later in the year.

9. Further development often follows the building of new roads.

10. The construction may attract anti-road or environmental protesters.

11. New development means new jobs.

12. Land sales and jobs mean more tax revenue.

ACTION

1. Divide the group into six smaller groups and invite them to choose a **Role Card**.

2. Give them all this brief: ***"The municipality is proposing to construct a new road to bypass the town."***

3. From the perspective of their **Role**, the group must **a)** develop their arguments to support their position, and **b)** identify at least three potential challenges to their position and prepare counter arguments. (20 minutes)

4. After 20 minutes, the Facilitator invites each group to choose 2 **Consequence Cards;** they have 5 minutes to discuss and make any revisions to their arguments. (5 minutes)

DISCUSSION (30 MINUTES)

The whole group is brought back together and arranges the chairs in a **Town Hall Meeting** format (see **ACTIVITY 1: TOWN HALL MEETING**):

1. The representatives of each **Role** sit as a group behind a chair in the circle.

2. One person from each **Role** sits in the centre circle; only occupants of these chairs may speak.

3. The facilitator then invites each Role in turn to state their arguments.

4. When all Roles have had their say other people in the groups may step forward and take the chair in the circle; the debate then commences.

5. After 20 minutes the Facilitator stops the debate.

6. The whole group re-arranges the chairs into a large circle.

7. On opposite walls the Facilitator places a card: ☑   ☒

8. The whole group is then invited to vote on the proposition: **"This community approves the construction of the new road."**

EVALUATION (20 MINUTES)

The Facilitator invites the group to share their experiences. Example questions could include:

1. "How easy was it to be your assigned character?"

2. "How did your group decide on its arguments?"

3. "How do you feel about the voting result?"

4. "What persuaded you to vote the way you did?"

5. "Do you feel that your opinions matter?"

6. " How do you feel about the ACTIVITY?"

ADAPTATIONS

How would the group use this ACTIVITY in the future and would they make changes? Capture, record, circulate.

"Being proactive in achieving change, encouraging leadership through practice, giving voice to the unspoken and unheard"

Adellah, UK

ACTIVITY 3:
COOPERATIVE SQUARES

PURPOSE

This ACTIVITY is designed to encourage cooperative ways of working. We were involved in a development education training course a couple of decades ago where this ACTIVITY was used (although called something else); but one of us has vague memories of something similar when they were involved with the Scouts in the 1960s!

TIME REQUIRED

60 - 70 minutes.

RESOURCES

See the last page of this ACTIVITY for the shapes; care must be taken when cutting them out. If you think you might use this ACTIVITY regularly it might be worth considering making the shapes from more durable material than thin card. You will need to make sets for groups of 5 participants so that each group has a complete set between them.
Envelopes. (one per person)
Observer Briefing Sheet.

ACTION

1. Having pre-cut the 5 squares into shapes, mix the pieces up and distribute between the 5 envelopes (not all envelopes need to contain 3 pieces, you could vary it). Mark them as Set 1, Set 2, etc.

2. Form into smaller groups of 5 plus, depending on numbers, one or more observers.

3. Give each group a Set of 5 envelopes for distribution to individuals.

4. The Facilitator explains as follows:

  • The task is for each group to form 5 squares of equal size, one per member
  • There should be no speaking nor assisting each other
  • Members may not take pieces but may give pieces away
  • The task is completed when each group member has made a complete square
  (20 minutes)

5. Before the groups start, the Facilitator gives a Briefing Sheet to each Observer:

- ✓ Note group members' behaviours (hands/eyes/gestures/movements)
- ✓ Record any comments regarding displays of emotion (anger/frustration)
- ✓ How long before any cooperation commences
- ✓ How is cooperation initiated (one or more people/gestures)
- ✓ Does anyone hide their shapes
- ✓ Does anyone complete then just sit back
- ✓ Does anyone prevent others from completing (by finishing their square but not acknowledging that the pieces could be differently distributed so that everyone in the group can complete – it is possible)

6. After 20 minutes, the Facilitator invites the Observers to offer positive feedback to their groups. (10 minutes)

DISCUSSION (20 MINUTES)

1. The plenary discussion takes place after stage 6. Try to get participants to comment on group behaviours (positive and negative).

2. Ask what role non-verbal communication played.

3. Invite comments from Observers.

4. Ask if they think there is further information needed, maybe from other sources, before they could recommend moving on to **ACTION PLANNING**.
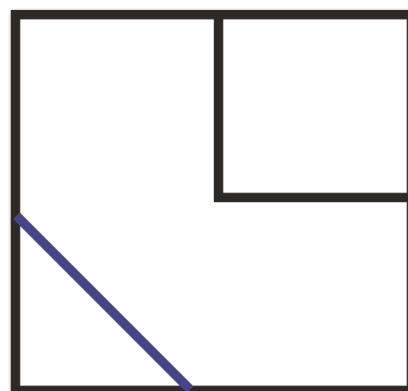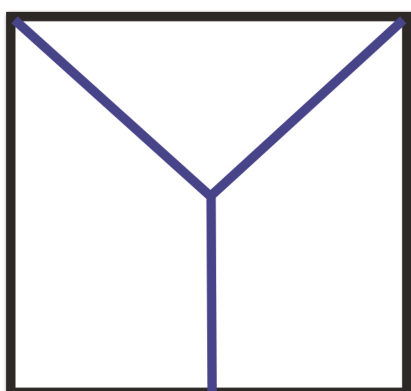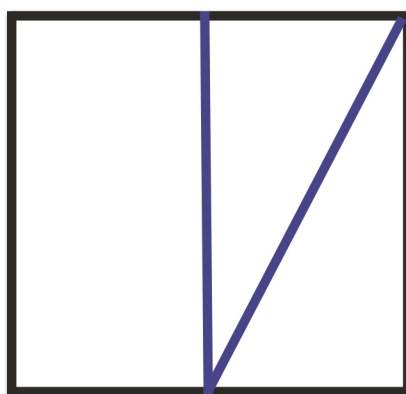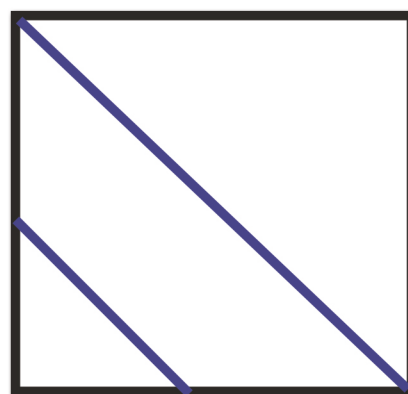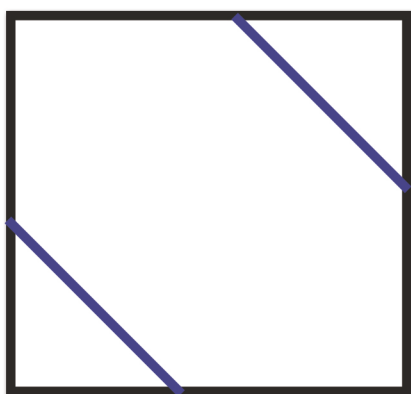
EVALUATION (10 MINUTES)

1. Ask how the participants felt doing **COOPERATIVE SQUARES**? (for example, did they feel selfish completing quickly)

2. "Is **COOPERATIVE SQUARES** effective and relevant for the use to which it is put?"

ADAPTATIONS

How would the group use this ACTIVITY in the future and would they make changes? Capture, record, circulate.

Cooperative squares

ACTIVITY 4: THE PCS MODEL

For this ACTIVITY we are indebted to Margaret Ledwith and Jane Springett for inspiration; their book *Participatory Practice: Community-based Action*, used Neil Thompson's PCS Model to explore the concept of 'participation as social justice' (2010: 26-27).

PURPOSE

Since participation is all about access to power, it is necessary to be clear about the purpose for which participation is sought, define the context, and identify any barriers to potential success. Because the world is an unequal place, Thompson's PCS Model can be used as a tool with which to analyse the context in which we operate; it is not about participation per se but rather is a device to highlight discrimination, acknowledge anti-oppressive practice, and construct effective challenges that create an inclusive and respectful alternative narrative. **WARNING:** This is an intense process and should not be used on the first day of a training course nor as a stand-alone activity.

