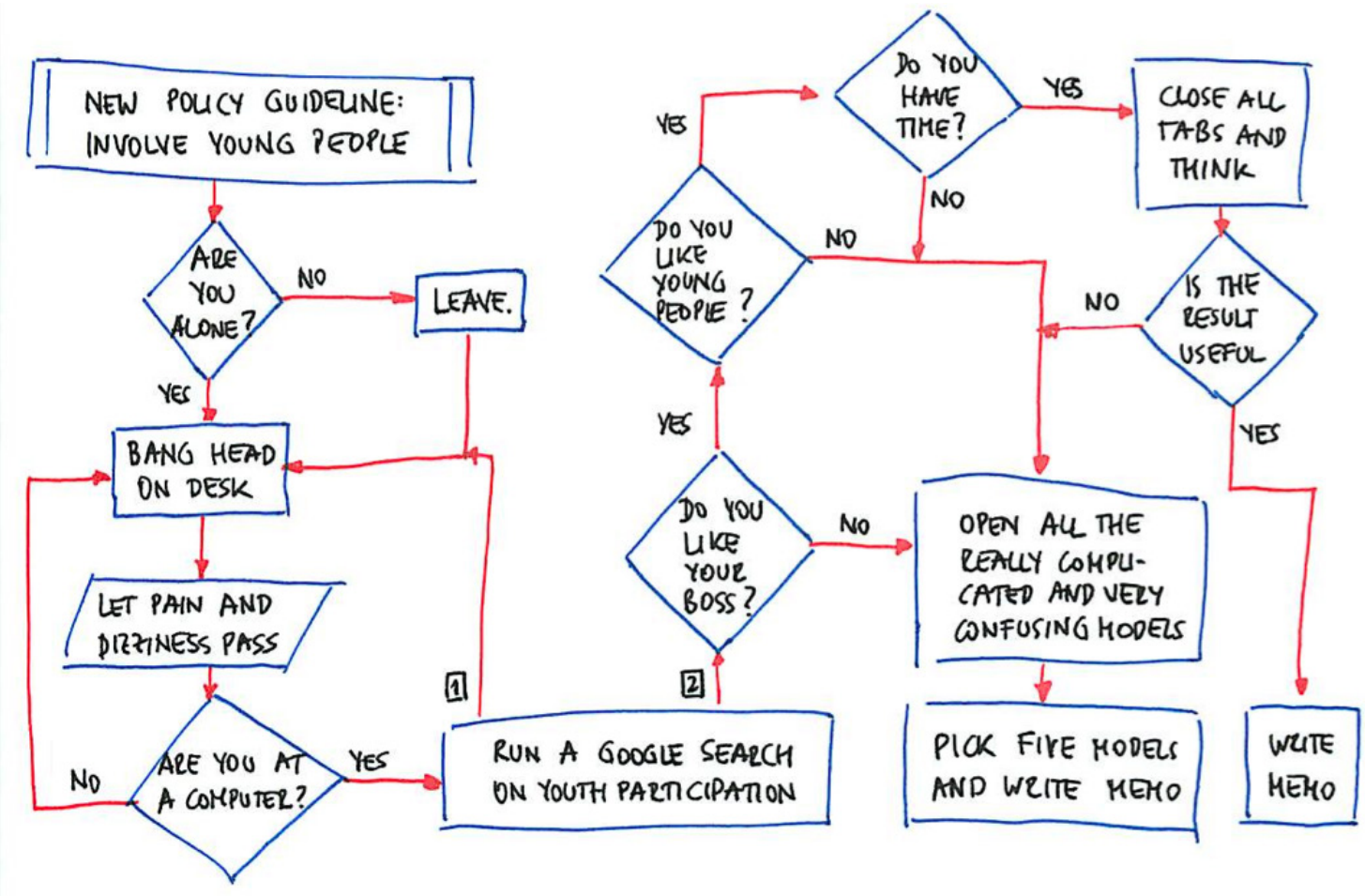
Participation Models

Citizens, Youth, Online



A chase through the maze

2nd edition, November 2012

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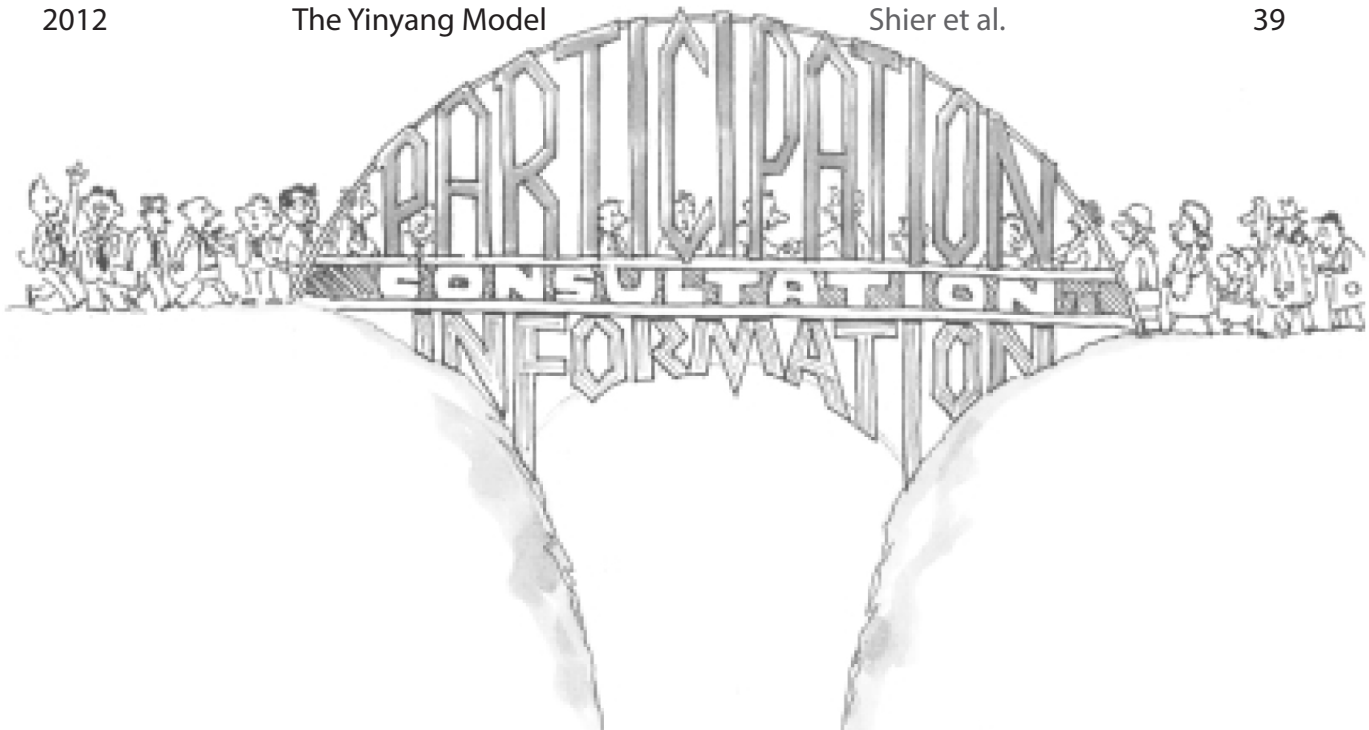
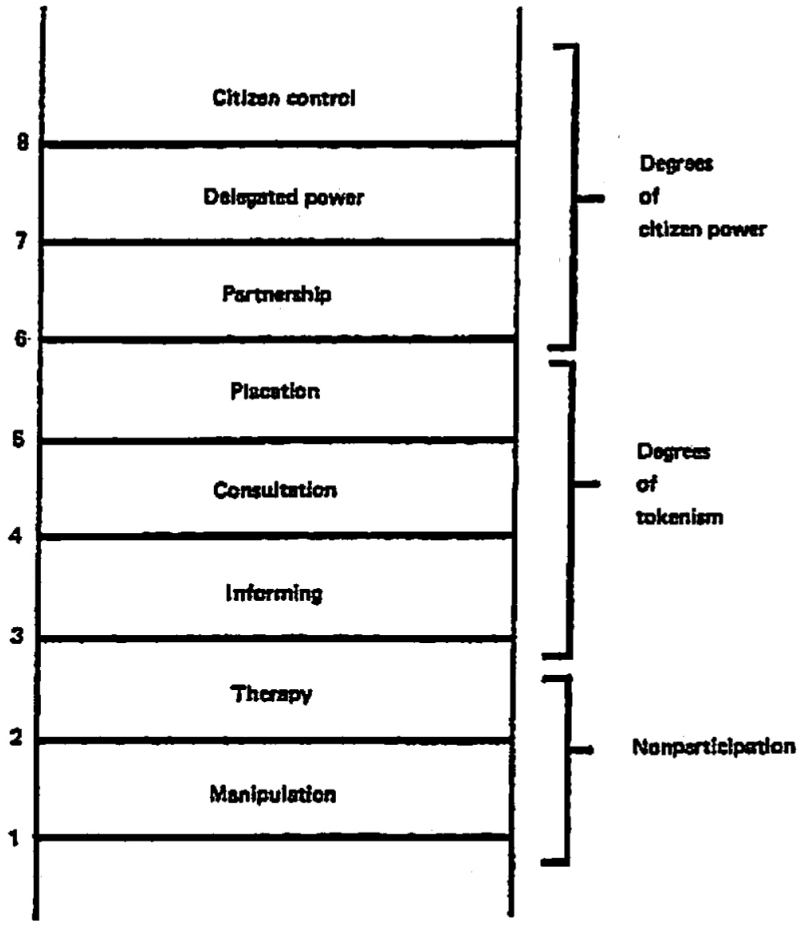


Sherry Arnstein – Ladder of Citizen Participation

1969

Sherry Arnstein's ladder of citizen participation, published in 1969 in the Journal of the American Planning Association, is considered one of the classic and most influential participation theories. Arnstein rests her theory on the declaration that citizen participation is citizen power, arguing that participation cannot be had without sharing and re-distributing power:

"Citizen participation is citizen power



Because the question has been a bone of political contention, most of the answers have been purposely buried in innocuous euphemisms like "self-help" or "citizen involvement." Still others have been embellished with misleading rhetoric like "absolute control" which is something no one - including the President of the United States - has or can have. Between understated euphemisms and exacerbated rhetoric, even scholars have found it difficult to follow the controversy. To the headline reading public, it is simply bewildering.

My answer to the critical what question is simply that citizen participation is a categorical term for citizen power. It is the redistribution of power that enables the have-not citizens, presently excluded from the political and economic processes, to be deliberately included in the future. It is the strategy by which the have-nots join in determining how information is shared, goals and policies are set, tax resources are allocated, programs are operated, and benefits like contracts and patronage are parceled out. In short, it is the means by which they can induce significant social reform which enables them to share in the benefits of the affluent society.

