Can Community and Youth Work Frameworks for Analysing Participation have Multi-Disciplinary Application?

Kate Sapin
Community and Youth Work Studies
Developing local participation

What is the role of members of the community who have participated in your research, organisation or projects:

• To inform or be informed?
• To be consulted or to direct?
• To be a partner or to manage?

Examples from experienced community workers

Analysing the level of power and control?
Various ways to identify participation

- Levels of power and control
- Roles and responsibilities of participants
- Dimensions of space and place
- Progression of participation
A SELECTION OF COMMUNITY AND YOUTH WORK MODELS OF PARTICIPATION
For example: progression

Schulenkorf's (2010) Model for Community Empowerment. (126)

Kate Sapin, Community and Youth Work Studies

**Participation as situated practice**

<table>
<thead>
<tr>
<th>Who?</th>
<th></th>
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<tbody>
<tr>
<td>Why? Or why not?</td>
<td></td>
</tr>
<tr>
<td>What?   (Breadth)</td>
<td></td>
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<tr>
<td>What in? (Breadth)</td>
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<tr>
<td>How? (Depth)</td>
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<td>How else? (Dimensions)</td>
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<tr>
<td>Where? (Context: spaces and places)</td>
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<td>When? (Context: time)</td>
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<td>So what? (Outcomes)</td>
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Smit (2013) Dimensions and levels of student participation

• Level of decision-making
• Focus of decision-making
• Content of decisions
• Nature of participation activity
• Frequency and duration
• Characteristics and number of children and young people involved

(based on Kirby, et al, 2003)
Are any of the models from community and youth work transferable to apply to your research, teaching/learning and/or impact on professional practice?
Participation in different arenas of our work

University and communities

Professional practice

Teaching & learning & assessment

Research

Kate Sapin, March 2013
ROLES IN PARTICIPATION
Druin (2002:4) Categorisation of children’s roles in the design of new technology
## Definition of roles

| **Working for youth as beneficiaries** | Defined as the basics of a good intervention for young people:  
• Youth as beneficiaries implies they are a target group and are adequately informed;  
• Explicitly focuses on youth issues through documentation;  
• Can prepare the ground for working with youth as partners. |
| **Engaging with youth as partners** | Defined as:  
• Collaborative interventions, where young people are fully consulted and informed;  
• Implies mutual co-operation and responsibility;  
• Recognises that young people generally need experience working at this level before progressing to becoming leaders and initiators of development (if appropriate) – a progression which not all will want or be able to make. |
| **Supporting youth as leaders** | Defined as:  
• Enabling youth-initiated and directed interventions;  
• Opening up a space for youth-led decision-making (delegation) within existing structures, systems and processes. |
Weidemann and Femers (1993:357)
Degree of public participation

<table>
<thead>
<tr>
<th>Public participation in the final decision</th>
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<tbody>
<tr>
<td>Public participation in assessing risk and recommending solutions</td>
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<tr>
<td>Public participation in defining interests and determining the agenda</td>
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<tr>
<td>The public right to object</td>
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<tr>
<td>Informing the public</td>
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<tr>
<td>The public right to know</td>
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<tr>
<td>Form</td>
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<td>--------------</td>
</tr>
<tr>
<td>Nominal</td>
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<tr>
<td>Instrumental</td>
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<tr>
<td>Representative</td>
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<tr>
<td>Transformative</td>
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White, 1996:7

Do they have a voice? Are they being heard?

- Women?
- Black people?
- LGBT?
- Local people?
- Disabled people?
- Old people?
- Working class people?
- Young people?
LEVELS OF POWER & CONTROL
Roger Hart, Children’s participation, (1992:8)

Models of Participation, Kate Sapin, February 2014
Scott Davidson (1998), Wheel of Participation
Hear by right: A spectrum of involvement

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<tr>
<td>Adults make key decisions but consult young people. They take their views into account and give feedback about decisions and actions.</td>
<td>Young people represent their peers and represent the youth view on an adult-initiated issue. Again adults take views into account and give feedback about decisions and actions.</td>
<td>Young people share responsibility for decision making with adults.</td>
<td>Young people are given responsibility for a project and the outcomes. Staff advise and monitor.</td>
<td>Young people generate ideas for action and make all the major decisions. Adults are available for consultation, but do not take charge.</td>
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Power moves to adults

Power moves to young people
### Sofia Hussain, 2010, The Design Participation Ladder

<table>
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<tr>
<th>Level of participation</th>
<th>Characteristics</th>
<th>Hussain, 2020:111</th>
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| Empowered              | • Children learn design skills and take part in developing new solutions  
                         • Designers put great effort into seeking and understanding children’s opinions, and children are thereby given real possibilities for influencing the product or services being designed |                 |
| Consulted              | • Children are asked about what they need and want, but are not directly included in the design of products or services  
                         • Designers put effort into finding ways for children to express their views according to their culture and level of development |                 |
| Included               | • Only adults are consulted  
                         • Children might be observed while testing products, prototypes, or services and asked simple questions, but are not given many opportunities to share views on needs and desires |                 |

Degrees of community participation in research (Banks, et al, 2013: 7)

1. **Community-controlled and -managed**, no professional researchers involved.