The Model enables participants to examine themselves, their communities, and wider society from three levels **– P (personal) C (cultural) and S (structural)** and engages participants in an exercise to identify, label, and challenge discrimination and anti-oppressive practice:
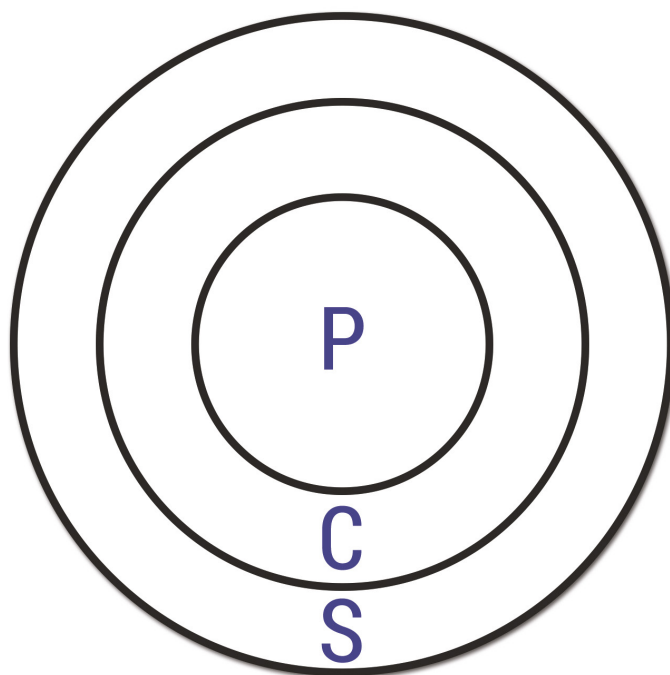
© Neil Thompson, reproduced with the
permission of Palgrave Macmillan

Personal (P) Level

The **Personal** seeks to begin with an exploration of those views we hold individually about self and others. For example, if you are working with a group of young people, you could ask them "What do you think of politicians?" Similarly, with a resident's group you might ask "What do you think about young people?" Starting with the **Personal** enables the participants to locate themselves and their views and begin to understand how those opinions are supported within the cultural and structural contexts; sharing words with others enables the participants to reference their views with those of others – this phase can be challenging. Additionally, this **Personal** phase can reveal much about the participants themselves and so should be handled with sensitivity. Because a participation project will inevitably involve relationships with other individuals and groups, it may be useful to get the group to identify all the other potential parties, both allies and protagonists, and explore the **Personal** views and experiences involved.

Cultural (C) Level

Building on the work undertaken at the **Personal Level**, this next phase, the **Cultural Level**, requires the participants to explore those cultural influences that may impact on effective participation. Initially, participants should identify what constitutes 'culture' in their realities: examples might be sex, age, colour, race, disability, sexuality, social or economic status, lifestyle, culture, religion or beliefs. This list is not exhaustive and the participants should be able to identify further characteristics. These cultural constructs should be examined with respect for diversity and the different cultures and values involved; and identify any potential threats to equality. This could then lead to **ACTION PLANS** to overcome inequality and ensure that everyone involved in a project feels valued and respected and in turn treats everyone else with dignity. Some cultural values may present challenges to some participants and it is important to seek consensus where possible; for example, ideas about right and wrong, or good and bad, should be explored because they are value judgements that come from somewhere; they represent shared ways of seeing, of thinking, and of doing. If unchallenged, these shared practices become a norm and thus acceptable and accepted.

Structural (S) Level

Without getting too heavy, the **Structural Level** offers participants the opportunity to examine their societies and identify where they can see divisions and how these are reinforced through the continuance of cultural norms and the support of personal beliefs. There are some easily identified targets, certain sections of the media, particular political organisations, powerful commercial interests, social institutions, and sections of government. By naming these the participants are then able to explore how and why they operate to create and maintain division. Then they can develop strategies to begin to challenge the distribution of power and resources. But be aware that at this level the dynamics of the political are at play; the societal and the political combine to magnify agents of power and spheres of influence.

Thompson's use of concentric circles is purposive: the **Personal Level (P)**, involving personal feelings, relationships with others, attitudes and conceptions of self, is itself embedded within the **Cultural Level (C)** since we are surrounded by norms, rules, the attitudes of others, and inter-personal interactions, to some of which we contribute, and some we try to escape. Similarly, **(P)** and **(C)** are components located within the **Structural Level (S)** because we are all part of wider society; with varying degrees of connectedness, subject to rules and conventions, and often challenged by those with power and control.

Although embedded, the three elements are still discrete; they are inter-related, reinforcing each other, but still powerful alone. As an individual we can have greatest influence at the **Personal Level**; this decreases when we try to engage at the **(C)** and **(S)** Levels – often the solution is to collectivise, to collaborate, and use each other's complementary skills to achieve change.

TIME REQUIRED

This Activity is very intense and may generate significant emotional engagement by the participants; for this reason we recommend that this ACTIVITY can be the focus of a whole day on a training course (approximately 5 hours). It will be important to structure the day so that there is sufficient time for participants to effectively evaluate their involvement at the end of the day.

RESOURCES

A flipchart sheet with the three concentric circles **PCS**, as above.
Flipchart sheets
Marker pens.
Sticky notes.
Sheets of A4 paper.

ACTION

1. Split into small groups of 4 -5 participants and give each group 3 sheets of flipchart paper and ask them to identify them as **P**.

2. The Facilitator asks everyone to take 3 sticky notes and silently reflect on "What I think or assume about politicians?" and write key words on the sticky notes. (3 minutes)

3. Ensuring that everyone has a turn, groups then post the sticky notes on their **P** sheet headed **'Politicians'** whilst explaining what they have written. This sheet goes on a wall. (about 12 minutes)

4. Repeat No. 2 but this time the Facilitator says "What I think or assume about civil servants?"

5. Repeat No. 3. on another **P** sheet titled **'Civil Servants'.**

6. Repeat No. 2 but this time the Facilitator says "What I think or assume about young people?"

7. Repeat No. 3. on another **P** sheet titled **'Young People'.**

8. The Facilitator invites the whole group to nominate further categories, examples might be: residents groups, business people, the Police, workers in NGOs. This list will depend on the potential partner agencies that may be involved in a project. The group votes and the top two form two additional rounds using Stages No. 2 and No. 3.

9. By this stage there should be a whole wall that represents the collective **Personal Level**.

10. The Facilitator invites the groups to walk around and read the contributions. (10 minutes)

11. The Facilitator asks the participants to form one large group and encourages discussion. (20 minutes)

12. Back in their small groups, participants are asked to mark a new flipchart sheet **C**. The Facilitator explains that they should create a collection of words that defines 'culture' (some examples are given at **Cultural Level** above). (15 minutes)

13. The groups are now asked to identify those words/phrases that may be perceived to exclude, that may be discriminatory, and that may be considered as oppressive to some in the community. (10 minutes)

14. The group transfers each word/phrase on to a separate sheet of A4 paper. Everyone in the group then uses 3 sticky notes to record **Actions** that would contribute to a strategy to combat the issue on the A4. (15 minutes)

15. The Facilitator brings everyone back together in a plenary setting and invites each group by turn to step forward, post their **Cultural Level** flipchart sheet on the wall together with their A4 sheets and sticky notes, and present their work to the others. Allow 5 minutes of discussion at the end of each presentation. (approximately 45 minutes)

16. The Facilitator concludes this stage by inviting any further comments. (10 minutes)

17. The Facilitator introduces the **Structural Level** stage.

18. The Facilitator marks a flipchart sheet **S**. As a whole group, the participants are invited to identify those elements of their society that have influence, power, and access to, and control of, resources (for example, media, politicians, organised religion, there will be others). Encourage examples of what that power, influence, and resource controls looks like. (20 minutes – there will be discussion!)

19. On a separate flipchart sheet the Facilitator writes **Actions** and invites the participants to contribute suggestions for how divisions, control of resources, and blocks to genuine participation, may be successfully challenged. The group should

87

take responsibility for ensuring that every participant has an opportunity to speak and prevent any one person dominating – the Facilitator intervenes if this does not happen. (20 minutes)

DISCUSSION (30 MINUTES)

1. "What 3 things did you learn?" (use sticky notes for posting on wall)

2. "What 3 things will you commit to doing after this ACTIVITY?" (use sticky notes for posting on another part of the wall)

3. Get group to walk around and look at the posts on the walls for 10 minutes.

4. PLENARY: Discuss their impressions based on what they have read on the walls. (20 minutes)

EVALUATION (30 MINUTES)

The Facilitator invites the group to share their experiences. Example questions could include:

1. "How do you feel?" (Encourage everyone to speak if they wish to)

(This question may release strong emotions – be prepared)

2. "Do you feel that you know yourselves better?"

3. "Do you feel that you know your society better?"

4.It is important to finish the day on a positive note. Consider doing an **Energiser** to send everyone away feeling good.

ADAPTATIONS

How would the group use this ACTIVITY in the future and would they make changes? Capture, record, circulate.

For example, this could be one element of a more comprehensive course exploring issues of discrimination and anti-oppressive practice (which is where it is usually used).

REFERENCES

Ledwith, M. and Springett, J. (2010) *Participatory Practice: Community-based Action,* **Bristol: Policy Press.**

Thompson, N. (2006) *Anti-discriminatory Practice (4th edn)***, London: Palgrave Macmillan.**

ACTIVITY 5: CLUSTER MAPPING

PURPOSE

This is an ideas sorting activity that is a natural follow-on from a regular Brainstorming, or similar idea-capturing, session.

TIME REQUIRED

60 minutes

RESOURCES

Flipchart paper.
Marker pens.
Sticky notes (multiple colours).
Prepared headings on A4 coloured card: PROJECT 1, PROJECT 2, etc. Prepared headings on A4 coloured card: ACTION PLANS.
Prepared flipchart sheet marked PARKING SPACE.

ACTION

1. Imagine that the group has already done a Brainstorming session about "New Project Ideas". If they have not already done so, invite them to order them 1, 2, 3, etc using the Dot Voting activity. (10 minutes if voting required)

2. Taking topic 1, create a question on a flipchart sheet. For example, if the new project is to create a Youth Council then the question might be "What must we do to establish a Youth Council?". Invite an artistic participant to draw a picture on the flipchart to accompany the question.