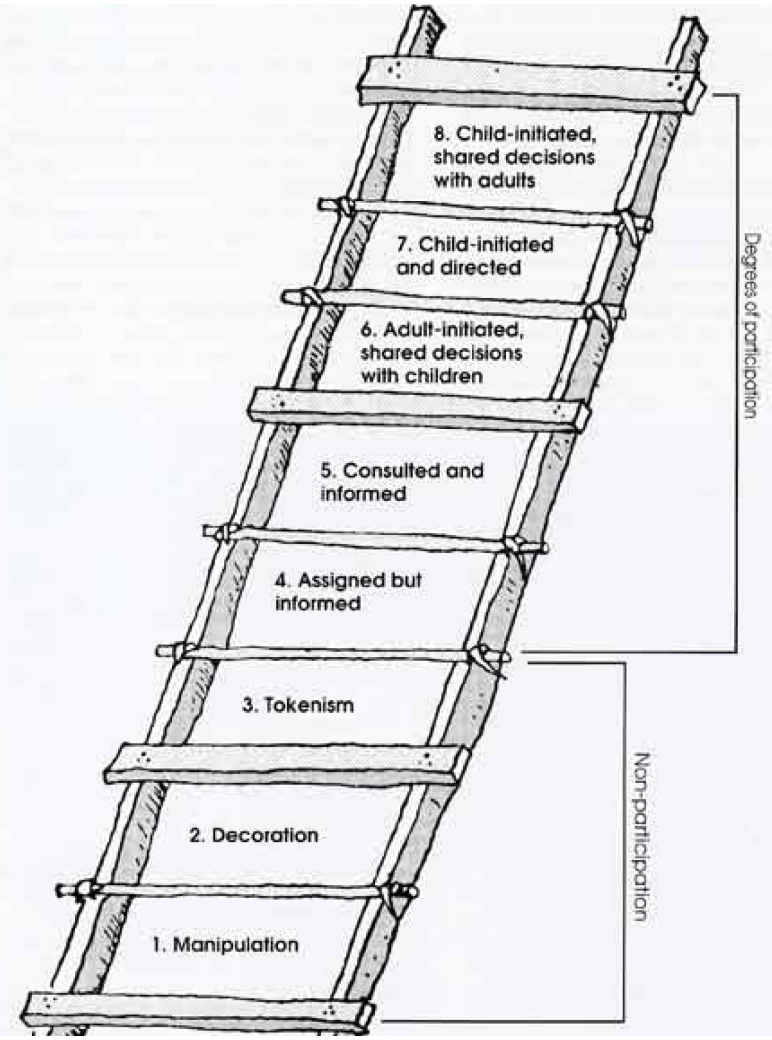
Among the arguments against community control are: it supports separatism; it creates balkanization of public services; it is more costly and less efficient; it enables minority group "hustlers" to be just as opportunistic and disdainful of the have-nots as their white predecessors; it is incompatible with merit systems and professionalism; and ironically enough, it can turn out to be a new Mickey Mouse game for the have-nots by allowing them to gain control but not allowing them sufficient dollar resources to succeed. These arguments are not to be taken lightly. But neither can we take lightly the arguments of embittered advocates of community control - that every other means of trying to end their victimization has failed!"

Sherry Arnstein (1969): A ladder of citizen participation. In: Journal of American Planning, Vol. 35, No. 4, pp. 216-224.

Roger Hart – Ladder of Children Participation

1992

Roger Hart built on Sherry Arnstein's model to develop a ladder of children participation, which is often referred to as the ladder of youth participation:



"A nation is democratic to the extent that its citizens are involved, particularly at the community level. The confidence and competence to be involved must be gradually acquired through practice. It is for this reason that there should be gradually increasing opportunities for children to participate in any aspiring democracy, and particularly in those nations already convinced that they are democratic. With the growth of children's rights we are beginning to see an increasing recognition of children's abilities to speak for themselves. Regrettably, while children's and youths' participation does occur in different degrees around the world, it is often exploitative or frivolous. (…)

It might be argued that 'participation' in society begins from the moment a child enters the world and discovers the extent to which she is able to influence events by cries or movements. This would be a broader definition of participation than can be handled in this essay, but it is worth bearing in mind that through these early negotiations, even in infancy, children discover the extent to which their own voices influence the course of events in their lives. (…) This essay, however, focuses entirely on children in the public domain: school, community groups, other organizations or informal groups beyond the family. (…)

The term 'child' needs some qualification, particularly in light of the U.N. Convention on the Rights of the Child, which extends the meaning of 'child' to any person up to eighteen years. In many western countries teenagers lead such protected and constrained lives that it may seem appropriate to label them 'children' (…) here 'child' will refer to the pre-teenage years, and 'youth' or 'teenagers' to the ages thirteen to eighteen. The term 'young people' will be used to embrace both age groups.

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."

Roger Hart (1992): Children's participation: from tokenism to citizenship. Essay for UNICEF (Innocenti Essay N° 4).

Sarah White – Typology of Participation

1996

Sarah White developed a typology of participation to highlight that the *politics of participation* are underpinned by tensions around actors, terms and power:

"These days, the language of democracy dominates development circles. At national level it is seen in the rhetoric of civil society and good governance. At the programme and project level it appears as a commitment to participation. This is trumpeted by agencies right across the spectrum, from the huge multilaterals to the smallest people's organisations. Hardly a project, it seems, is now without some participatory element.

On the face of it, this appears like success for those committed to people-centred development policies. But stories like the one above should make us cautious. *Sharing through participation does not necessarily mean sharing in power.*

The status of participation as a 'Hurrah' word, bringing a warm glow to its users and hearers, blocks its detailed examination. Its seeming transparency — appealing to 'the people' — masks the fact that participation can take on multiple forms and serve many different interests. In fact, it is precisely this ability to accommodate such a broad range of interests that explains why participation can command such widespread acclaim. If participation is to mean more than a façade of good intentions, it is vital to distinguish more clearly what these interests are.

Table 1 Interests in participation

Form	Top-Down	Bottom-Up	Function
Nominal	Legitimation	Inclusion	Display
Instrumental	Efficiency	Cost	Means
Representative	Sustainability	Leverage	Voice
Transformative	Empowerment	Empowerment	Means/End

Table 1 aims to move beyond this in drawing out the diversity of form, function, and interests within the catch-all term 'participation'. It distinguishes four major types of participation, and the characteristics of each. The first column shows the form of participation. The second shows the interests in participation from the 'top down': that is, the interests that those who design and implement development programmes have in the participation of others. The third column shows the perspective from the 'bottom up': how the participants themselves see their participation, and what they expect to get out of it. The final column characterises the overall function of each type of participation. (…)

In practice, any project will typically involve a mix of interests which change over time."

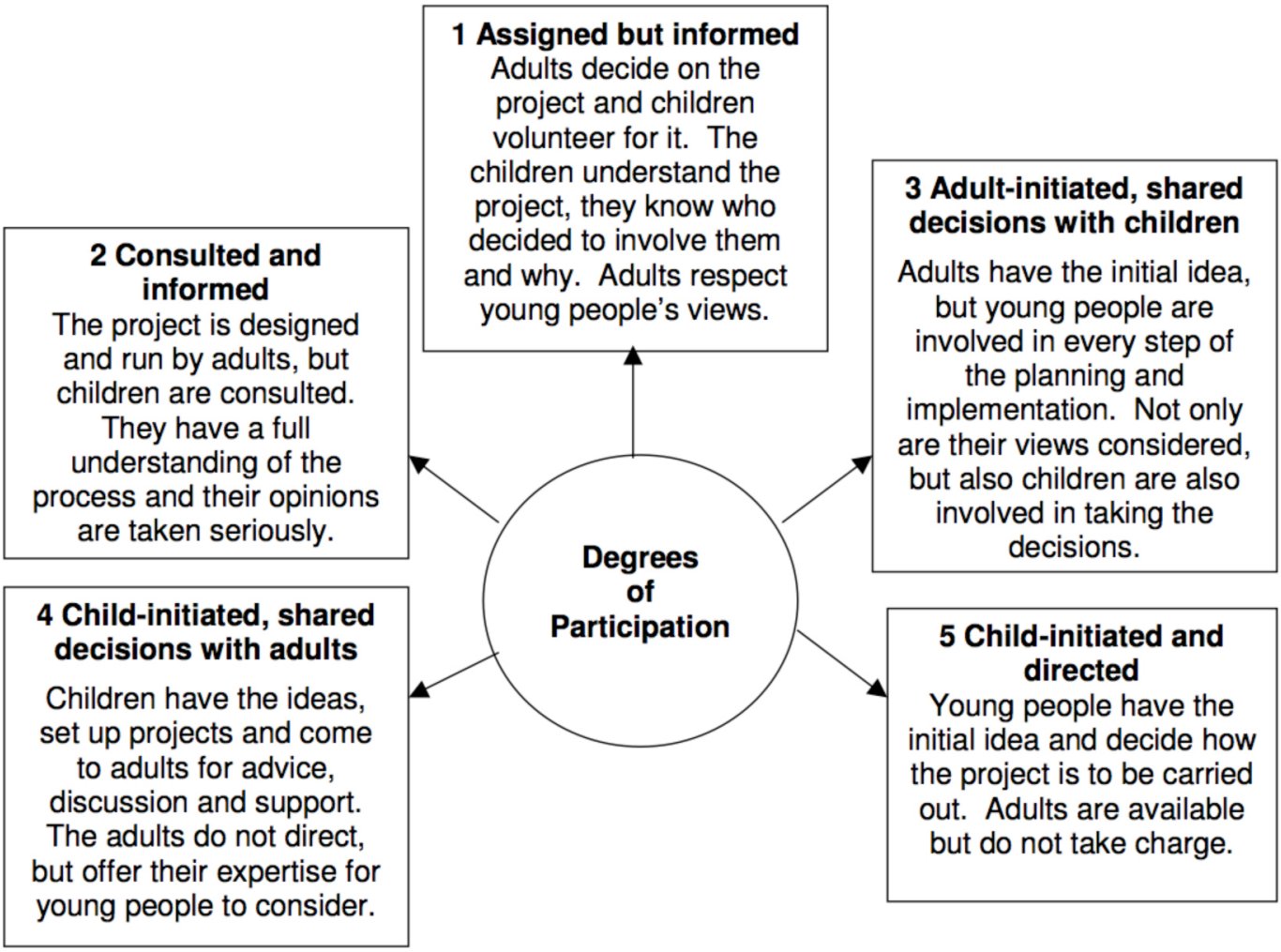
Sarah White (1996): Depoliticising development: the uses and abuses of participation. Development in Practice. Vol. 6.

Phil Treseder – Degrees of Participation

1997

Phil Treseder's model re-works the five degrees of participation from Hart's ladder of youth participation in two significant ways. Firstly, Treseder steps away from and responds to some of the most frequent criticism of the ladder metaphor, aiming to illustrate that there is neither a progressive hierarchy nor a particular sequence in which participation should always be developed. Secondly, Treseder argues that there needs to be—and that there should be—no limit to the involvement of children and young people, but that they will not be able to engage in child-initiated and directed projects rightaway and need to be empowered adequately to be able to fully participate.

Treseder rests his model on Hodgson's five conditions that must be met if youth participation and empowerment is to be achieved. 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.

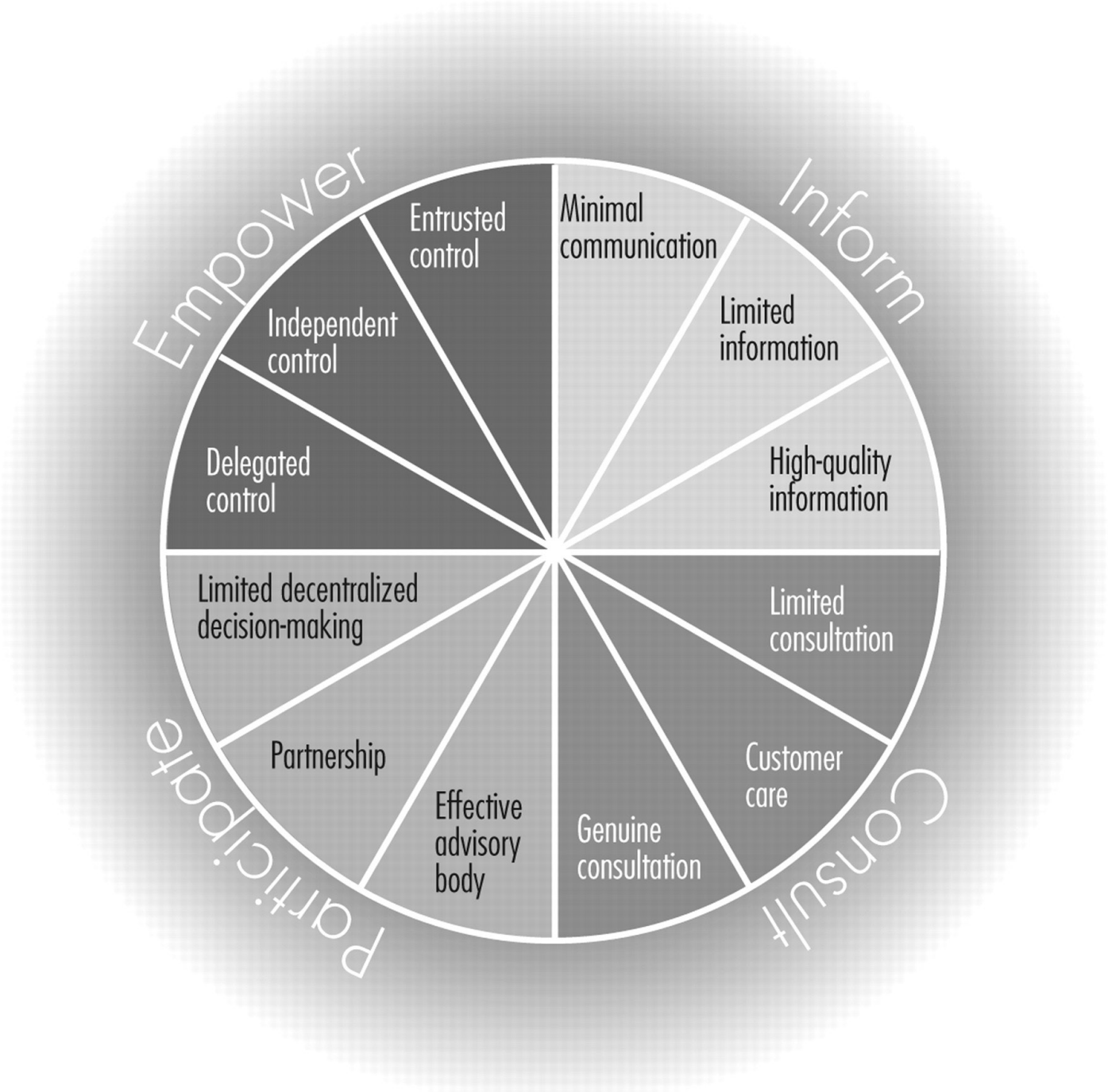


Phil Treseder (1997): Empowering children and young people: promoting involvement in decision-making.

Scott Davidson – Wheel of Participation

1998

Scott Davidson developed the wheel of participation for and with the South Larnarkshire Council to define and encourage levels of citizen participation for community planning and development:



"We are offering an innovative approach to conceptualising the various dimensions of communication and engagement processes. We argue that a correct approach to public engagement could revitalise the planning system. To engage local communities effectively in the planning system, new and innovative approaches are required. The Wheel of Participation helps to minimise ambiguity associated with consultation, including reliance on inappropriate techniques and unclear objectives."

Scott Davidson (1998): Spinning the wheel of empowerment. In: Planning. Vol. 1262.

OECD – Active Participation Framework

2001

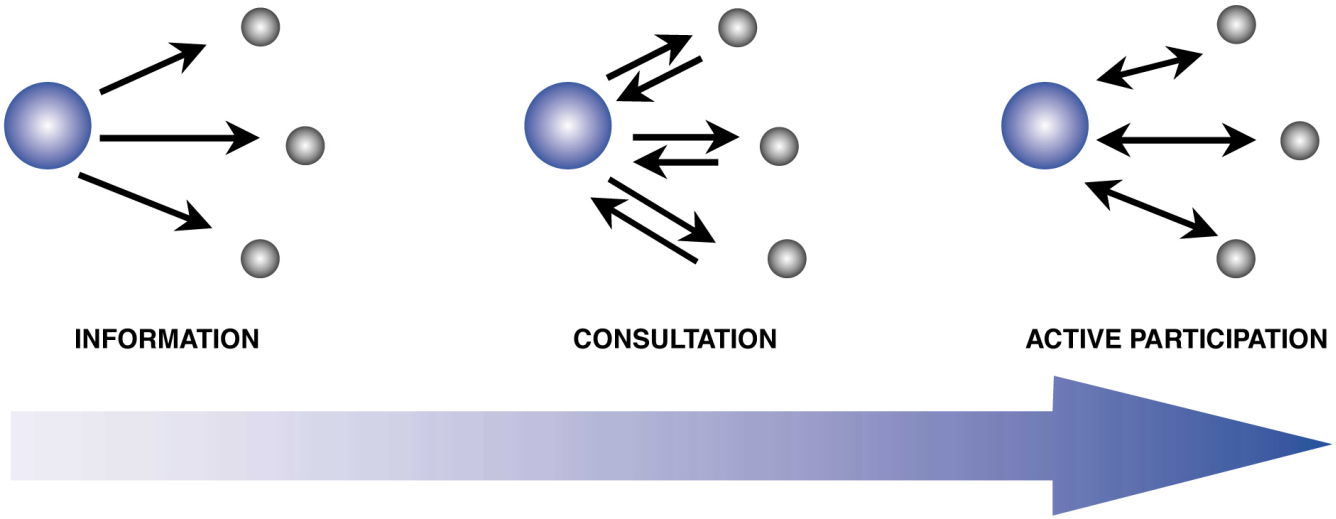
The OECD developed this analytical framework for conducting comparative surveys and country case studies, resulting in the 2001 publication "Citizens as Partners - Information, Consultation and Public Participation in Policy-Making."

"The framework was developed by the OECD's Public Management Service (PUMA) Working Group on Strengthening Government-Citizen Connections and defines information, consultation and active participation in terms of the nature and direction of the relationship between government and citizens:

- Information is a one-way relationship in which government produces and delivers information for use by citizens. It covers both "passive" access to information upon demand by citizens and "active" measures by government to disseminate information to citizens. Examples include: access to public records, official gazettes, government websites.

- Consultation is a two-way relationship in which citizens provide feedback to government. It is based on the prior definition by government of the issue on which citizens' views are being sought and requires the provision of information. Governments define the issues for consultation, set the questions and manage the process, while citizens are invited to contribute their views and opinions. Examples include: public opinion surveys, comments on draft legislation.

- Active participation is a relation based on partnership with government, in which citizens actively engage in defining the process and content of policy-making. It acknowledges equal standing for citizens in setting the agenda, proposing policy options and shaping the policy dialogue – although the responsibility for the final decision or policy formulation rests with government. Examples include: consensus conferences, citizens' juries."



Increasing level of citizen involvement and influence on policy-making

OECD (2001): Citizens as Partners - Information, Consultation and Public Participation in Policy-Making, p. 23.

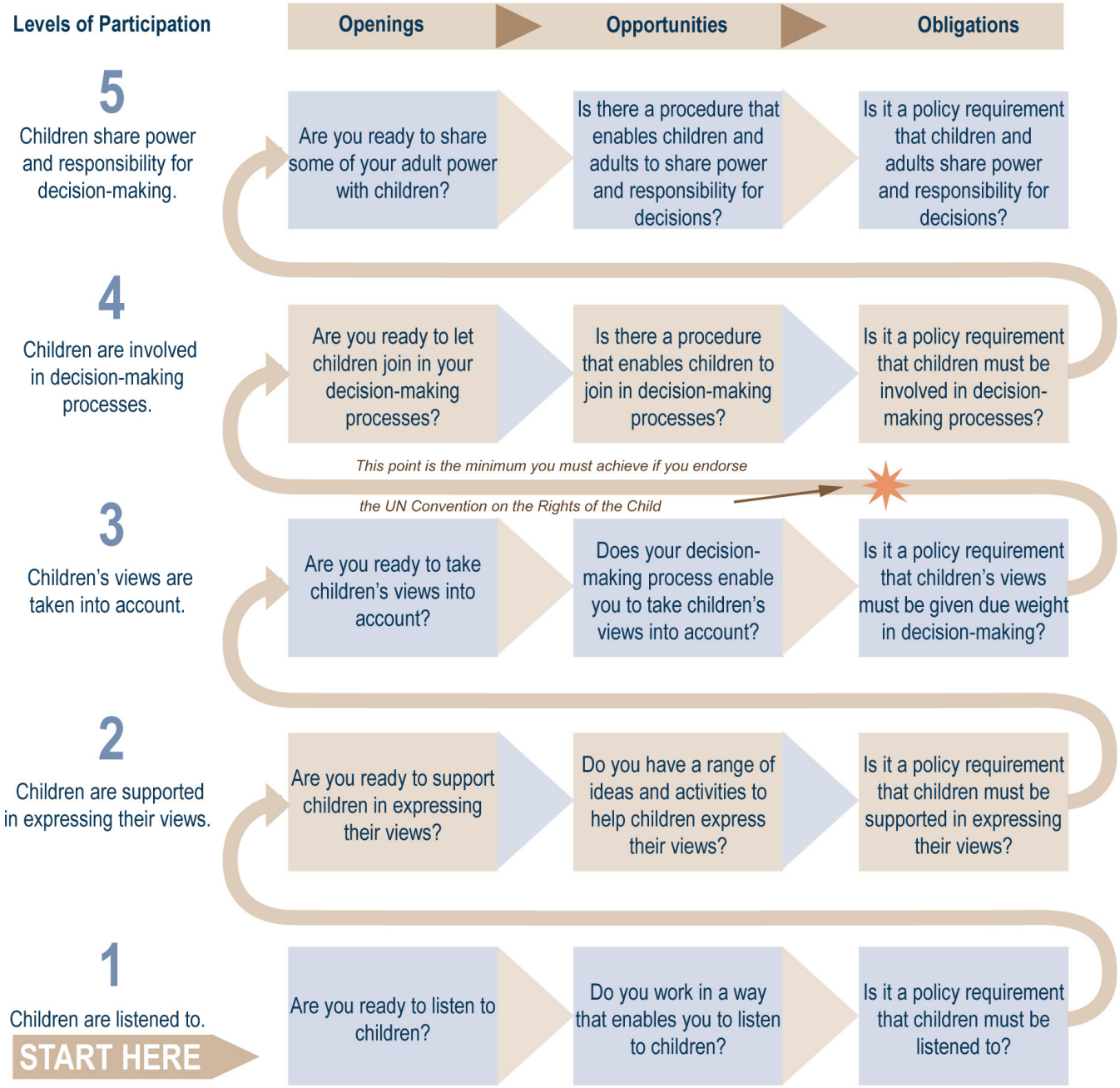
Harry Shier – Pathways to Participation

2001

Harry Shier's pathways to participation diagram identifies five levels of participation:

"The Pathways to Participation diagram is a practical planning and evaluation tool that can be applied in almost all situations where adults work with children. Its purpose is to help adults to identify and enhance the level of children and young people's participation in terms of five levels of participation. (…)

The diagram has the logical structure of a flow chart embedded in a matrix; (…) three stages of commitment are identified across the top of the matrix: openings, opportunities and obligations."



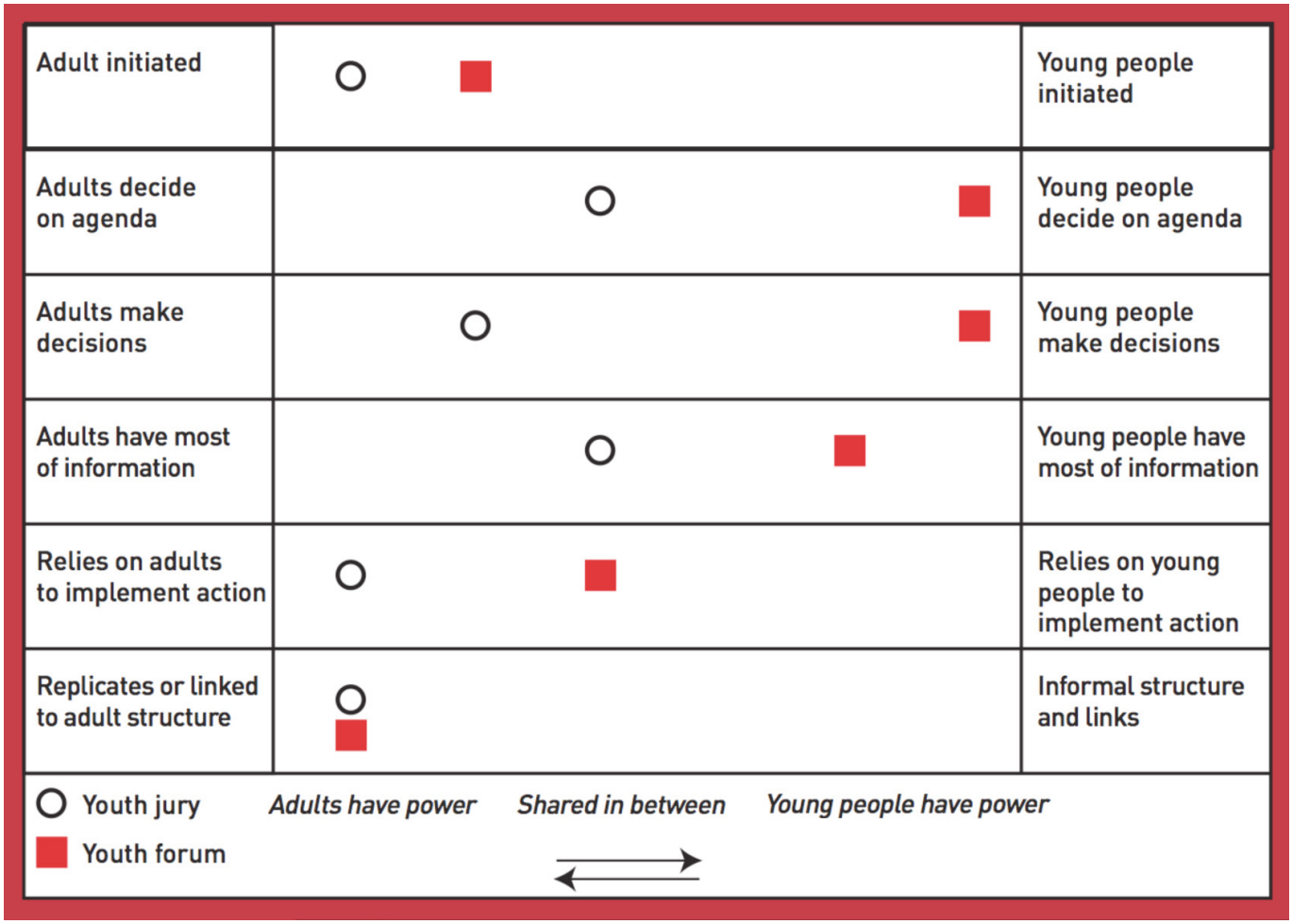
Harry Shier (2001): Pathways to participation: openings, opportunities and obligations. In: Children and Society Vol 15.

Clare Lardner – Clarity Model of Participation

2001

Clare Lardner draws on Phil Treseder's five degrees of participation and David Hodgson's five conditions for youth participation to devise a grid that can be used to analyse and assess the degree of empowerment offered by different approaches to and methods of participation:

Lardner's grid proposes six dimensions of participation and spans across a continuum of power. The model evolved from research that compared and contrasted twelve different methods of participation, two of which are plotted on the illustration to ex-emplify the use of the grid.



"This model separates out some of the elements of participation which are implied in other models, and may provide a helpful tool for young people, youth workers and other professionals to compare different methods.

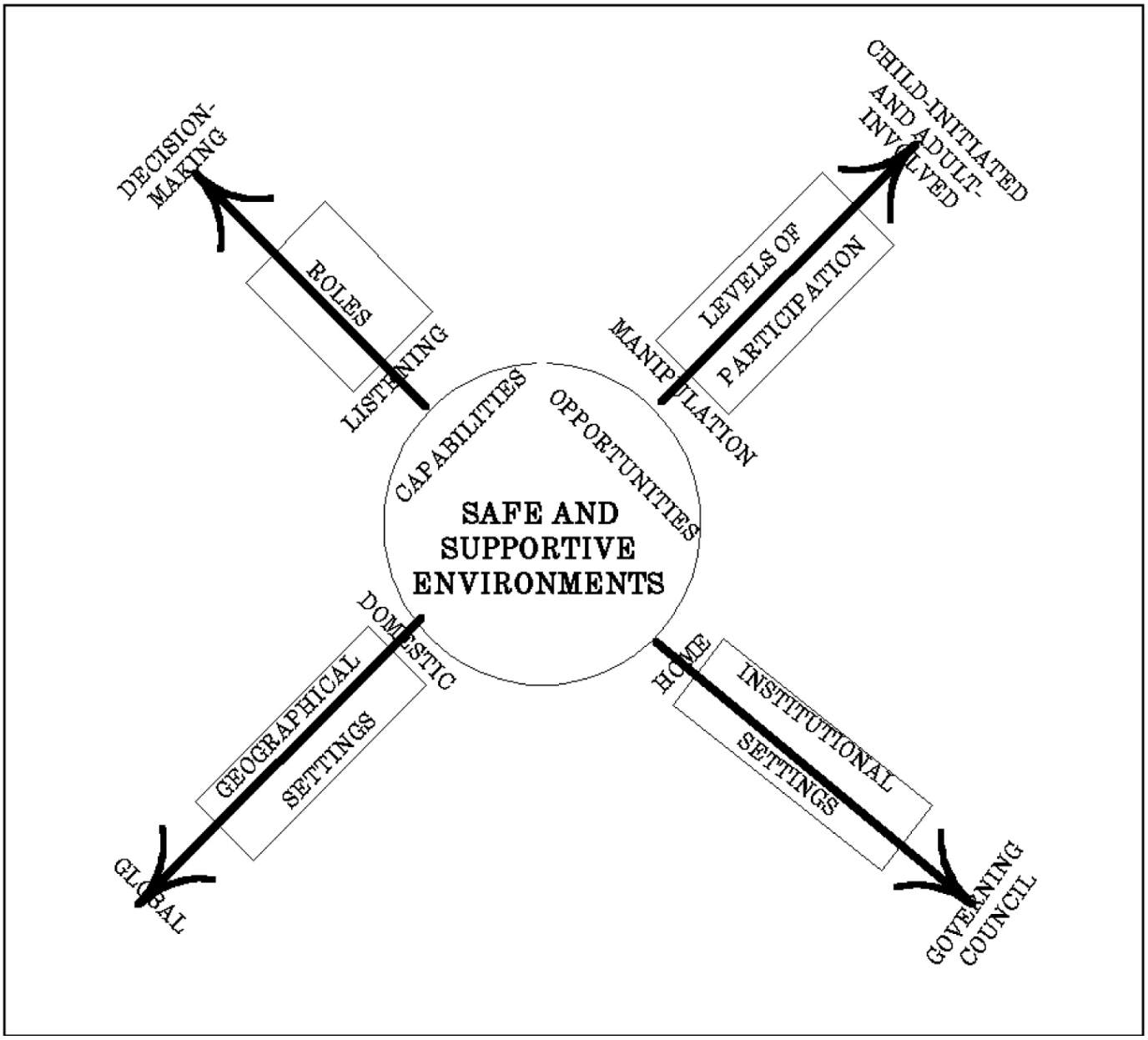
As with the ladder model, there is no single correct way of involving young people, because it depends on the purpose of the proposed exercise, the type of questions being asked, whether it is a one-off piece of research or an ongoing mechanism and the degree to which young people and adults want to commit to participation. In some cases there may be a genuine partnership between young people and adults, demonstrated by shared power on many of the aspects of the model."

Clare Gardner (2001): Youth participation – a new model. Edinburgh: Youth Social Inclusion Partnership.

UNICEF – Strategic Approach to Participation

2001

UNICEF developed a strategic approach to youth participation, aiming to stimulate discussion and to provide a resource for actors, advocates and activists interested in promoting the meaningful participation of young people, at global, country and community levels:



"The goal of adolescent participation programmes is to ensure that young people aged 10-19 years have the capabilities, opportunities and supportive environments necessary to participate effectively and meaningfully in as enlarged a space as possible (along the four axes shown), to the maximum extent of their evolving capacities. Participation along these axes should not be arbitrarily denied to adolescents, but it should also always be voluntary and not coerced."

UNICEF (2001): The participation rights of adolescents: a strategic approach. UNICEF Working Paper Series.

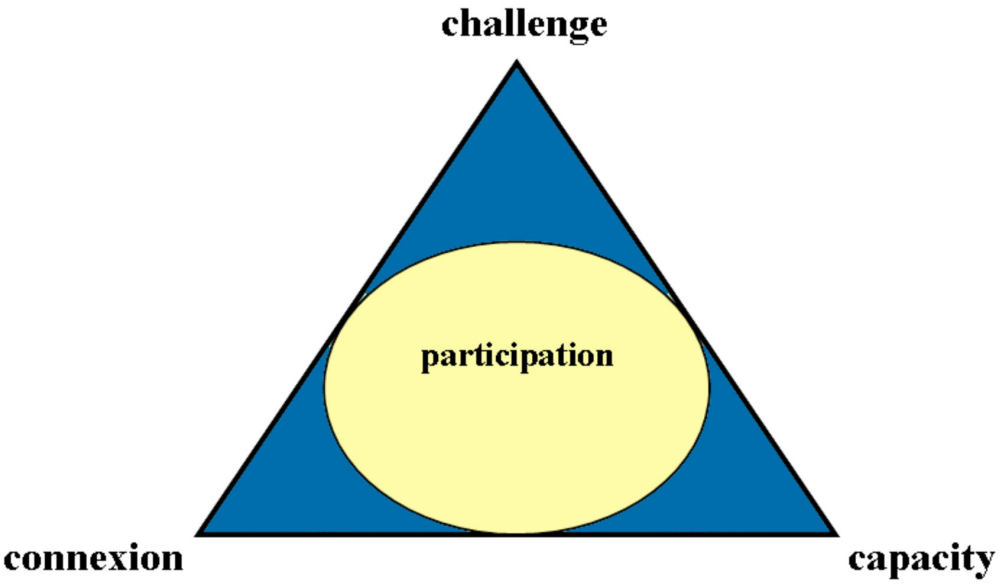
Jans & de Backer – Triangle of Youth Participation

2002

Marc Jans and Kurt de Backer contend that young people will actively participate in society when there is a dynamic balance between the three dimensions of their triangular model, namely challenge, capacity and connection.

"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.

Young people will actively participate in society or parts of it when there is a dynamic balance among these three dimensions.



In the first place, there has to be a question of a challenge which incites to participating. This can be a personal or social theme to which the young person is attracted and for which he or she wants to devote him or herself to.

Secondly young people need to feel that they can have a grasp on the challenge and can make a difference through their efforts. Their capacity to make a difference will to a great extent incite to participatory action.

The dimensions of challenge and capacity relate to each other in a specific way. Participation requires on the one hand a need to do something, to change. On the other hand the necessary competences have to be present. Both dimensions 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. (…)

A chain of successes can be an extra incentive for youth work as well as for young people. (…)

Finally young people have to feel connected with and supported by humans, communities, ideas, movements, range of thoughts, organisation,… in order to work together on the challenge."

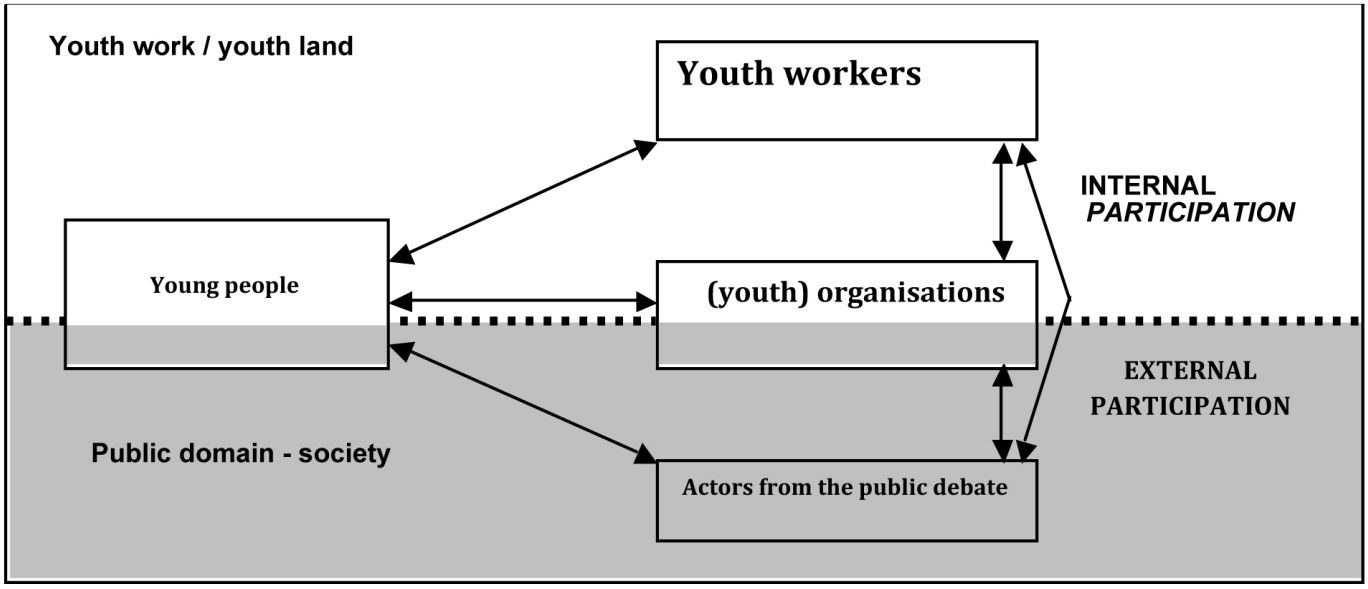
Kurt De Backer and Marc Jans (2002): Youth (-work) and social participation. Elements for a practical theory.

Jans & de Backer – Youth Participation in Society

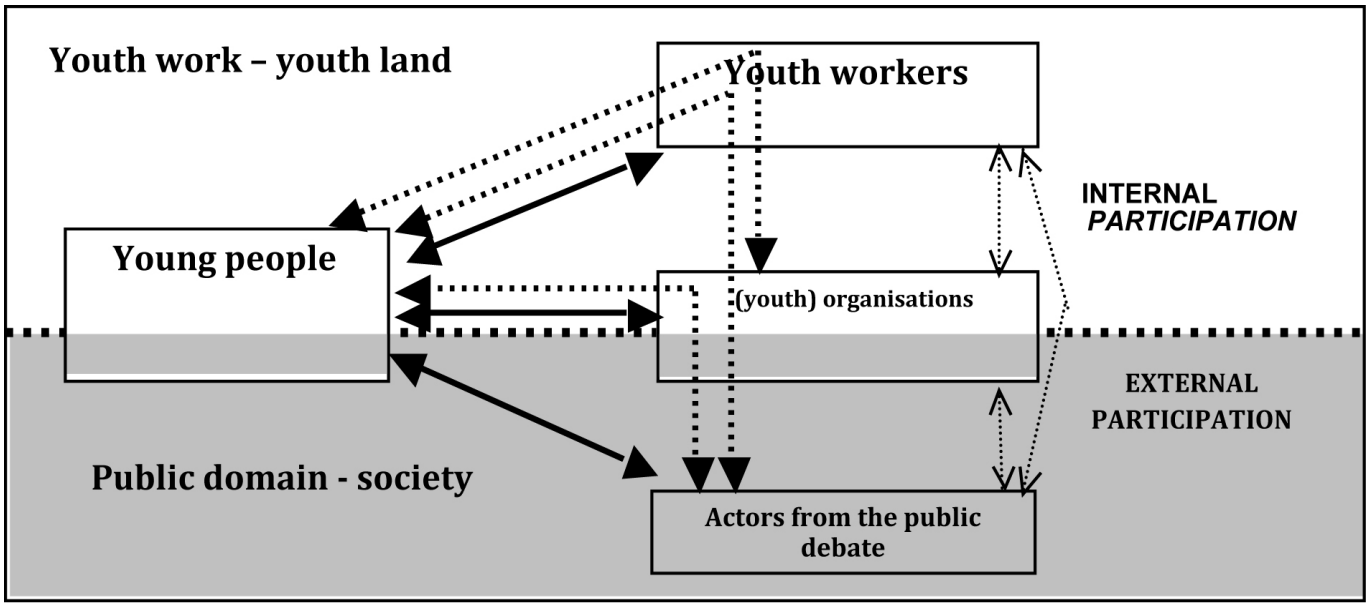
2002

Complementary to their triangle of youth participation, Marc Jans and Kurt de Backer also look at internal vs external participation as well as direct vs indirect participation:

"When young people contribute to affairs that take place in youth land (…), we speak of internal participation. (…) When young people in interactions with youth workers, youth organisations or other actors from the public domain influence on matters beyond the youth land we speak of external participation.



When interactions between youngsters and other actors involved go about without intermediaries we talk about direct participation, indicated with a full line in the scheme below. When others mediate the interaction between youngsters and other actors, we talk about indirect participation. Somebody else speaks for the young people. The thick dotted lines represent this indirect form of participation.



