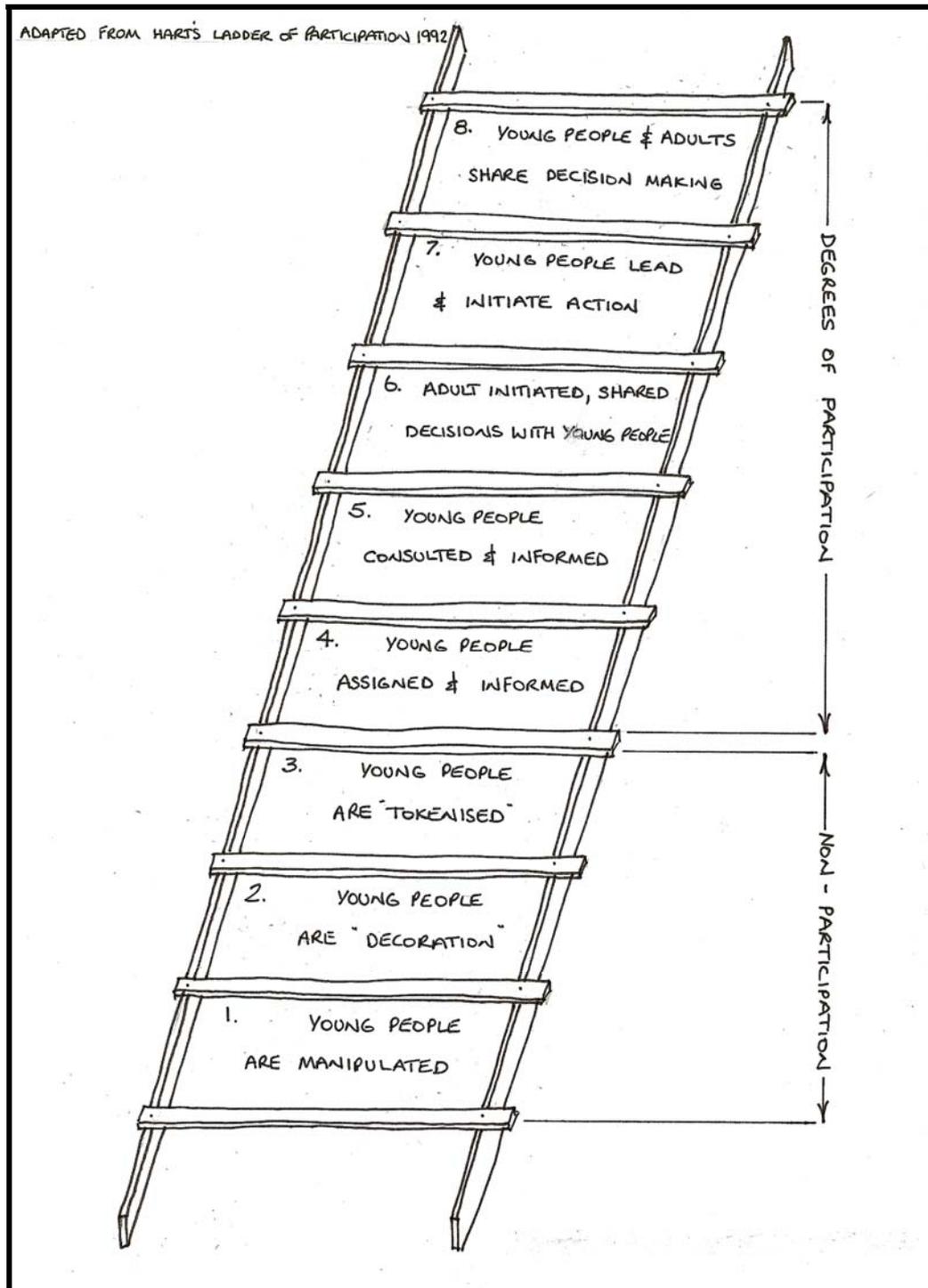


TITLE: EMPOWERMENT THROUGH PARTICIPATION	
Aim (what for?)	<p>AIM To aid the process of young people’s self empowerment by exploring the concepts and potential positive outcomes of involving them in decision making processes.</p> <p>OBJECTIVES To identify where, on the “ladder of participation”, are the young people in your organisation.</p> <p>To identify the challenges to full participation.</p> <p>To identify examples of good practice that facilitate young people’s participation.</p>
Group (whom for?)	All
Material needed	<p>Copies of “Participation – Key Concepts” and “Intersectionality”. (See following pages)</p> <p>Flip Chart paper and pens.</p>
Duration	1.5 hours
Description	<p>METHODOLOGY Introduce the ladder of participation as a way of looking at different levels of young people’s participation from “manipulated” (bottom of ladder) to “shared decision making” (top of the ladder). Distribute the “Empowerment through Participation” handout.</p> <p>Divide the participants into small groups. Ask the small groups to identify where on the ladder of participation they think young people within their organisation feature and why. What are the difficulties and barriers? How can they promote young people’s full participation?</p> <p>After the allocated time reconvene the full group and take feedback on where they think young people are on the ladder of participation.</p> <p>Ask the small groups to give feedback, to the full group, on their ideas on how to facilitate young people’s participation and identify some examples of good practice. Record these on the flipchart.</p>
Further info/Source	<p>Lynne Tammi (2008) Hart’s Ladder of Participation (1992) Arnstein’s Ladder of Citizen Participation (1969)</p>
Tool types	Group Activity.
Tool topics	Empowerment, Participation.