3. Ask each participant to silently consider the question and write ideas on sticky notes. (10 minutes)

4. With the heading Project 1 already on a wall, the Facilitator gathers in all the sticky notes and places them randomly on the wall.

5. The participants then stand and read the sticky notes and start to re-arrange them into themed clusters. (15 minutes)

6. The Facilitator sticks the flipchart sheet PARKING SPACE to the wall so that any sticky notes that don't seem to immediately fit into a group can be "parked". Any duplicate ideas should be kept together since it indicates shared thinking.

7. When the participants have finished the re-arranging, or time has run out, invite

the group to suggest titles for the separate clusters, agree the names, write them on different colour sticky notes (maybe larger ones), and add to the wall. (10 minutes)

8. Ask participants to consider, in silence, how the ideas are arranged in clusters. (5 minutes)

9. Invite any proposals to make changes or introduce new links between clusters (or re-naming if clusters are enlarged); and ask them to consider any ideas in the PARKING SPACE, and what to do with them. (5 minutes)

10. Break the large group into smaller groups of 4 - 5 participants and assign one or more of the clusters, they are named, to each group.

11. Each group now produces an **ACTION PLAN** based on their allocated cluster(s); this should be represented on a flipchart sheet marked:

CLUSTER NAME				
TASK/IDEA	PERSON RESPONSIBLE	RESOURCES NEEDED	DATE TO BE DONE	OTHER
1.				
2.				
3.				
4.				
5.				
Add extra if needed				

This phase may require 20 minutes.

12. The groups post their **ACTION PLANS** on a wall and everyone reads all the sheets. (10 minutes)

13. Ask the participants to suggest an order, 1, 2, 3, etc, for the **ACTION PLANS**. If there are gaps, invite the whole group to suggest how these might be addressed. (10 minutes)

DISCUSSION

1. Ask the participants to identify a named person who will take responsibility for each **ACTION PLAN** and nominate who will have overall responsibility for making it all happen. (5 minutes)

2. Invite closing comments from participants. (5 minutes)

EVALUATION

The Facilitator invites the group to share their experiences. (10 minutes)

ADAPTATIONS

How would the group use this ACTIVITY in the future and would they make changes? Capture, record, circulate.

ACTIVITY 6: SENSES

PURPOSE

This is a reflection activity that encourages a focus on individual perspectives.

TIME REQUIRED

75 minutes

RESOURCES

Nil.

ACTION

1. Ask group to stand in two equal lines facing each other down the middle of the room. The Facilitator should nominate the first person in the line to their right and the last person in the line on their left to form a pair and sit down. Repeat until all participants are in pairs; if there is one person over ask if a pair will invite them to form a trio.

2. In pairs, the brief is to find somewhere else to be for the next 15 minutes and sit or stand together in silence; participants should spend the time focusing on their sensory experience. (15 minutes)

3. After 15 minutes of silence, the pairs should then in turn explain to each other about their experience: what they saw, felt, heard, thought, smelled.

(15 minutes)

4. The whole group returns to the training room. The Facilitator invites someone to start by sharing what insights they had drawn from the ACTIVITY – no comments from others, this is an active listening phase.

(1 - 2 minutes per person)

5. If necessary, the Facilitator may add some thoughts or ideas about the significance of patience, of silence, of being peaceful.

DISCUSSION

1. "How did you decide where to go and what to do?"

2. "How easy was it to do this task?"

3. "Did your partner's description of their experience add to yours?"

EVALUATION

"What will you take away from this task?"

ADAPTATIONS

How would the group use this ACTIVITY in the future and would they make changes? Capture, record, circulate.

ACTIVITY 7: MY RULES

PURPOSE

This is an activity that explores choices both for self and others. Additionally, it provides an opportunity for participants to practise their negotiating skills.

TIME REQUIRED

80 minutes

RESOURCES

Flipchart paper.
Marker pens.
Sheets of A4 coloured card.

ACTION

1. The Facilitator asks all participants to silently reflect on what three new laws they would introduce if they ruled the world. Participants should be told to rank their choices 1, 2, and 3. (10 minutes)

2. Divide the participants into smaller groups of 4 - 5 people.

3. In groups, each participant presents their top choice for a new law and a rationale for why it should be introduced. (10 minutes)

4. Groups are then asked to vote on their first and second choices as a group decision and write these on separate pieces of A4 coloured card. (10 minutes)

5. Bring everyone together as a whole group; each group presents their two choices. The Facilitator fixes the cards to a wall about 60cm apart.

(10 minutes)

6. When all the choices have been presented, the Facilitator asks the participants to stand in a line in front of their preferred new law (this is a simple voting system); everyone **must** vote. (2 minutes)

DISCUSSION (ABOUT 25 – 30 MINUTES)

Facilitate a discussion that addresses the issues involved. Examples could include:

1. "How easy was it to create new laws?"

2. "How easy was it to convince others to abandon their ideas and share yours?"

3. "How did you persuade others?"

4. "Do the new laws favour certain sectors of society and give them privileges denied to others?"

5. "How easy was it to make choices when it came to voting?"

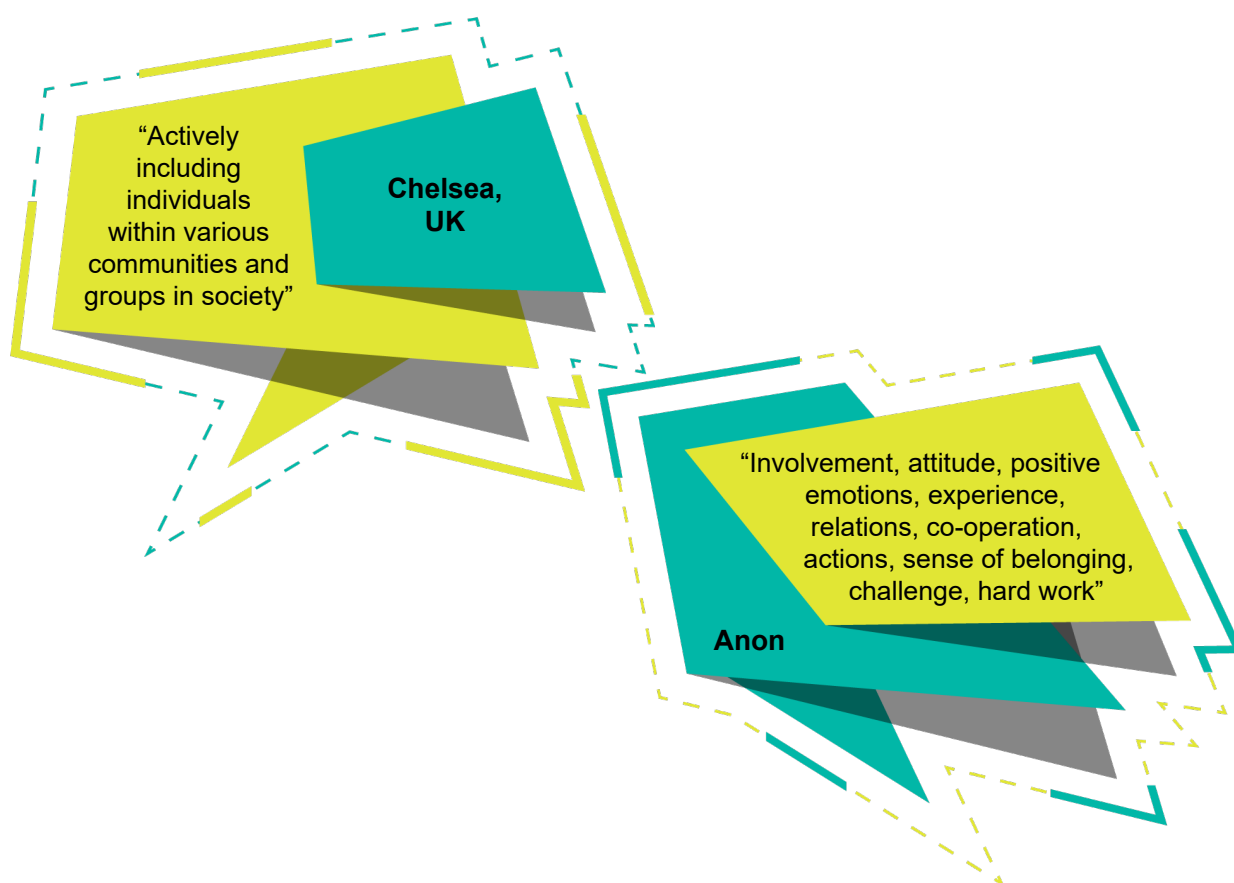6. "How did you fell about being compelled to vote?"

EVALUATION (10 MINUTES)

The Facilitator should encourage every participant to contribute to this section.

QUESTION: "Why might this ACTIVITY be relevant to your organisation?"

ADAPTATIONS

1. Depending on the group, it might be relevant to use the ACTIVITY to explore issues that are significant in their reality at either a national or municipal level.

2. How would the group use this ACTIVITY in the future and would they make changes? Capture, record, circulate.

"Actively including individuals within various communities and groups in society"

Chelsea, UK

"Involvement, attitude, positive emotions, experience, relations, co-operation, actions, sense of belonging, challenge, hard work"

Anon

ACTIVITY 8: MY PLACE

PURPOSE

This is an activity that enables participants to consider their local environment from their perspectives and that of others; and requires them to make limited choices.