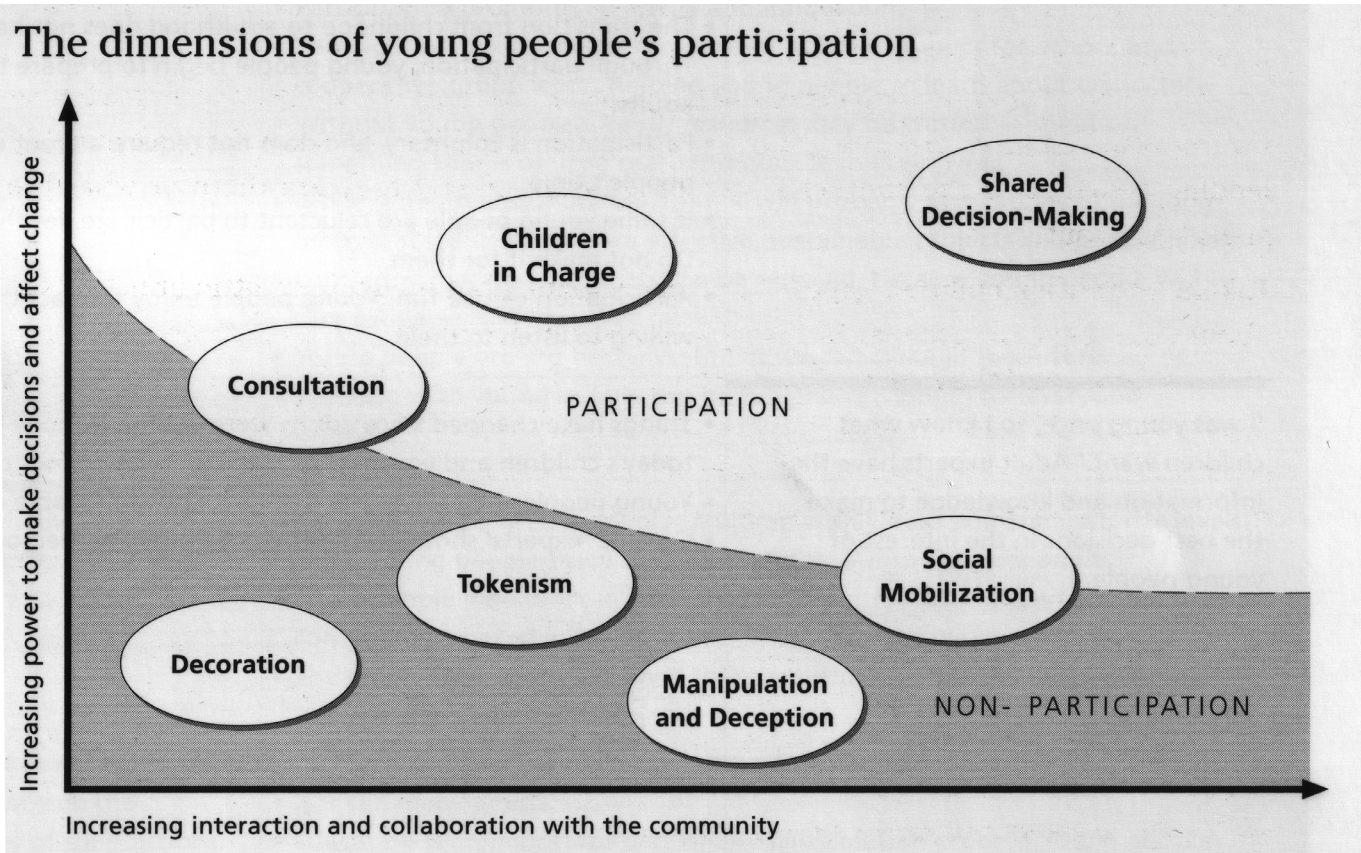
Kurt De Backer and Marc Jans (2002): Youth (-work) and social participation. Elements for a practical theory.

David Driskell – Dimensions of Youth Participation *2002*

David Driskell developed his dimensions of young people's participation in the framework of a practical manual on how to conceptualise, structure and facilitate the participation of young people in community development.

Driskell's model borrows the eight degrees of participation and non-participation from Arnstein and Hart and arranges them in a diagram to construct a conceptual framework that focuses on two dimensions:

- first, the power of young people to make decisions and affect change;
- second, the interaction of young people with others in their community.



Driskell contends that, while participation cannot be real without some degree of power-sharing, real participation provides both power and interaction.

The combination of these two aspects sheds a new light on the unresolved debate around the ultimate goal of participatory work with young people. Driskell argues that it can be a powerful experience for young people to be fully in charge of their own project, but that they will only be allowed to do so in smaller projects. Where young people are, however, treated as equal and valued partners through shared decision-making, influence can be gained on larger issues and the power to make decisions and affect change can be maximised.

David Driskell (2002): Creating better cities with children and youth – a training manual.

Francis & Lorenzo – Seven realms of participation *2002*

Children and youth participation in city planning has enjoyed increased interest among policymakers, designers, and researchers. This builds on a well-established body of research and practice that suggests that urban environments are best planned with the direct participation of children and youth. We believe that this work has reached a stage of maturity in need of critical reflection and review so that it can be more effective in the future.

Francis & Lorenzo present a historical and critical review of children and youth participation in city planning and design. Past participatory efforts with children and young people are discussed as seven realms or approaches to their participation. The authors characterise these realms as (1) advocacy, (2) romantic, (3) needs, (4) learning, (5) rights, (6) institutionalisation, and propose a seventh realm, (7) proactive, as a more integrative and effective way to involve children and young people in design and planning.

Looking back at the more than 30-year history of children and youth participation in design and planning, these stages or realms become evident.

- **The romantic realm: children and young people as planners**
- **The advocacy realm: planners for children and young people**
- **The needs realm: social scientists for children and young people**
- **The learning realm: children and young people as learners**
- **The rights realm: children and young people as citizens**
- **The institutional realm: children and young people as adults**
- **The proactive realm: participation with vision**

The more recent realm is subsumed by Francis & Lorenzo as 'proactive participation.'

This reflects the most current thinking and practice of participation as a communicative and visionary process. It moves beyond traditional forms of participation that simply involves children and youth, to wards an approach directed at empowering children, youth and adults to reinvent childhood and the places that support it. It recognizes children and youth as more than young adults that must behave and participate as adults. It attempts to not be just nostalgic about childhood and adolescence but seeks to find ways to use planning and design to recreate childhood and adolescence.

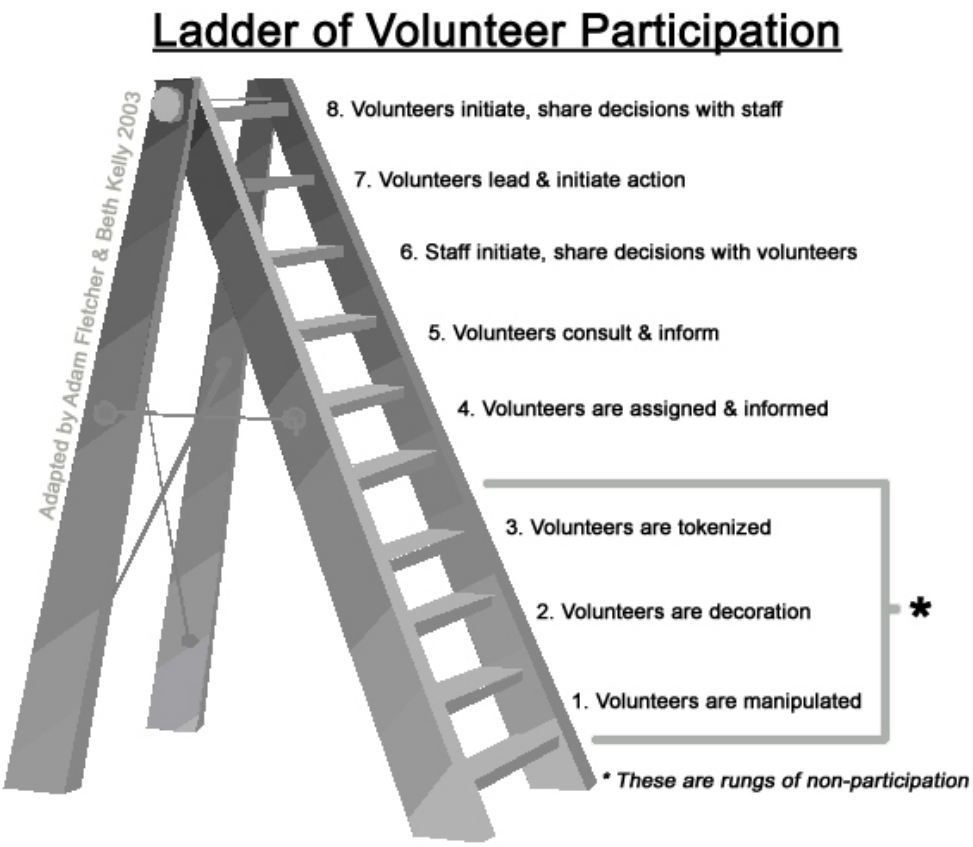
Proactive practice with children and young people takes advances in concepts about what makes good environments and combines them with correct principles and methods intended to generate genuine children, youth and adult participation in the planning process.

The proactive realm recognizes participation as a communicative, educational activity.

Mark Francis and Ray Lorenzo (2002): Seven Realms Of Children's Participation.

Adam Fletcher – Ladder of Volunteer Participation *2003*

Adam Fletcher developed the ladder of volunteer participation with the understanding that volunteerism should be emancipatory for all stakeholders involved – the volunteer as well as the community:



Adapted from Hart, R. (1992). *Children's Participation: From Tokenship to Citizenship.* Florence: UNICEF Inocenti Research Center

"The Freechild Project believes that this model represents the most radical and powerful possibilities for people's participation throughout our society.

One of the goals of *The Freechild Project* is to realize the full participation of all people throughout society as equal members in decision-making and action. We have developed this model in order to represent our vision of democratic, community-oriented participation for all people. Individuals and organizations can use this model to start thinking about how volunteers of all ages can be integrated as empowered, purposeful participants throughout society.

While many community organizations seek to fix or heal the wounds in our society, it has been often noted that rarely are these works more than band-aids. (…) Volunteerism oftentimes serves to perpetuate the worst (…) with negative effects on both the volunteers and the community members themselves. Instead of engaging community members on the top rungs of the Ladder, at most some organizations relegate them to the bottom rungs. (…)

The challenge of reaching higher rungs on the ladder is one that faces all individuals and organizations committed to validating and uplifting the skills and abilities of the people who are served, whether they are young people, people of color, or others. However, the reality is that all organizations cannot all be at the top rungs. Sadly enough, when reliant on dysfunctional trends to justify their existence, some groups actually work to keep communities from being on the ladder at all. That is reality. (…)

The challenge that faces us is: to make volunteerism a relevant, purposeful engine for democracy and sustainable communities today, and by doing so, to create a vibrant, purposeful society tomorrow."

Adam Fletcher (2003): Purpose, empowerment and the experience of volunteerism in community. Freechild Project.

FCYO – Youth Engagement Continuum

2003

The Funders' Collaborative on Youth Organizing (FCYO), aiming to increase the awareness and understanding of youth organizing among funders and community organizations, developed a continuum of youth engagement:

"The field of positive youth development yielded several important contributions. First, it pushed the field to develop new strategies and techniques for addressing young people's needs for civic engagement. Second, in seeking to do more than treat young people's individual "problems," youth development created a host of collective empowerment techniques that led to youth leadership development, youth civic engagement, and youth organizing.

Third, and perhaps most important, once practitioners and thinkers broke away from the youth-as-problems-to-be-solved mold, a proliferation of new strategies and overlapping approaches emerged in the field of youth development. Conceptually, these approaches fall on a continuum across five broad categories, with traditional youth service models on one side and youth organizing models on the other."