PARTICIPATION – KEY CONCEPTS

Using the concept of the “ladder of citizen participation”, developed by Sherry R. Arnstein (1969), Roger A. Hart (1992) describes eight stages of young people’s participation, with the lowest representing the least participation.



LEVELS OF PARTICIPATION

8) Young person led, shared decisions with adults

Young people initiate projects and decision-making is shared between young people and adults. These projects empower young people while at the same time enable them to access and learn from the life experience and expertise of adults.

7) Young person led and directed

Young people initiate and direct a project. Adult role is motivator/mentor.

6) Adult led, decisions are shared with young people

Adults initiate projects but the decision-making is shared with young people.

5) Consulted and informed

Young people are consulted on adult initiated projects. The young people are informed about how their input will be used and the outcomes of the decisions made by adults.

4) Assigned but informed

Young people are given a specific role and informed about how and why they are being involved.

3) Tokenism

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

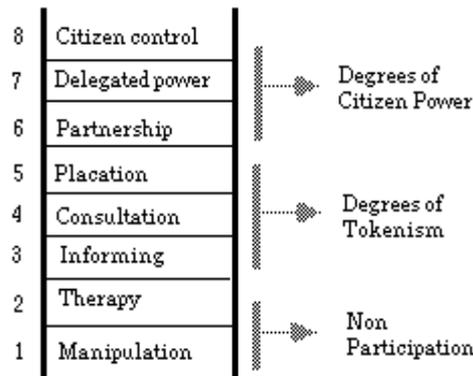
Young people are used to strengthen a cause, although adults do not pretend that the cause is young person led.

1) Manipulation

Adults use young people to strengthen a cause and pretend that the cause is young person led.

ARNSTEIN'S LADDER OF CITIZEN PARTICIPATION

Sherry Arnstein, writing about citizen involvement in planning processes in the United States, described the ladder of citizen participation as:



1. Manipulation and **2. Therapy**. Both are non participative. The aim is to cure or educate the participants. The proposed plan is best and the job of participation is to achieve public support by public relations.

3. Informing. A most important first step to legitimate participation. But too frequently the emphasis is on a one-way flow of information. No channel for feedback.

4. Consultation. Again a legitimate step attitude surveys, neighbourhood meetings and public enquiries. But Arnstein still feels this is just a window dressing ritual.

5. Placation. For example, co-option of handpicked 'worthies' onto committees. It allows citizens to advise or plan ad infinitum but retains for power holders the right to judge the legitimacy or feasibility of the advice.

6. Partnership. Power is in fact redistributed through negotiation between citizens and power holders. Planning and decision-making responsibilities are shared e.g. through joint committees.

7. Delegated power. Citizens holding a clear majority of seats on committees with delegated powers to make decisions. Public now has the power to assure accountability of the programme to them.

8. Citizen Control. Have-nots handle the entire job of planning, policymaking and managing a programme e.g. neighbourhood corporation with no intermediaries between it and the source of funds. **Sherry R. Arnstein (1969)**

WHAT IS INTERSECTIONALITY?

Intersectionality (or Intersectionalism) has its roots in the North American Feminist Movement, and more specifically the Black Feminist Movement, of the 1990's. The concept was first mooted by [Kimberle Crenshaw](#) and was later mainstreamed into female social justice discourse by [Patricia Hill Collins](#) as "an analysis claiming that systems of race, social class, gender, sexuality, ethnicity, nation, and age form mutually constructing features of social organization, which shape Black women's experiences and, in turn, are shaped by Black women". (Collins, P. H. (2000). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment* (2nd ed.). NY: Routledge.)

Essentially, in female social justice discourse, Intersectionality empowers the individual to make sense of their own reality. Intersectionality is based on the premise that individuals have a complex mix of identities, such as religion, race, family, culture, socio-economic status, which influence the way they participate, and thus gender is just one (albeit important) part of the equation in terms of their empowerment and participation. The action of "naming" these identities is in itself a key step in the empowerment process in that it leads to a greater understanding of the (positive and negative) impact that the multiple identities have on the individual's capacity to participate, on a basis of equality, at all levels of society.

Though initially devised as a tool for female situational analysis Intersectionality can be applied across the gender spectrum.

INTERSECTIONALITY = The complex mix of identities which influence the way an individual participates at all, or any, level of society. These include the following:

