

Unit – Participation and Democracy

Learning Outcomes <i>The learner will</i>	Assessment Criteria <i>The learner can</i>
1. Understand the benefits to the young person, the organisation and society as a whole of young people being involved in democratic processes	1.1 Give examples from practice of the benefit of participation in democratic processes to young people 1.2 Give examples from practice of benefits of young people’s participation to the organisation itself 1.3 Give examples from practice of the benefits of young people’s participation for society
2. Understand the language and terminology of participation and democracy and be familiar with Hart’s “ladder of participation”	2.1 Use the language and terminology of participation and democracy both theoretically and with examples from practice within their organisation 2.2 Describe the stages of Hart’s “ladder of participation” and how they relate to young people’s participation in their organisation
3 Gain knowledge of the main goals and principles for participation as they are expressed in national and international policies and conventions	3.1 Outline the relevant EU policies on youth participation 3.2 Outline the relevant sections of the UN Convention on the “Rights of the Child” 3.3 Outline relevant national policies affecting youth participation
4 Understand the different roles the Youth Worker can play in developing young people’s participation	4.1 Discuss the different roles a youth worker can take in developing young people’s participation and when it is appropriate to adopt them 4.2 Give examples from practice of different roles they have taken to facilitate young people’s participation
5 Be aware of and be able to reflect on their own attitude to young people’s empowerment	5.1 Describe the differences between traditional and democratic leadership. 5.2 Discuss their own “hope and fears” about allowing young people to make decisions and take responsibility 5.3 Reflect on their own values and practice in relation to shared decision making with young people

<p>6 Understand the democratic structure of their own organisation</p>	<p>6.1 Outline the aims of youth work within their own organisation</p> <p>6.2 Describe their own organisation's structure and decision making processes.</p> <p>6.3 Distinguish between the responsibilities of the organisation, youth workers and young people.</p>
<p>7 Understand how and at what level young people can participate in decision making frameworks</p>	<p>7.1 Identify where and how decisions are made regarding the local youth work provision</p> <p>7.2 Give examples from practice of how they have worked with young people to ensure they understand the limits of what they can influence or change and the level of influence they can have in a given situation</p> <p>7.3 Give examples of how young people can influence or participate in decision making in different organisations and at different levels.</p>
<p>8 Understand the need for simple and sustainable decision making processes</p>	<p>8.1 Explain the strengths and weaknesses in traditional models of organisation and decision making</p> <p>8.2 Describe decision making processes which facilitate sustained participation rather than occasional influence.</p>
<p>9 Understand what types of democratic structure are appropriate for young people.</p>	<p>9.1 Describe different types of democratic structures and analyse how 'young people friendly' they are</p>
<p>10 Gain knowledge of different methods for facilitating participation in decision-making</p>	<p>10.1 Identify a range of methods and approaches which build young people's skills and confidence</p> <p>10.2 Reflect on which facilitation methods best meet young people's need to understand how to participate, find simple ways to present ideas, get involved and become active in realising their ideas</p> <p>10.3 Give examples from practice of how they have enabled young people to participate in decision making</p>
<p>11 Understand the impact of exclusion on individual young people and how it affects their</p>	<p>11.1 Demonstrate how their understanding of the principle of participation informs their practice with excluded groups</p> <p>11.2 Discuss the impact of exclusion on individual young</p>

desire and ability to participate	<p>people they work with</p> <p>11.3 Give examples from practice of how they have encouraged and supported individual young people to increase their participation</p>
12 Be able to initiate and involve young people in democratic processes involve	<p>12.1 Identify the issues they need to take account of when initiating projects</p> <p>12.2 Identify what encouragement, support, knowledge and information young people need to feel ready for involvement in democratic processes</p>
13 Understand how to facilitate and support young people's participation in democratic processes	<p>13.1 Give examples from practice of how they facilitate and support young people's participation in democratic processes</p>
14 Be able to use a range of methods and approaches to keep young people informed and involved	<p>14.1 Give examples of using different methods of communication to keeping young people informed (e.g. word of mouth, displays, electronic media)</p> <p>14.2 Give examples of what <u>kind</u> of information young people need to keep them involved in the democratic process</p> <p>14.3 Give examples of different methods and approaches to sustain young people's interest in and commitment to participation</p>

RECOMMENDED CONTENT

- The benefits of participation and democracy to young people and society
- The links between empowerment, participation and health
- The language and terminology of participation democracy and
- The different models of participation, democracy and decision making e.g. social and political democracy
- Different levels and functions of participation (Hart's "ladder of participation")
- The goals and principles for participation as they are expressed in national and national and international policies and conventions on the rights of the child
- Different models of organisation and decision making structures which facilitate participation.
- The different roles youth workers can take to facilitate participation
- Different methods of facilitating participation and active involvement
- A range of approaches to running meetings which facilitate young people's decision making
- Barriers and enablers to young people's participation
- Frameworks for young people's participation and involvement in their own

organisation/community.

- The responsibility of organisations and communities to create sustainable frameworks for participation
- How to create a democratic climate /environment for participation
- Democratic leadership in youth work