TIME REQUIRED

115 minutes

RESOURCES

A **RECORD CARD** (A4 card) like this for each participant:

NEIGHBOURHOOD IMPROVEMENTS FOR………………..	ALLIES	CHALLENGES	ACTIONS	NOTES
1.				
2.				
3.				
4.				
5.				

Flipchart sheets.
Marker pens.
Sheets of coloured dots for voting.

ACTION

1. Give each participant a **RECORD CARD.** Ask them to write in the Neighbourhood Improvements box which group in the community they are considering; the Facilitator may suggest such groups as "Young People", or "Elders", or "People with disabilities", or "Students", or "Refugees", depending on the participants and what the focus is of their training programme. The Facilitator may take participants through a pre-determined list of different groups in order to elicit empathy for others, or to produce a wider profile of the neighbourhood.
2. Individually, participants highlight which 5 improvements should happen in their neighbourhoods; list individuals and/or organisations that might be **Allies**; identify

where **Challenges** might come from; determine a sequence of **Actions;** and record any relevant **Notes.** (15 minutes)

3. The Facilitator should now arrange the participants into pairs so that they can share their plans. (10 minutes)

4. Splitting the pairs, create 3 or 4 groups and get participants to share again. Each group produces a list of improvements on a flipchart sheet; the Facilitator encourages the participants to consider amalgamating their suggestions. (20 minutes)

5. Bring everyone back into a whole group and each group presents their lists before sticking them on the wall. (15 minutes)

6. Give each participant 10 coloured dots and invite them to vote for their preferred improvements; advise them that they cannot place more than 4 of their dots in favour of any single idea. (10 minutes)

DISCUSSION (25 MINUTES)

1. "Did anything seem impossible to achieve?"

2. "Who has power in your communities?"

3. "How can you engage in creating power-sharing?"

EVALUATION (20 MINUTES)

The Facilitator should encourage every participant to contribute to this section. The ACTIVITY has the potential to engender some emotional responses so the Facilitator needs to be prepared.

Example questions could include:

1. "Were your choices selfish in favour of you and people like you?" (highlights potential for privilege and bias)

2. "How easy was it to empathise with the needs of others?"

3. "How do you feel about the voting process?"

4. "What persuaded you to vote the way you did?"

5. "Do you feel that your opinions matter in your community?"

6. " How do you feel about the ACTIVITY?"

ADAPTATIONS

How would the group use this ACTIVITY in the future and would they make changes? Capture, record, circulate.

ACTIVITY 9: VALUE LINE

PURPOSE

This is a simple activity that explores individual values; it can be linked to other activities to expand a particular theme. It will be familiar to a lot of readers so be creative in how and when to use it.

TIME REQUIRED

Varies depending on the topic

RESOURCES

Sheets of A4 coloured card on which are written **AGREE** and **DISAGREE**.

ACTION

1. The Facilitator places the two A4 cards at opposite ends of the room and explains that participants should imagine a line between the two.

2. The Facilitator reads out a statement and invites the participants to stand up and place themselves along the line to reflect their position relative to the statement. Depending on the programme, statements may have already been agreed with the organisation but if not here are some examples: "Our government should stop accepting any more refugees."; "The future belongs to young people, so people over 65 should no longer have the vote."; "People who identify as trans should be allowed to use toilets of their choice in public buildings.". Any question can be used.

3. The Facilitator invites participants to explain why they are standing in a particular position.

4. When everyone who wants to speak has spoken, the Facilitator invites participants to move if they wish to change their positions.

5. Movers are invited to offer an explanation for their change. (10 minutes)

DISCUSSION (about 25 – 30 minutes)

Facilitate a discussion that addresses the issues involved. Examples could include:

1. "How easy was it to take a position?"

2. "Did you manage to persuade others to change position and join you?"

3. "How did you fell about the topics?"

EVALUATION (10 MINUTES)

The Facilitator should encourage every participant to contribute to this section.

QUESTION: "Why might this ACTIVITY be relevant to your organisation?"

ADAPTATIONS

1. Depending on the group, it might be relevant to use the ACTIVITY to explore issues that are significant in their reality at either a national or municipal level.

2. How would the group use this ACTIVITY in the future and would they make changes? Capture, record, circulate.

ACTIVITY 10: DOT VOTING

PURPOSE

This simple activity has a multitude of applications. It will be familiar to a lot of readers so be both creative and judicious in how and when it is used.

TIME REQUIRED

Varies depending on the topic but usually quick.

RESOURCES

Sheets of coloured dots; you can also use stars, triangles, squares, or even those lines of coloured tape that come with wall planners (stick them end-to-end to produce a linear vote).

ACTION

1. First you have to have something to vote on! The ACTIVITIES in this Handbook, and others in your repertoire, generate ideas from participants either as a wall of sticky notes or a flipchart list from a Brainstorming session. Where we have indicated the use of **DOT VOTING** in this Handbook, we have also recommended how many dots per participant but there are no absolute rules, so tailor them to the task at hand.

2. After votes are cast, and priorities identified, this will often lead into a new ACTIVITY or discussion or provide an **ACTION PLAN** for your organisation.

3. The next step depends on how you use **DOT VOTING**.

DISCUSSION

Any discussion will be relevant to the theme at issue.

EVALUATION

QUESTION: "Is **DOT VOTING** effective and relevant for the use to which it is put?"

ADAPTATIONS

How would the group use this ACTIVITY in the future and would they make changes? Capture, record, circulate.

ACTIVITY 11: GENERATOR

PURPOSE

This basic activity has a wide range of applications. As an alternative to the usual Brainstorming activity, this will produce lots of ideas for future work.

TIME REQUIRED

50 minutes.

RESOURCES

A variety of sticky notes: colours, shapes, sizes – the more the better.
Prepared **QUESTIONS** on A4 card. (agreed with the organisers in advance of the session).
Marker pens.

ACTION

1. The Facilitator posts an A4 card **QUESTION** on a wall space.

2. In silence, participants write their ideas in answer to the A4 **QUESTION** on sticky

notes; one answer per note. (10 minutes)

3. Participants are invited forward to post their notes on the wall under the **QUESTION** and offer a brief explanation – no discussion. (10 minutes)

4. When everyone has posted, anyone who has been inspired to write additional notes may post them on the wall. (2 minutes)

5. This ACTIVITY can be repeated if there are several linked **QUESTIONS.**

6. The ideas generated will be returned to later in the training event depending on the purpose for which they were created: additional ACTIVITIES may be used, for example, **CLUSTER MAPPING** or **DOT VOTING**, to further explore a theme.

DISCUSSION (MAXIMUM 20 MINUTES)

Any discussion will be relevant to the theme at issue.

EVALUATION (5 MINUTES)

QUESTION: "Is **GENERATOR** effective and relevant for the use to which it is put?"

ADAPTATIONS

How would the group use this ACTIVITY in the future and would they make changes? Capture, record, circulate.

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ACTIVITY 12:
QUESTIONS, QUESTIONS

The inspiration for this ACTIVITY was a conversation, a few years ago, in a Reykjavik bar with our good friend Lars Lagergren.

PURPOSE

This activity allows participants to thoroughly interrogate an issue before beginning to address the possible solutions. It is recommended that only one problem should be explored using this ACTIVITY in any session. The issues could come from a quick round of **GENERATOR** or may have already been identified prior to the training event.

TIME REQUIRED

At least 60 minutes.

RESOURCES

Flipchart sheets.
Sticky notes.
Marker pens.
A pre-determined issue to be examined. (as agreed with the session organisers)

ACTION

1. The Facilitator fixes flipchart sheets, landscape style, in a line on to the wall (one sheet for every 6 participants).

2. In the top left-hand corner they write the issue to be considered, for example, "Service users' voices are not heard by decision-makers." Or "Why should we spend money on youth projects?"

3. Each participant has five sticky notes that they number 1 – 5.

4. The Facilitator asks the participants WHY? the issue is a problem and asks them to record their immediate response on their number 1 note. (2 minutes)

5. The Facilitator then asks the participants to consider WHY? they believe that the answer on note 1 is correct and write that on note 2. (2 minutes)

6. Participants continue to ask WHY? after notes 3, 4, and 5. (6 minutes)

7. If participants are being particularly productive it may be necessary to extend the

process to note 6, but probably not beyond 10.

8. Invite participants up to the wall in turn to post their notes, numerically, in a descending column (note 1 at the top). The final presentation should be a series of adjoining columns. (20 minutes)

9. The Facilitator places a new flipchart sheet on the wall, portrait-style.

DISCUSSION (20 MINUTES)

1. Facilitate a discussion around the posted statements and try to reach consensus as to the 5 most significant remarks that address the problem.

2. Seek agreement about a ranking order from 1 to 5 that best illustrates the collective assessment of the problem.

3. Agree to return to the issues with a later ACTIVITY to begin to address solutions through **ACTION PLANNING**.

EVALUATION (10 MINUTES)

QUESTION: "Is **QUESTIONS, QUESTIONS** effective and relevant for the use to which it is put?"

What ACTIVITY would enable participants to seek solutions (either from this Handbook or from their experience)?

ADAPTATIONS

How would the group use this ACTIVITY in the future and would they make changes? Capture, record, circulate.