2. **Community-controlled with professional researchers** managed by and working for the community.

3. **Co-production**: equal partnership between professional researchers and community members.

4. **Controlled by professional researchers** but with greater or lesser degrees of community partnership, e.g.
   - Advisory group involved in research design or dissemination.
   - Trained community researchers undertake some/all of data gathering, analysis, writing.
   - Professional researcher uses participatory methods (e.g. young people take photos).

DIMENSIONS OF PLACE AND SPACE
Cornwall (2002:2) Considering the Spatial Aspects of Participation

Positioned

Located

Situated

Dislocated

Disassociated

Displaced
Characterizing and Measuring Participation in Out-of-School Time Programs

Indicators of Participation

1. **Intensity** – the amount of time youth participate in a program during a given period. Intensity has been measured in terms of hours per day, days per week, and weeks per year.

2. **Duration** – the history of participation. Duration is distinct from intensity. Intensity addresses current participation, whereas duration addresses the number of years youth have participated. For example, two youth may participate with the same intensity (e.g., 3 days per week), but for different durations (e.g., 1 year versus 5 years).

3. **Breadth** – the variety of participation (Eccles & Barber, 1999). Variety refers to whether participation is focused on one or more types of activities within and/or across programs. For example, many OST programs incorporate breadth by offering children a variety of activities (e.g., reading time, sports, dance). Other programs specialize in one type of activity, such as baseball. In this case, youth can achieve higher breadth by participating in multiple activities across a variety of programs.
Factors shaping participation

The factors shift in significance over time and are in turn shaped by the impact of participation itself – and operate at different levels:

• **Individual**, including motivations, personality, identity and resources.

• **Relationships and social networks**, including an individual’s family, friends, neighbours, colleagues and wider social networks.

• **Groups and organisations**, through which people participate, including their structures, processes and culture.

• **Local environment and place**, including local spaces, events, institutions and politics.

• **Wider societal and global influences**.
PROGRESSIVE PARTICIPATION
Defining terms
Adopted from Health Council Canada 2000

OECD (2001) *Citizens as Partners*
Information, Consultation and Public Participation in Policy-Making,
Organisation for Economic and Cooperative Development Publishing.
DOI: 10.1787/9789264195561-en
Evolution of participatory design projects for marginalized people (children in this case) (Hussain, et al, 2012)
Pathways to Participation

1. Children are listened to.
   - 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?

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?

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?

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?

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?

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

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COMMUNITY AND YOUTH WORK
PROFESSIONAL VALUES & PRACTICE
United Nations
Human Rights Of The Child

• States Parties shall assure to the child who is capable of forming his or her own views
• the right to express those views freely in all matters affecting the child, the views of
• the child being given due weight in accordance with the age and maturity of the child.

(UNCRC; OUNHCR 1989, Article 12.1)
Motives for participation

**Legal motives**, which emphasise children’s right to participate.

**Social motives**, which emphasise the community aspects of student participation, and position it as a first real-life time event on the path toward citizenship and democracy (for example, Rudduck and McIntyre 2007, Cook-Sather 2009); we can see this reflected in a concern for democratic education and education for citizenship, as well as in the aim to establish an inclusive practice.

**Innovative motives**, which emphasise that students have relevant insights that the school can make use of when reforming the curriculum in a broad sense. That also creates commitment and ownership (see Thomson and Gunter 2006, Rudduck and McIntyre 2007, Cook-Sather 2009), leading to a more informed basis for educational development and for changes and innovations in education and to a stronger connection with the needs, capacities and perspectives of students.

**‘Pedagogische’ motives**, which emphasise that teachers – out of a genuine belief in their potential – should invite students to contribute their own opinions and ideas (see Rudduck and McIntyre 2007, De Winter 2009); this position can be found in the desire for more open and positive teacher–student relationships and in students’ personal growth, empowerment and increased motivation and self-confidence as intended outcomes.
Core Values for the Practice of Public Participation (IAP2)

- Public participation is based on the belief that those who are affected by a decision have a right to be involved in the decision-making process.
- Public participation includes the promise that the public's contribution will influence the decision.
- Public participation promotes sustainable decisions by recognizing and communicating the needs and interests of all participants, including decision makers.
- Public participation seeks out and facilitates the involvement of those potentially affected by or interested in a decision.
- Public participation seeks input from participants in designing how they participate.
- Public participation provides participants with the information they need to participate in a meaningful way.
- Public participation communicates to participants how their input affected the decision.
Creightonon (1983)
Identification of stakeholders

**Proximity.** Citizens living near where a project or plan is implemented are more vulnerable than people living at longer distances from the new project.

