

Activity Name	On the ladder
Goals	<ul style="list-style-type: none"> • Right to participate in government and free elections • Right to participate in the cultural life • Freedom of opinion and information <p>Participants reflect on the meaning of youth participation and discuss ways of increasing their own participation in the local community.</p>
Description	<ol style="list-style-type: none"> 1. Trainer introduces the main aim of the activity <p><u>PART I: What is the ladder of participation? (45 minutes)</u></p> <ol style="list-style-type: none"> 1. Ask participants what they understand by the term "youth participation". 2. Hand out the diagram of the ladder of participation and explain that this is one model for thinking about different ways of participating. Briefly discuss the different levels. https://www.youthpower.org/youth-drg-toolkit-3-models-roger-hart-ladder 3. Divide the group into 8 small groups. Allocate one level of participation to each group and ask them to prepare a short 2–3-minute role play to illustrate the level they have been allocated. 4. When the groups are ready, invite them to present their role plays in turn. Allow questions or time for comments between the different role plays if participants want. <p><u>Part II: How we participate</u></p> <ol style="list-style-type: none"> 5. Ask participants to work individually for 5 minutes, trying to find examples in their own lives for as many of the 8 levels as they can. Tell them to think about what they do in all aspects of their lives: at home, school, clubs, work and with family and friends. 6. Then invite participants to share their examples in small groups of 4-5

	<p>people. While discussing the examples, ask participants to come up with ideas for obstacles (things that stop them from moving up the ladder) and enabling factors (things that help them to move up the ladder). They should write each idea on a separate "post-it".</p> <p>7. While the groups are discussing, stick the prepared headings "obstacles" and "enabling factors" on the wall about 2 metres apart. Then bring the groups into plenary and ask them to stick their papers on the wall under the headings.</p> <p>8. Review the two lists with the participants. Ask for clarification about any ambiguous statements and try to resolve any disagreements between participants about the positioning of the statements.</p> <p>9. Now put the "control" and "no control" headings up on the wall under the first headings and ask participants to sort each list into two sub-lists according to whether the statements are about things that they have (or could have) control over, or whether the statements refer to external factors that are out of their control.</p> <p>10. Finally review the positions of the papers in the four lists. Then go on to the evaluation and debriefing.</p>
Type of activity	Role play
Duration	1h30 minutes
Space & Materials	<p><i>Space:</i> A spacious room.</p> <p><i>Materials:</i> Paper, handouts, Flipchart, markers</p>
Learning Outcomes	<p>After the completion of the activity, the participants should be able to:</p> <ul style="list-style-type: none"> ➤ Reflect on the ways young people can participate and the factors which impede or facilitate their participation ➤ Develop skills to co-operate, organise and take action together with others ➤ Cultivate a sense of responsibility for one's own actions

Module	Promoting Citizenship & Democratic Values
Source	https://www.coe.int/en/web/compass/citizenship-and-participation

Ladder of participation