"Developing the power to gain a voice and be heard"

Adam, UK

ACTIVITY 13: TEAM THINK

PURPOSE

This activity will produce lots of ideas for **any** topic at issue. By doing it in silence it reduces the influences of participants who may dominate and prevents groupthink.

TIME REQUIRED

80 minutes. (longer if more than 3 topics are presented)

RESOURCES

Pre-printed A4 cards, various colours (enough of each colour for all small groups), like this:

ACTION

1. The Facilitator splits the large group into smaller groups of 5 – 6 people.

2. Each group is given an A4 card with the printed grid.

3. The Facilitator gives out the first topic (may be pre-determined by the organisers or created by the group in another ACTIVITY) and asks the groups to write that in the large box in the middle of the card. (2 minutes)

4. In silence, participants write in one small box their solution to the topic; this allows for individual creativity without exposure to criticism.

5. They then hand the card to the person on their right, who writes their own comment

in another box. The card continues to be passed to the right until all boxes have comments. (15 minutes)

6. The Facilitator collects in the cards and issues a new colour card with a new topic. As they collect each batch of cards the Facilitator posts these on a wall space.

7. Participants repeat stages 4 and 5. (30 minutes assuming a total of 3 topics)

8. This cycle is continued until the agreed number of cards have been distributed and completed (or interest is decreasing!).

9. When all the cards are on the wall, invite participants to wander around and read the collective wisdom of the groups.

10. It may be appropriate to use **DOT VOTING** to highlight the top three most interesting ideas or **CLUSTER MAPPING** to organise into themes.

DISCUSSION (20 MINUTES)

1. "What do the group want to do with their creative ideas?"

2. "Would an ACTIVITY around **ACTION PLANS** assist?"

EVALUATION (10 MINUTES)

1. How did the participants feel writing in silence? Is it more or less useful than talking?

2. "Is **TEAM THINK** effective and relevant for the use to which it is put?"

ADAPTATIONS

How would the group use this ACTIVITY in the future and would they make changes? Capture, record, circulate.

ACTIVITY 14: FISHBOWL

PURPOSE

This is a long-standing and favourite activity that asks participants to focus on their active listening and observation skills. The name, **FISHBOWL**, refers to the fact that some participants are active and others just watch them, like fish in a bowl! Ideas for discussion should be identified **before** this ACTIVITY using **TEAM THINK, GENERATOR**, or a conventional Brainstorming session.

TIME REQUIRED

120 minutes.

RESOURCES

Pre-printed A4 cards for **Observers**, one colour per round of discussions (probably 3 or 4), like this:

OBSERVER RECORD	TOPIC:
Point 1:	Support (seen, heard, people, ideas, etc)
Point 2:	Support
Point 3:	Support
Point 4:	Support
Point 5:	Support

ACTION

1. The Facilitator asks the participants to arrange the chairs in two concentric, inward-facing, circles, one inside the other, of equal numbers of chairs.
2. Each participant is assigned to sit in either the inner or outer circle by the simple method of 1/2, oranges/lemons, A/B, or your favourite style of separating participants.

3. Each outer circle participant is given an A4 card with the printed **OBSERVER** grid.

4. The Facilitator gives out the first topic and asks the **OBSERVERS** to write it in the "Topic" box on the top right hand side of the card.

5. The Facilitator tells the inner circle participants that they may now begin discussing the chosen topic.

6. The role of the **OBSERVERS** is to record the discussion points, number 1, etc, that emerge in the conversation: for "Support" they should note what evidence the speaker offers; who agrees, either verbally or non-verbally; note any significant non-verbal behaviour (give an example); any interesting ideas.

7. After 15 minutes, the Facilitator collects in the **OBSERVER** cards, the participants swap places from outer to inner circles, and the new **OBSERVERS** are issued a new colour card and the Facilitator announces a new topic. As they collect each batch of cards, the Facilitator posts these on a wall space.

8. It is recommended that participants should have two turns in conversation and two turns as **OBSERVERS**.

DISCUSSION (ABOUT 45 MINUTES)

1. Invite someone to volunteer to start describing their experience of being in the inner circle; then move on to the person on their right and complete for all participants.

2. Invite someone to volunteer to start describing their experience of being in the outer circle; then move on to the person on their left and complete for all participants.

3. If necessary, focus their descriptions: "How easy was it being silent?"

4. "How easy was it to pay attention, to focus?"

5. "What were the distractions?"

6. "Was there any difference on the second round of being an **OBSERVER**?"

EVALUATION (10 MINUTES)

1. How did the participants feel writing in silence? Is it more or less useful than talking?

2. "Is **FISHBOWL** effective and relevant for the use to which it is put?"

ADAPTATIONS

How would the group use this ACTIVITY in the future and would they make changes? Capture, record, circulate.

ACTIVITY 15: METAPHOR

PURPOSE

This ACTIVITY is designed to enable participants to move beyond the conventional understanding and interpretation of things; its purpose is to allow free ideas to flourish and encourage creativity – to identify objects that represent a metaphor to enable deconstruction of problems and solutions. Ideas for consideration should be identified before this ACTIVITY using **TEAM THINK, CLUSTER MAPPING, GENERATOR**, or a conventional Brainstorming session.

TIME REQUIRED

70 - 85 minutes. (depending on which cards are used)

RESOURCES

Either a set of post cards with random images or a blank set of A4 coloured card.
Flipchart sheets.
Marker pens.

ACTION

1. If choosing the blank A4 card option, the Facilitator hands an A4 card to each participant.

2. As mentioned in the PURPOSE section above, the issue to be addressed should already be identified using another ACTIVITY. Here the Facilitator reminds the group of the issue.

3. The group is asked to suggest a random list of things, for example, a tree, a house, etc.; the Facilitator writes these on a flipchart. Ensure that everyone has made at least one suggestion. (15 minutes)

4. Participants are then asked to draw a simple picture of one suggestion on the A4 card and write 3 significant elements: for example, if someone suggests a tree their comments might be that it has deep roots, provides leaves to enrich the soil, and is fun to climb. (10 minutes)

5. When everyone in the group has drawn their picture and written their comments the Facilitator asks a volunteer to collect them and post on a wall.

6. Participants are invited to talk about their picture and the metaphors presented. The Facilitator records "Similarities" and "Solutions" on two flipchart sheets.
(20 – 30 minutes)

OR IF USING PRINTED POST CARDS

1. To begin, the post cards are shuffled and distributed amongst the participants.

2. Taking an issue from whatever list has previously been generated (by **TEAM THINK**, **CLUSTER MAPPING**, **GENERATOR**, or other means), the Facilitator asks each participant to use the card they are holding and silently consider how the picture on the card might offer a solution. (10 minutes)

3. Participants are invited to share their pictures (posted on a wall) together with how it is similar to the problem and what solutions it suggests. The Facilitator records "Similarities" and "Solutions" on two flipchart sheets.
(20 – 30 minutes)

DISCUSSION (20 MINUTES)

1. Ask how easy or difficult it was using a picture as a **METAPHOR**.

2. If they seem keen, ask participants if they want to begin working on **ACTION PLANS** now.

EVALUATION (10 MINUTES)

1. How did the participants feel producing **METAPHORS**?

2. "Is **METAPHOR** effective and relevant for the use to which it is put?"

ADAPTATIONS

How would the group use this ACTIVITY in the future and would they make changes? Capture, record, circulate.

ACTIVITY 16: AGENT CHANGE

PURPOSE

This ACTIVITY is designed to capture participants' imaginations and encourage them to think about the organisation's future. Ideas for consideration should be identified before this ACTIVITY using **TEAM THINK, CLUSTER MAPPING, GENERATOR**, **SWOT**, or a conventional Brainstorming session.
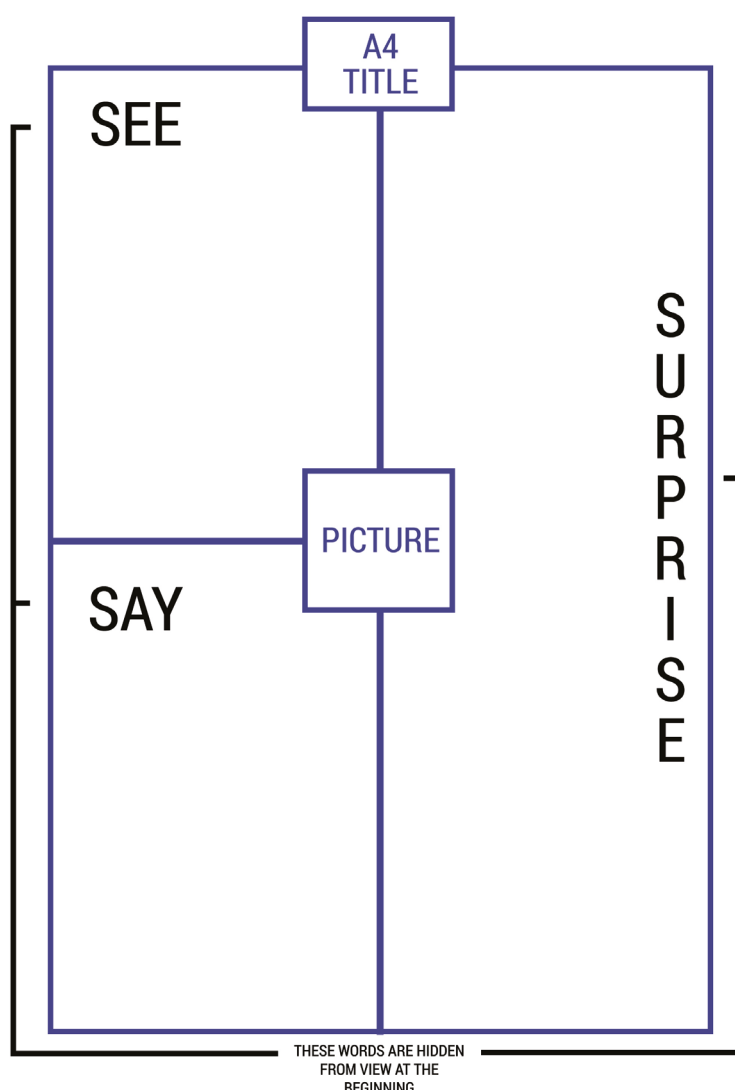
TIME REQUIRED

75 minutes.