INTERVENTION	DEVELOPMENT	COLLECTIVE EMPOWERMENT		SYSTEMIC CHANGE
YOUTH SERVICES APPROACH	**YOUTH DEVELOPMENT**	**YOUTH LEADERSHIP**	**CIVIC ENGAGEMENT**	**YOUTH ORGANIZING**
		Includes components of youth development approach plus:	*Includes components of youth development & youth leadership plus:*	*Includes components of youth development, youth leadership and civic engagement plus:*
■ Defines young people as clients ■ Provides services to address individual problems and pathologies of young people ■ Programming defined around treatment and prevention	■ Provides services and support, access to caring adults and safe spaces ■ Provides opportunities for the growth and development of young people ■ Meets young people where they are ■ Builds young people's individual competencies ■ Provides age appropriate support ■ Emphasizes positive self identity ■ Supports youth-adult partnerships	■ Builds in authentic youth leadership opportunities within programming and organization ■ Helps young people deepen historical and cultural understanding of their experiences and community issues ■ Builds skills and capacities of young people to be decision makers and problem solvers ■ Youth participate in community projects	■ Engages young people in political education and awareness ■ Builds skills and capacity for power analysis and action around issues young people identify ■ Begins to help young people build collective identity of young people as social change agents ■ Engages young people in advocacy and negotiation	■ Builds a membership base ■ Involves youth as part of core staff and governing body ■ Engages in direct action and political mobilizing ■ Engages in alliances and coalitions

Funders' Collaborative on Youth Organizing (2003): An Emerging Model for Working with Youth.

Derek Wenmoth – 4 C's of Online Participation

2006

Derek Wenmoth developed a diagram to capture how people participate in online communities:

"The diagram attempts to illustrate how many participants in the online environment move through phases as they gain understanding and confidence. (…) Of course, it's not intended to suggest that people will operate exclusively within one of these phases, but there is some sort of progression."

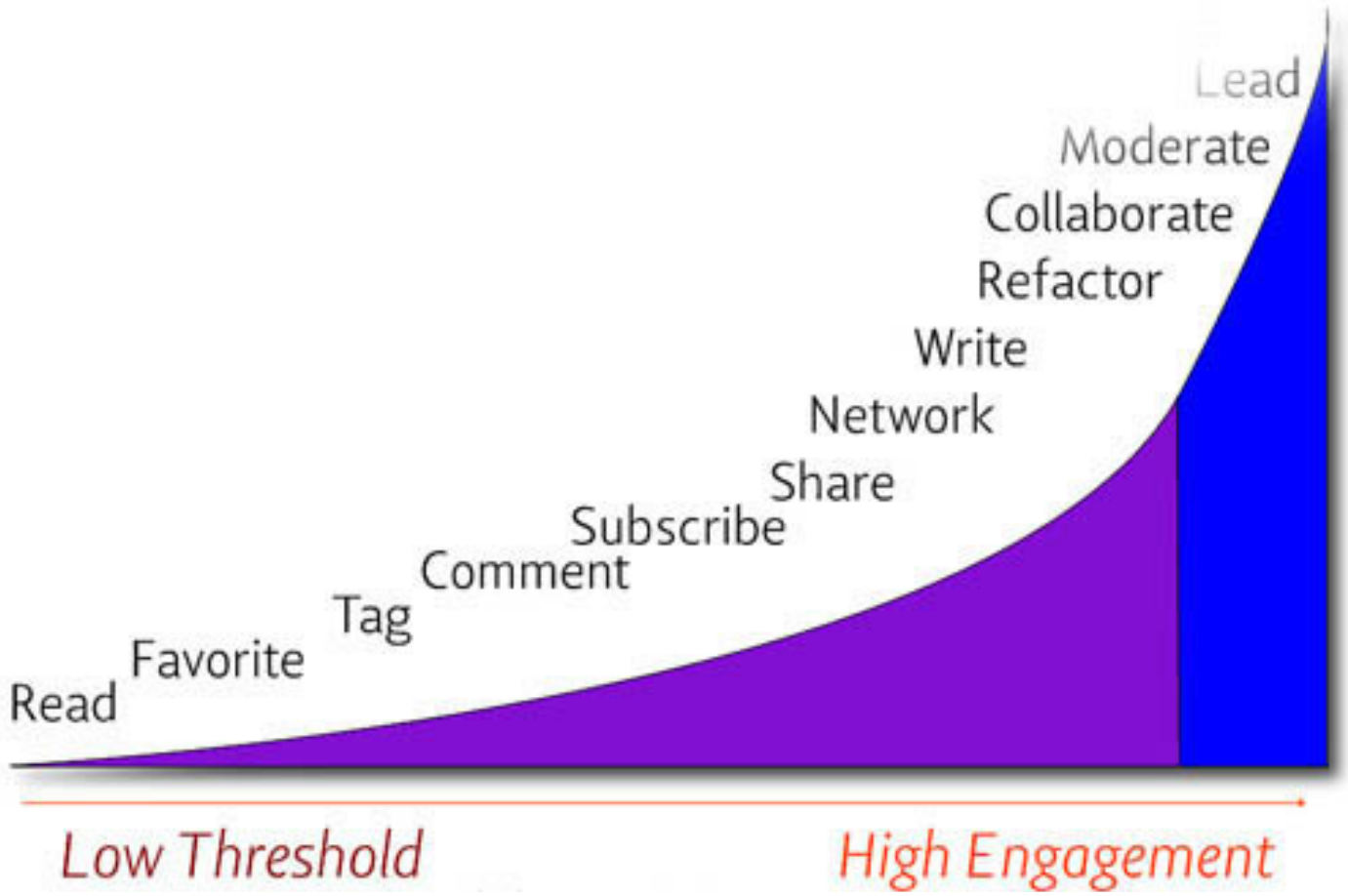
Derek Wenmoth (2006): Participation Online – the Four Cs.

Ross Mayfield – Power Law of Participation

2006

Ross Mayfield developed the power law of participation, aiming to deconstruct the concept of participation, peeling it back so that is gains some granularity:

"Social software brings groups together to discover and create value. The problem is, users only have so much time for social software. The vast majority of users with not have a high level of engagement with a given group, and most tend to be free riders upon community value. But patterns have emerged where low threshold participation amounts to collective intelligence and high engagement provides a different form of collaborative intelligence. To illustrate this, lets explore the Power Law of Participation:



When users participate in high enagement activities, connecting with one another, a different kind of value is being created. But my core point isn't just the difference between these forms of group intelligence – but actually how the co-exist in the best communities.

In Wikipedia, 500 people, or 0.5% of users, account for 50% of the edits. This core community is actively dedicated to maintaining an open periphery.

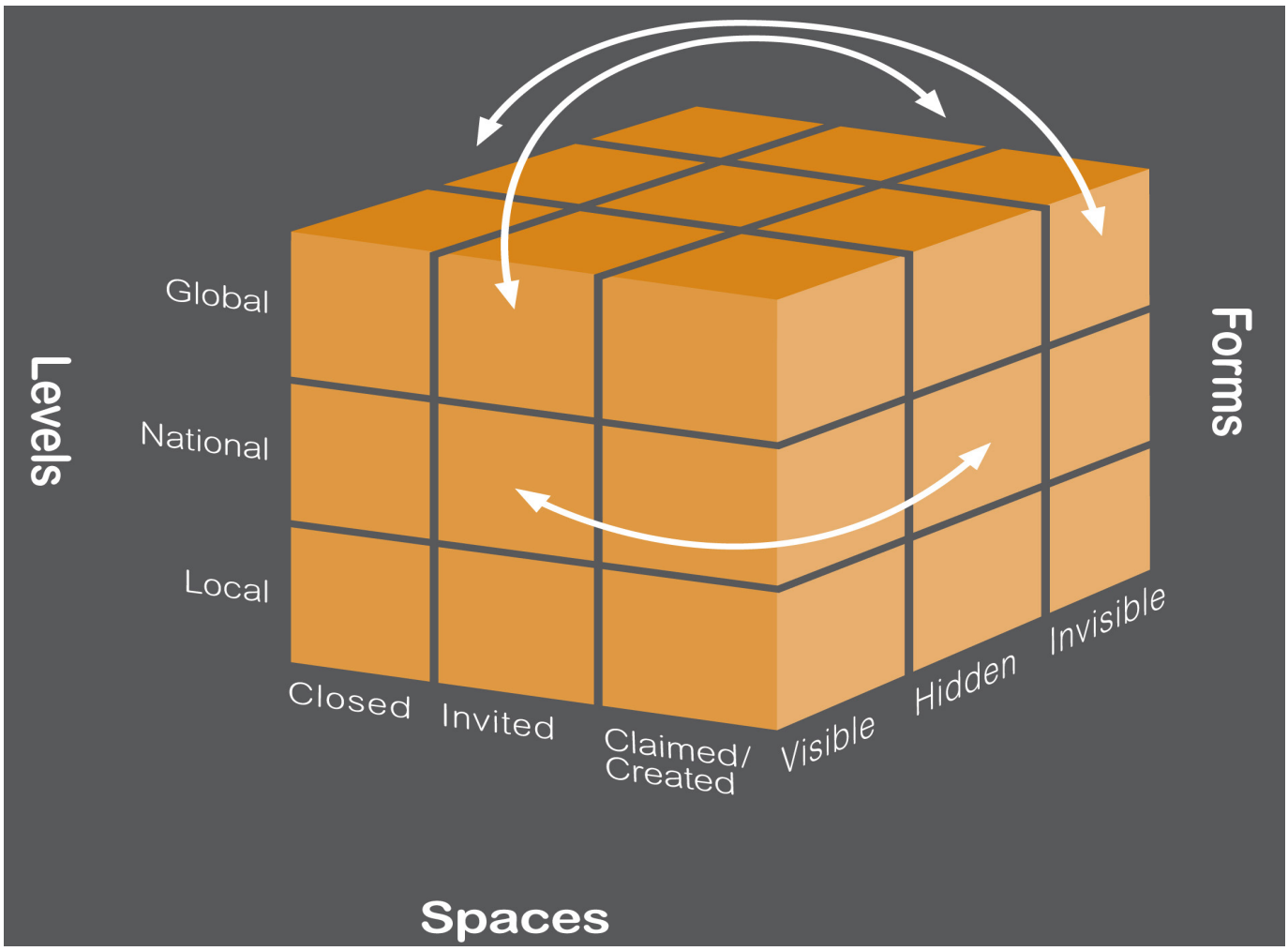
Part of what makes Flickr work isn't just excellence at low threshold engagement, but the ability to form groups. Participation in communities plots along a power law with a solid core/periphery model -- provided social software supports both low threshold participation and high engagement."

Ross Mayfield (2006): Power law of participation.

John Gaventa – Levels, Spaces and Forms of Power *2006*

John Gaventa developed the power cube aiming to analyse levels, spaces and forms of power and to explore how the various aspects and dimensions of power co- and interrelate:

"The Power Cube can build on and be used to further explore the concepts of *power over*, *power to*, *power with*, and *power within*. It grew originally as a way of exploring how powerful actors control the agenda through and the ability of less powerful actors to build their awareness and action for change. But it can be also be used to think about the openings, levels and strategies to exercise agency.