**Economic.** Some citizens may experience financial gain or loss depending on their relationship to the new project.

**Use.** A new regional plan involving the construction of a motorway may limit some people’s use of a resource or facility due to for example to barrier effects.

**Social.** A project or policy may threaten a tradition or culture, or it may significantly alter the demographic structure of a community.

**Values.** A group may be affected only in terms of how an action relates to its values.
Types of participation

1. a combination of no or low level of access and no or low level of citizen participation. A good example of this could be the process of locating a military facility where access to information as well as public consultation is limited due to security.

2. A high level of access to information but low level of citizen involvement. The traditional way of doing environmental impact assessments is a good example for this category, where huge amounts of information are supplied to the public, but a real participation of the citizens is not possible because of the complexity of the issue.

3. an unusual situation where the level of public participation is rather high whereas the level of access to information is absent or low.

4. a combination of a high level of access to information and a high degree of public participation as well. This could be the situation where a group – an NGO or similar – with sufficient expert knowledge retrieves and possibly downloads all available information and makes its own calculations on impact assessments and scenario analysis. Due to the comparatively high level of information and knowledge on both sides, the right foundation for a fruitful active public participation will be present.
Boxall & Beresford (2013)
Emancipatory user-led or ‘survivor’ research

key commitments in service user research in disability studies and social work:

• seeking to equalise the social relations of research production between researcher and researched; and

• aiming to advance the empowerment of the subjects of research as well as being directly committed to broader social change.
Ethical principles for participatory research (Banks, et al, 2013:14)

1. Mutual respect
2. Equality and inclusion
3. Democratic participation
4. Active learning
5. Making a difference
6. Collective action
7. Personal integrity
Hodgson’s five conditions for youth participation and empowerment

David Hodgson stipulates in Participation of children and young people in social work (1995) that young people need to have:

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**.
Steps to participation, White, 1996

1. Recognise that this is a political issue
2. Analyse the interests represented
3. Recognise that participation and non-participation, while they always reflect interests, do not do so in an open arena ----

If participation means that the voiceless gain a voice, we should expect this to bring some conflict.

(White, 1996:14-15)
Features of the Participatory Research Technique (Anyanwu, 1988:15)

1. Subjective commitment on the part of the researcher to the people under study.
2. Becoming a participatory social actor.
3. Actively endeavouring to understand the underlying conditions with a view to finding lasting solutions to such problems.
4. Engaging in an educational process for both the researcher and the community through dialogue and discussion.
5. Having respect for the people's capability to produce knowledge, and their potential to analyze it: challenging the notion that only professional researchers can generate knowledge for meaningful social reform.
Dimensions: a spectrum or continuum

(Brodie, et al, 2009;20)

unstructured ↔ structured
informal ↔ formal
passive ↔ active
individual ↔ collective
one-off ↔ ongoing
unpaid ↔ paid
reactive ↔ proactive
self-interested ↔ altruistic
resisting social change ↔ driving change
PRINCIPLES FOR EFFECTIVE COMMUNITY ENGAGEMENT

(1) Prepare communities before engaging.
(2) Determine what level of engagement is needed.
(3) Integrate community engagement into each phase of the project cycle.
(4) Include traditionally excluded stakeholders.
(5) Gain free, prior and informed consent.
(6) Resolve community grievances through dialogue.
(7) Promote participatory monitoring by local communities.

World Resources Institute
### The four dimensions of community participation

<table>
<thead>
<tr>
<th>Capacity</th>
<th>Inclusivity</th>
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<tbody>
<tr>
<td>How partnerships provide the resources required by communities to participate and support both local people and those from partner agencies to develop their understanding, knowledge and skills.</td>
<td>How partnerships ensure all groups and interests in the community can participate, and the ways in which inequality is addressed.</td>
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<thead>
<tr>
<th>Communication</th>
<th>Influence</th>
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<tr>
<td>How partnerships develop effective ways of sharing information with communities and clear procedures that maximise community participation.</td>
<td>How partnerships involve communities in the ‘shaping’ of regeneration plans / activities and in all decision.</td>
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</table>

Who will participate in the decisions ahead?

Kate Sapin, Community and Youth Work Studies
je participe
à participes
il participe
nous participons
vous participez
ils profitent

Kugelberg & Vermes, 1968: 198