RESOURCES

A set of A4 images of superheroes, for example, Spiderman, Deadpool, Cat Woman, Batman, Black Widow, The Incredible Hulk, Storm, Wolverine, Captain America, Superman, etc.

Set of A4 coloured cards with titles: For example, issues identified as "Weaknesses" or "Threats" in a **SWOT** ACTIVITY.

Marker pens.

Glue sticks.

Flipchart sheets (1 per group) marked like this:

	A4 TITLE	
SEE		S U R P R I S E
SAY	PICTURE	

THESE WORDS ARE HIDDEN FROM VIEW AT THE BEGINNING

ACTION

1. The Facilitator should ask if any of the participants are familiar with comic superheroes such as Batman, get them to name a few. Hopefully there will be someone in the group who can just briefly say what these characters do.

2. Participants are broken into small groups of 4 – 5 people.

3. The groups are each given a sheet of flipchart paper and asked to copy the layout in the above diagram.

4. Groups are invited to pick an A4 card with an issue or topic written on it and glue in place, at the top, as in the diagram.

5. Groups are invited to pick an A4 picture of a superhero and glue in place as in the diagram. (if someone does not know about their character, ask the group expert to advise)

6. The Facilitator removes the paper covering the word in the top left position and asks the groups to use their imaginations to be their superhero and, in the upper left section of the diagram, quickly record what they think their superhero would **see** about the situation on the topic card, for example "Young people would not be interested in forming a Youth Council." (10 minutes)

7. The Facilitator, removing the cover, then asks the groups to record, in the lower left section of the diagram, what they think their superhero would **say** regarding the situation. (10 minutes)

8. For the final element, and removing the cover, the Facilitator invites participants to stop being rational, to stop over thinking the issue or topic, and just come up with **surprise** ideas, not any or all of which have to be at all practical – be creative! Record these in the long section on the right half of the diagram.

9. As all the participants have been exploring their group personas as **AGENT CHANGE** (perhaps the group superhero expert can reference Marvel's Agents of Shield), now is their opportunity to step forward and present their work. (5 minutes for each group)

10. The facilitator should encourage discussion around the themes as they emerge.

DISCUSSION (ABOUT 20 MINUTES)

1. Encourage discussion around common themes and record on a flipchart.

2. Get the group to agree a rank order for the themes to inform future work plans.

3. Ask the group to make a list of the most improbable suggestions on the flipcharts and highlight those on which they would like to do further work in the future.

EVALUATION (10 MINUTES)

1. How did the participants feel getting into character?

2. "Is **AGENT CHANGE** effective and relevant for the use to which it is put?"

ADAPTATIONS

How would the group use this ACTIVITY in the future and would they make changes? Capture, record, circulate.

ACTIVITY 17: VIEWPOINT

PURPOSE

This ACTIVITY is designed to enable participants to pool their knowledge and look at situations from a different perspective. To promote an awareness of the European Union and the Erasmus+ Programme. This is not a geography test!

TIME REQUIRED

65 - 70 minutes.

RESOURCES

4 x A3 (or larger) maps of Europe without any features.
(A copy for educational purposes may be found here: https://www.eduplace.com/ss/maps/pdf/eur_countrynl.pdf)
(an answer map for the Facilitator is here: https://www.eduplace.com/ss/maps/pdf/eur_country.pdf
A list of EU countries and a list of the Council of Europe countries. (for use by Facilitator)
Marker pens.

ACTION

1. The Facilitator fixes the maps to four different spaces around the training room; **they are fixed upside down**.

2. The large group is split into four smaller groups and each is assigned to a map.

3. The groups must first write in the names of the countries on the map. (20 minutes)

4. Then they must write in the names of the capital cities. (15 minutes)

5. The Facilitator tells the groups that, regarding all the participants in the room, if any of their countries are missing from the map then they should add them to the picture. (depending on the group, it may not be necessary to give this instruction)

DISCUSSION (ABOUT 20 MINUTES)

1. "How easy was it to do the tasks?" (there should be some mention of the maps being upside down since it was deliberate in order to alter the **VIEWPOINT**, to disrupt our conventional thinking)

2. Ask participants if they identified every country and capital. Use all participants as a resource to help groups complete their maps. Facilitator to prompt if they are struggling (for example, not everyone might identify Kosovo or Andorra)

3. "Were any participant's countries missing from the map?"

4. If yes, ask why? If no, ask why you might ask the question. (For Erasmus+ there is a difference between Programme and Partner countries, so explain)

5. "What skills did they use to achieve the tasks?" (expect knowledge, experience, instinct; anything else?)

6. "Does looking at something from another perspective bring different insights?" Ask for examples.

EVALUATION (10 MINUTES)

1. Ask how the participants felt doing **VIEWPOINT**?

2. "Is **VIEWPOINT** effective and relevant for the use to which it is put?"

ADAPTATIONS

How would the group use this ACTIVITY in the future and would they make changes? Capture, record, circulate.

"An active process, voicing views leading to change, empowerment and value"

Fiona, UK

ACTIVITY 18: TANGLE

PURPOSE

This ACTIVITY is designed to highlight the difference between insider and outsider knowledge and resourcefulness. Since this is a physical ACTIVITY, and depending on the group, it may be necessary to be sensitive to issues of culture, gender or ability.

TIME REQUIRED

45 minutes.

RESOURCES

A group of people.

ACTION

1. The Facilitator asks for 3 volunteers. (1 person will be an Observer, the other 2 will be Managers)

2. With the Observer and Managers standing aside, the group is asked to stand in a circle and hold hands. They are then instructed to get themselves into a complicated tangle without letting go.

3. When the group is in a complicated **TANGLE**, the Facilitator asks the Managers to place their hands behind their backs and, without touching anyone, and using verbal instructions only, tell the group how to unravel themselves. The group is advised to only follow instructions and not converse or use any initiative. (the Observer makes notes)

4. If they are not untangled after 10 minutes the Facilitator advises the group to let go of their hands and re-form the circle.

5. The Managers can now join the circle. The group is asked to join hands and create a new tangle.

6. Instruct the group to untangle themselves, in silence, back into a circle.
(usually 2 -3 minutes) (the Observer is still making notes!

DISCUSSION (ABOUT 20 MINUTES)

1. Ask the group about following instructions. (the Managers were given the power to issue instructions)

2. Ask the Managers about their experience of giving instructions.

3. Invite comments from the Observer.

4. Ask the group about their experience, in the second **TANGLE**, without outsiders giving instructions.

5. Invite any further comments from the Observer.

6. Ask the group how relevant they consider this ACTIVITY as a means of exploring power dynamics. Invite examples.

EVALUATION (10 MINUTES)

1. Ask how the participants felt doing **TANGLE**? (for example, some may have felt personally uncomfortable)

2. "Is **TANGLE** effective and relevant for the use to which it is put?"

ADAPTATIONS

How would the group use this ACTIVITY in the future and would they make changes? Capture, record, circulate.

ACTIVITY 19: THE CHAIR CHALLENGE

PURPOSE

This is a popular ACTIVITY that explores multiple themes: conflict, power, disruption, and collaboration. Depending on the group, it may be necessary to be sensitive to issues of culture, gender, or physical ability (but may provide naturally selected Observers).

TIME REQUIRED

60 minutes.

RESOURCES

Chairs, at least one for every participant plus a few extra.

3 x A5 cards each with one of these instructions:
· *Put all the chairs in a circle (you will have 15 minutes)*
· *Put all the chairs near the door (you will have 15 minutes)*
· *Put all the chairs near the window (you will have 15 minutes)*

ACTION

1. Ask the participants to simply re-arrange the chairs in a random manner in the training room.

2. Arrange the participants into 3 equal sized groups. Ask if any participants are qualified in First Aid! Invite 1 person in each group to be an Observer; take them aside and explain that their tasks are to record what they see and be prepared to give feedback at the end.

3. The Facilitator explains that the task will commence when they say "START" and will cease when they say "STOP". The Facilitator advises that the tasks must be completed in **silence**.

4. Ask one group to leave the room for a few minutes, giving them their card as they leave; take another group to a corner of the room and give them their instruction card; and ask the third group to sit on any of the chairs, and then give them their card.

5. The Facilitator tells the groups in the room that they may "START"; they invite the outside group back into the room, explaining that they too may "START".

6. All participants are instructed not to share their instructions with anyone else and they are reminded that they must follow their task in silence.

7. Although the groups have been given 15 minutes, the Facilitator should use their judgement about stopping the task earlier or allowing it to run longer (but probably for no more than 25 minutes).

8. The Facilitator says "STOP".

DISCUSSION (ABOUT 20 MINUTES)

1. Ask the group about how easy or difficult it was to follow the instructions. (achieving the task, keeping silent)

2. Ask how they would describe the way they worked as teams.

3. Did anyone consider, or do, anything disruptive (for example, organise a sit down protest, try to take away the chairs, organise between the groups)

4. Invite comments from the Observers.

5. Ask the group what they would have done if they had been allowed to talk.

6. Ask the group if they have any solutions that would achieve each group's objective

(for example, placing all chairs in a large circle between the window and the door, or splitting the tasks by first making a circle, then placing them near the door, then near the window)

7. Did anyone consider breaking the rules (for example, by putting a third in a circle, a third near the door, and a third near the window)

8. Did anyone consider a disruptive tactic (for example, writing DOOR and WINDOW on flipchart paper and placing them within a circle of chairs). Discuss "disruption" as a tactic.

9. Ask the group how relevant they consider this ACTIVITY as a means of exploring power dynamics. Invite examples.

EVALUATION (10 MINUTES)

1. Ask how the participants felt doing **THE CHAIR CHALLENGE**? (for example, some may have felt personally uncomfortable)

2. "Is **THE CHAIR CHALLENGE** effective and relevant for the use to which it is put?"

ADAPTATIONS

How would the group use this ACTIVITY in the future and would they make changes? Capture, record, circulate.

ACTIVITY 20: REVOLVER

PURPOSE

This popular ACTIVITY is a simple device to enable groups to explore issues and themes that may have been identified by using, for example, **TEAM THINK, GENERATOR**, **SWOT, CLUSTER MAPPING** or **TASK MATRIX,** or a conventional Brainstorming session.

TIME REQUIRED

90 minutes.

RESOURCES

Flipchart paper.
Marker pens.

ACTION

1. Assign participants either 1/2, A/B, or your favourite method of grouping people. Ask half the group to place their chairs in an outward-facing circle and to then sit down. The remaining participants should then arrange their chairs in an outer circle, about 1.5 metres away, facing the other participants and also sit down.

2. The Facilitator then gives the group their first task (from a set of themes that have been pre-determined either by the group through another ACTIVITY or by the organisation; for example, "What is good about 'Participation'?").

3. Participants on the outer circle spend 2 minutes giving an example that illustrates the issue; the inner circle participant keeps notes and may ask questions.

4. After 2 minutes the Facilitator instructs the outer circle participants to move two seats to their left; a related issue, for example "What is difficult about 'Participation'?" is presented for 2 minutes.

5. This should be repeated for two more rounds with new variations on the theme.

6. The Facilitator then asks the participants to swap chairs between inner and outer circles.

7. A new subject is offered for discussion and goes on for four rounds. (10 minutes)

8. The Facilitator then asks the inner circle participants to take their chairs and form another inward-facing group elsewhere in the training room (or in another room).

9. There are now two groups that have been keeping notes on separate subjects. Their task is to devise a graphic representation of their subject based on the conversations in which they have been involved. (20 minutes)

10. All participants come back together and each group shares their graphic and explains the issues. (20 minutes)

DISCUSSION (ABOUT 20 MINUTES)

1. Ask how easy it was, in the inner circle, to actively listen and take notes. (they may say they were distracted by other conversations – good, help them explore how we make sense of the "noise" that often surrounds us)

2. "Was there a difference being in the inner circle as opposed to the outer circle?"

3. When in the outer circle, did they find that with each subsequent round they found new things to say about the subject?

4. "How helpful were their notes when compiling the graphic representation?"

EVALUATION (10 MINUTES)

1. Ask how the participants felt doing **REVOLVER**? (for example, did they feel as if they were repeating themselves?)

2. "Is **REVOLVER** effective and relevant for the use to which it is put?"

ADAPTATIONS

How would the group use this ACTIVITY in the future and would they make changes? Capture, record, circulate.

ACTIVITY 21: CHAIN REACTION

PURPOSE

This ACTIVITY is a planning tool. It is action-oriented, so requires ideas that the group can get involved with straight away; ideas for consideration should be identified before this ACTIVITY using **TEAM THINK, CLUSTER MAPPING, GENERATOR**, **SWOT**, or a conventional Brainstorming session. This ACTIVITY can be delivered in several ways: Option 1, divide the whole group into six smaller groups with each being assigned one of the printed A3 sheets; Option 2, in small groups, but all groups given the same printed A3 sheet in sequence; or Option 3, the ACTIVITY can be broken up into six separate (short) sessions and take just one A3 sheet at a time – it all depends on how the group is performing. The questions are set out in a sequence because once you have determined "WHAT" the next link in the chain is the reactive question "WHY", and so on.

TIME REQUIRED

180 minutes. (Option 2; shorter for Options 1 & 3)

RESOURCES

A3 paper sheets pre-printed "WHAT", "WHY", "WHO", "HOW", WHERE", "WHEN" (with the word in the middle).
A ball of string.
Selection of clothes pegs or clips, and pins.
Marker pens.

ACTION

1. The participants are divided into groups and are given the A3 sheet printed "WHAT". (for this example, we are using Option 2, above)

2. The Facilitator asks them to consider the agreed idea, for example, "Starting a Youth Council", or "Developing a Service User Group".

3. Their task is to discuss the idea and consider "WHAT" has to be done to achieve it, recording their suggestions on the sheet; for example, "Involve some young people". (20 minutes)

4. The Facilitator calls 'time' after 20 minutes and issues the next A3 sheet "WHY"; and subsequently does the same with the four remaining sheets. (100 minutes)

5. Each group is given a length of string and some clips; their task now is to fix the A3 sheets in line on the string in the order, from left to right, "WHAT", "WHY", "WHO", "HOW", "WHERE", "WHEN" – representing the chain reaction from one question to the next. (5 minutes)

6. The Facilitator invites each group to fix their line between two points in the room and talk through their suggestions. (20 minutes)

7. To close the ACTIVITY, the Facilitator reminds the group that they now have a large set of suggestions that addresses each of the key questions; these will form the basis of another ACTIVITY around **ACTION PLANNING**.

DISCUSSION (ABOUT 20 MINUTES)

1. Ask how easy it was to focus on one single question at a time.

2. Ask if the six questions were sufficient to draw out good information.

3. Ask how they might use (in outline only at this stage) the data they have generated.

4. Ask if they think there is further information needed, maybe from other sources, before they could recommend moving on to **ACTION PLANNING**.

EVALUATION (10 MINUTES)

1. Ask how the participants felt doing **CHAIN REACTION**? (for example, did they feel as if they were repeating themselves?)

2. "Is **CHAIN REACTION** effective and relevant for the use to which it is put?"

ADAPTATIONS

How would the group use this ACTIVITY in the future and would they make changes? Capture, record, circulate.

ACTIVITY 22: MOOD BOARD

PURPOSE

This popular ACTIVITY is a device to enable groups to express ideas using visual methods; useful if some participants are quieter than others.

TIME REQUIRED

90 minutes.

RESOURCES

Flipchart paper.
Marker pens.
Sticky tape, adhesive sticks, scissors, string, clips, and assorted office supplies.
The participants should each have been asked to bring a selection of ten magazines, flyers, postcards, swatches, photos, or artifacts to contribute to a collective resource.

ACTION

1. The participants place all of their collected materials on the training room floor.

2. The Facilitator explains that the purpose of this ACTIVITY is to create a graphic representation using all the resources in the room. (some creative people might want to go outside and collect leaves or sticks!)

3. Small groups, 4 – 5 people, are created (perhaps national groups if it is an international Erasmus + project, or themed groups such as youth workers or civil servants, or just random).

4. The Facilitator announces the theme, for example, "Culture", "Identity", "Youth", etc. (themes may have previously identified by another ACTIVITY, for example, GENERATOR).

5. Groups have 60 minutes to create.

DISCUSSION (ABOUT 20 MINUTES)

1. Ask how easy it was to address the theme.

2. Ask what additional resources they might have wanted.

3. Ask how they want to use their creations. (they may be good starters for a conversation around the topic)

EVALUATION (10 MINUTES)

1. Ask how the participants felt doing **MOOD BOARD**? (for example, did they feel as if it was a bit silly?)

2. "Is **MOOD BOARD** effective and relevant for the use to which it is put?"

ADAPTATIONS

How would the group use this ACTIVITY in the future and would they make changes? Capture, record, circulate.

ACTIVITY 23: AIRPORT

PURPOSE

This ACTIVITY is a simple device to release positive thinking. It is action-oriented, so requires ideas that the group can get involved with straight away. Ideas for consideration should be **negative** ones identified before this ACTIVITY using **TEAM THINK, GENERATOR**, **SWOT**, or a conventional Brainstorming session. This ACTIVITY can be used to create material that could then be used in, for example, **CLUSTER MAPPING** or **TASK MATRIX** as a means of taking a project to the next phase.

TIME REQUIRED

90 minutes.

RESOURCES

A4 sheets of coloured paper. (four colours for every participant)
Sheets of A4 white paper with pre-printed statements/words. (the negative ones referred to above)

ACTION

1. The participants are each given a sheet of coloured paper.

2. The Facilitator reads out the statement/word on their sheet, for example, if the group are considering the issue of blockages that impede youth participation then the words might be "Obstructive adults".

3. The participants are told they have 5 minutes, working on their own, to write on their sheet suggestions for challenging "Obstructive adults".

4. Participants are then told to fold their paper into the shape of an aeroplane; when all are folded, the Facilitator nominates a corner of the room and all planes are launched there. This **AIRPORT** is marked with the appropriate white sheet statement. (3 minutes)

5. The group moves over to the **AIRPORT** and each participant picks up a plane (not their own).

6. Each person takes a turn to read the remarks on their chosen plane; the group spends no more than 3 minutes in discussion per plane. (60 minutes if 20 participants)

7. At this stage, the Facilitator needs to exercise their judgement: either to check with the group if they want to repeat stages 2 – 6 with a new issue; or, if they think the group needs to move on to another ACTIVITY (maybe using **CLUSTER MAPPING** or **TASK MATRIX**, to develop their ideas), recommend that they can return to **AIRPORT** elsewhere in the programme and consider a new issue. (2 minutes)

DISCUSSION (NO MORE THAN 10 MINUTES)

1. The discussion takes place at stage 6.

2. Ask if they think there is further information needed, maybe from other sources, before they could recommend moving on to **ACTION PLANNING**.

EVALUATION (10 MINUTES)

1. Ask how the participants felt doing **AIRPORT**? (for example, did they feel silly making paper planes? Silly is ok because play is an important learning tool)

2. "Is **AIRPORT** effective and relevant for the use to which it is put?"

ADAPTATIONS

How would the group use this ACTIVITY in the future and would they make changes? Capture, record, circulate.

"Creating opportunities and enabling space to have a voice"

Jo, UK

ACTIVITY 24: TASK MATRIX

PURPOSE

This ACTIVITY is attributed to former US President Dwight Eisenhower. It can be used in several different ways: Option 1, as an individual process, where participants have their own copy of the **TASK MATRIX**; Option 2, in small working groups; or Option 3, as a whole group ACTIVITY where the Facilitator draws the diagram on a flipchart. This is an organisational ACTIVITY to aid with priority setting. A range of project tasks may have been identified using, for example, **TEAM THINK, GENERATOR, SWOT**, or a conventional Brainstorming session.

TIME REQUIRED

105 minutes.

RESOURCES

Either A4 cards or flipchart paper with this diagram

ACTION

1. If using Option 1, all participants have an A4 card with the diagram. The Facilitator announces the theme, for example, "Starting a Youth Council".

2. Participants should work on this individually, populating the spaces on the A4 card with their ideas. (15 minutes)

3. After 15 minutes the Facilitator invites the participants to get into pairs and discuss their suggestions. (10 minutes)

4. After 10 minutes the Facilitator forms the pairs into groups of 4 – 6 people; they must now refine their ideas. (20 minutes)

5. After 20 minutes the Facilitator gets everyone back into one large group. Each group presents their **TASK MATRIX**. (20 minutes)

6. The Facilitator asks the group to create a hybrid **TASK MATRIX** that the group can use in the future for **ACTION PLANNING**. (10 minutes)

DISCUSSION (ABOUT 20 MINUTES)

1. Ask how easy it was to work alone as compared to working in pairs or groups.

2. Ask if the chosen theme gave them scope for inspiration (or was it boring!).

3. Ask how they might use (in outline only at this stage) the data they have generated.

4. Ask if they think there is further information needed, maybe from other sources, before they could recommend moving on to **ACTION PLANNING**.

EVALUATION (10 MINUTES)

1. Ask how the participants felt doing **TASK MATRIX**? (for example, did they feel as if they were repeating themselves?)

2. "Is **TASK MATRIX** effective and relevant for the use to which it is put?"

3. Ask if they think it is a tool they would use, perhaps on an individual basis.

ADAPTATIONS

1. Using Option 1 generates the most data and enables the quieter group members to contribute more; useful as a beginning process when it is necessary to examine a lot of elements in a process. Options 2 and 3 speed up the process and may be more effective with more critical issues.

2. How would the group use this ACTIVITY in the future and would they make changes? Capture, record, circulate.
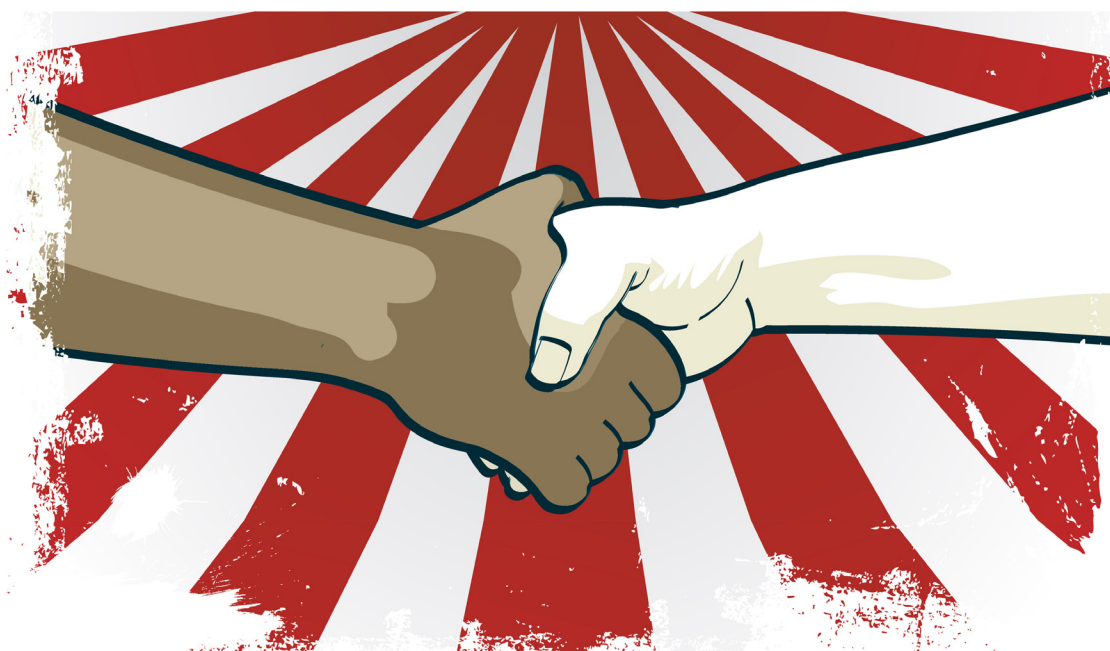
ACTIVITY 25: WORLD CAFE

PURPOSE

This well-established, indeed world famous, ACTIVITY is very popular for a whole range of purposes; it is an old favourite. Find more information, resources, and inspiration, at www.theworldcafe.com. Stopping at a café is not a long-term activity but is convivial (usually!), involves conversation, and has a purpose.

TIME REQUIRED

105 minutes.

RESOURCES

Tablecloths that can be written on; one per table.

ACTION

1. The Facilitator must set the room out in advance: tables to seat 4 – 5 people; tablecloths; a variety of coloured marker pens for each table.

2. As people enter the training room, the Facilitator assigns the number 1 to sufficient participants to ensure one per table and asks them to sit at any table. The remainder of the participants are asked to sit at any table but to try and avoid sitting with people they know well. (5 minutes)

3. In advance, the Facilitator will have prepared a series of questions on a relevant theme (or been given them by the organisers). The Facilitator poses the question, for example, "Are Youth Councils necessary or relevant?", and invites participants to discuss the issue and record their thoughts and ideas on the tablecloths (using words, pictograms, symbols, etc.) – ask them to leave a circular clear space approximately 20cm diameter in the centre of the tablecloth. (20 minutes)

4. After 20 minutes, the Facilitator asks the number 1s to remain seated, and act as 'hosts'; the rest of the participants should separate and move to different tables as 'ambassadors' taking ideas with them to build on those recorded on the tablecloth of their new table. Depending on the group, the Facilitator may repeat the question posed in 3. or move the topic along by asking, for example, "How can Youth Councils have impact?". Again participants should discuss and record. (20 minutes)

5. After 20 minutes, repeat stage 4. The Facilitator either offers a new question or repeats the original. In addition to recording their new ideas, participants are also asked to populate the central open spaces, either by writing/drawing or using arrows, those elements on their tablecloths that are important as priorities or are emerging themes – they can assign numbers to indicate priority if they wish. (20 minutes)

DISCUSSION (ABOUT 20 MINUTES)

1. The Facilitator should now invite each table to present their tablecloth (could be hung on washing line with string and pegs or just stuck to a wall) – discussion should help to build on themes.

2. Ask how they might use (in outline only at this stage) the data they have generated.

3. Ask if they think there is further information needed, maybe from other sources, before they could recommend moving on to **ACTION PLANNING**.

EVALUATION (10 MINUTES)

1. Ask how the participants felt doing **WORLD CAFE**? (for example, did they feel as if they were repeating themselves?)

2. "Is **WORLD CAFE** effective and relevant for the use to which it is put?"

ADAPTATIONS

How would the group use this ACTIVITY in the future and would they make changes? Capture, record, circulate.

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