- The forms dimension refers to the ways in which power manifests itself, including its visible, hidden and invisible forms.
- The spaces dimension of the cube refers to the potential arenas for participation and action, including what we call closed, invited and claimed spaces.
- The levels dimension of the cube refers to the differing layers of decision-making and authority held on a vertical scale, including the local, national and global.

Though visually presented as a cube, it is important to think about each side of the cube as a dimension or set of relationships, not as a fixed or static set of categories, rather as as a continuum or a scale."

John Gaventa (2006): Finding the spaces for change: a power analysis. In: IDS Bulletin, 37(6). *Image: Pathways through participation project.*

Lawndes & Pratchett – The CLEAR Participation Model *2006*

The CLEAR model is a diagnostic tool that both anticipates obstacles to empowerment and links these to policy responses. It identifies five factors that underpin citizens' uneven response to participation and argues that participation is most effective where citizens:

- Can do—have the resources and knowledge to participate;
- Like to—have a sense of attachment that reinforces participation;
- Enabled to—are provided with the opportunity for participation;
- Asked to—are mobilized through public agencies and civic channels;
- Responded to—see evidence that their views have been considered.

Key factor	How it works	Policy targets
Can do	The individual resources that people have to mobilise and organise (speaking, writing and technical skills, and the confidence to use them) make a difference	Capacity building, training and support of volunteers, mentoring, leadership development
Like to	To commit to participation requires an identification with the public entity that is the focus of engagement	Civil renewal, citizenship, community development, community cohesion, neighbourhood working, social capital
Enabled to	The civic infrastructure of groups and umbrella organisations makes a difference because it creates or blocks an opportunity structure for participation	Investing in civic infrastructure and community networks, improving channels of communication via compacts
Asked to	Mobilising people into participation by asking for their input can make a big difference	Public participation schemes that are diverse and reflexive
Responded to	When asked people say they will participate if they are listened to (not necessarily agreed with) and able to see a response	A public policy system that shows a capacity to respond - through specific outcomes, ongoing learning and feedback

Vivien Lowndes and Lawrence Pratchett (2006): CLEAR: Understanding Citizen Participation in Local Government.

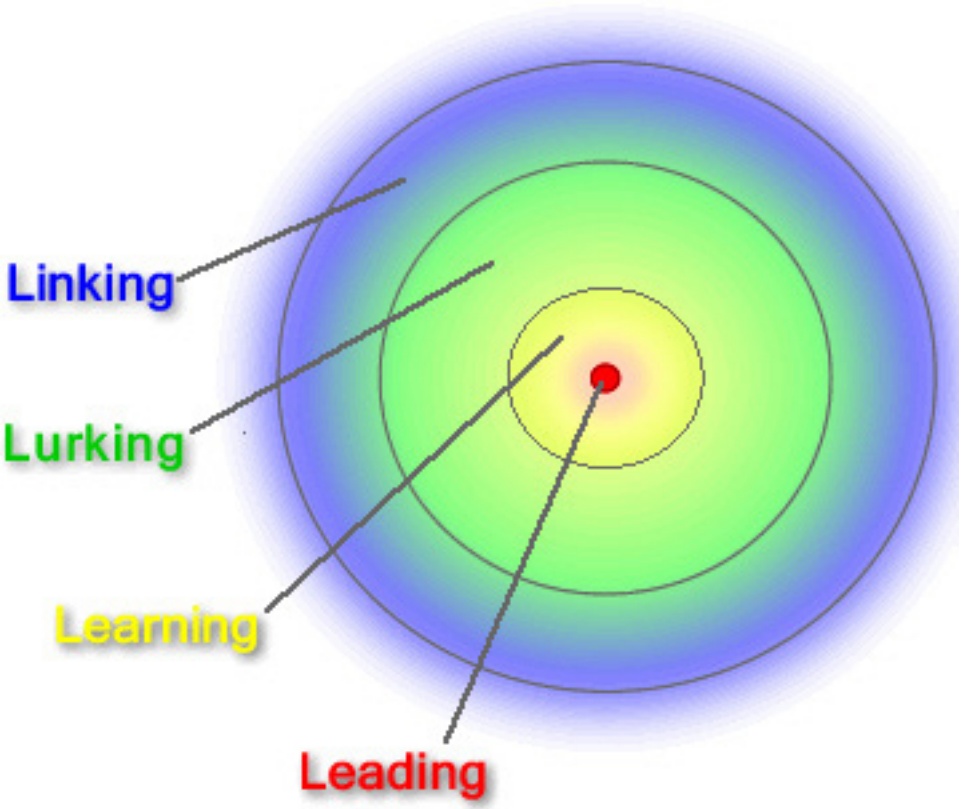
Tony Karrer – Four L Model

2006

Tony Karrer developed the 4L Model – Linking, Lurking, Learning, Leading – based on his experience as the community moderator of the Learning Circuits Blog Network:

"My model is around the roles of and interactions between members of a community.

The graphic demonstrates the four types of roles in an online community. Any prospering community will have participants in each of these roles. Note that the lines between the roles are blurred. What role a participant is playing in the community is both determined and defined by the participant. While the roles can't be strictly defined, they do have basic characteristics which can be identified:



Linking These are visitors who find a community by one means or another. They may have have bookmarked the site or added it to their RSS reader. They are in a "testing" mode to determine if this community if of interest to them and worth giving more of the time and attention.

Lurking Often the largest segment of a community, these individuals pay attention to the activity of the group and occasionally participate in various activities. Wenger calls this group Legitimate Peripheral Participants (LPP). They may be interested in greater involvement, but either don't feel worthy or don't know how. For others the content may only be peripheral to their work.

Learning These are regular visitors who contribute to the community regularly. They are considered "members" of the community. Occasionally , they may take on a project or event leadership role as either an "audition" for a more core role or as a way to lead despite overall time unavailability.

Leading At the core of a community are the Leaders of that community. Leadership is a matter of commitment and willingness to contribute on a consistent basis. Leaders may or may not be designated via title. Roles, other than community coordinator, may evolve as needed. Wenger says it is the responsibility of leadership to "build a fire" of activity that is strong enough to draw people to the community and encourage greater participation."

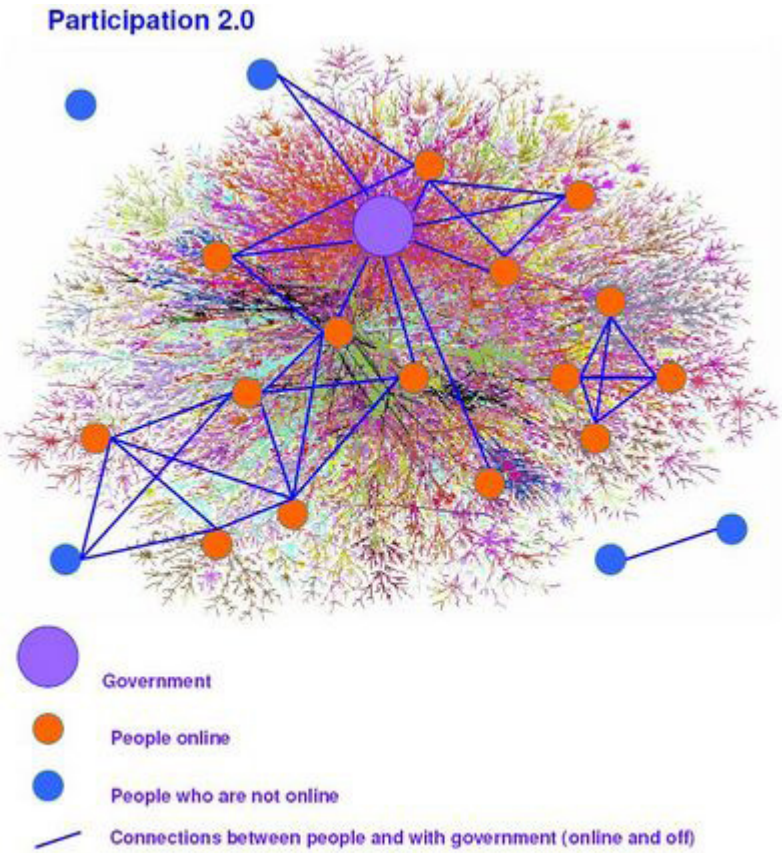
Tony Karrer (2006): Roles in communities of practice.

State Service New Zealand – Participation 2.0 Model *2007*

The State Service Commission of New Zealand developed this model in direct response to the analytical framework of the OECD:

"What is striking about the image used by the OECD 2001 report in its definition of information, consultation and active participation is its depiction of a set of isolated individuals each relating to government on a bilateral basis (see OECD glossary entry above). The image is silent about interconnected citizens, and the role of these relationships in shaping how individuals access government-held information, services and decision-making processes. It could therefore be considered a Participation 1.0 model.

The defining feature of what many are calling Web 2.0 is the ability of users to create, share and link content as they develop communities. We need a new visual map of these interactions -- one which takes into account not only online relations between citizens and with government but also how they relate to offline interactions. The image below attempts to portray these new interconnections, or Participation 2.0, as being facilitated by the Internet -- but extending beyond it.



- Government is just one of the nodes in the network -- albeit a large one which is well endowed and highly connected. It is obliged to struggle for the attention of those online, prove its relevance and add value in the same way as any other node.
- People can be either connected to the Internet or not -- if they are offline, they may enjoy strong connections with others who are also offline. Membership of virtual communities hardly discounts the importance of traditional communities.
- People might be indirectly connected to Internet via others -- who are online (e.g. granddaughters, radio journalists, frontline public service providers) who therefore provide a 'conduit' for the two-way flow of information. You don't have to be online yourself to harness the benefits of the Internet if you know, and trust, someone who is.
- People may be highly connected online and have little or no connection with government -- bypassing it altogether except for those moments of obligatory contact (e.g. registering births, deaths, paying taxes).
- People will use their connections to share, compare and verify -- before placing their trust in the information and services provided by a given node (including government)."

New Zealand State Service (2007): Participation 2.0 Model. In: Guide to Online Participation. Resources – Glossary.

IAP2 – Spectrum of Public Participation

2007

The spectrum was designed by the *International Association for Public Participation* to assist with the selection of the level of participation that defines the public's role in any public participation process.

The spectrum shows that differing levels of participation are legitimate and depend on the goals, time frames, resources, and levels of concern in the decision to be made.

Increasing Level of Public Impact

	Inform	Consult	Involve	Collaborate	Empower
Public participation goal	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the public.
Promise to the public	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.
Example techniques	▪ Fact sheets ▪ Web sites ▪ Open houses	▪ Public comment ▪ Focus groups ▪ Surveys ▪ Public meetings	▪ Workshops ▪ Deliberative polling	▪ Citizen advisory committees ▪ Consensus-building ▪ Participatory decision-making	▪ Citizen juries ▪ Ballots ▪ Delegated decision

The spectrum is essentially a matrix identifying the various levels of public participation. The levels of participation in the spectrum/matrix include *inform, consult, involve, collaborate and empower*.

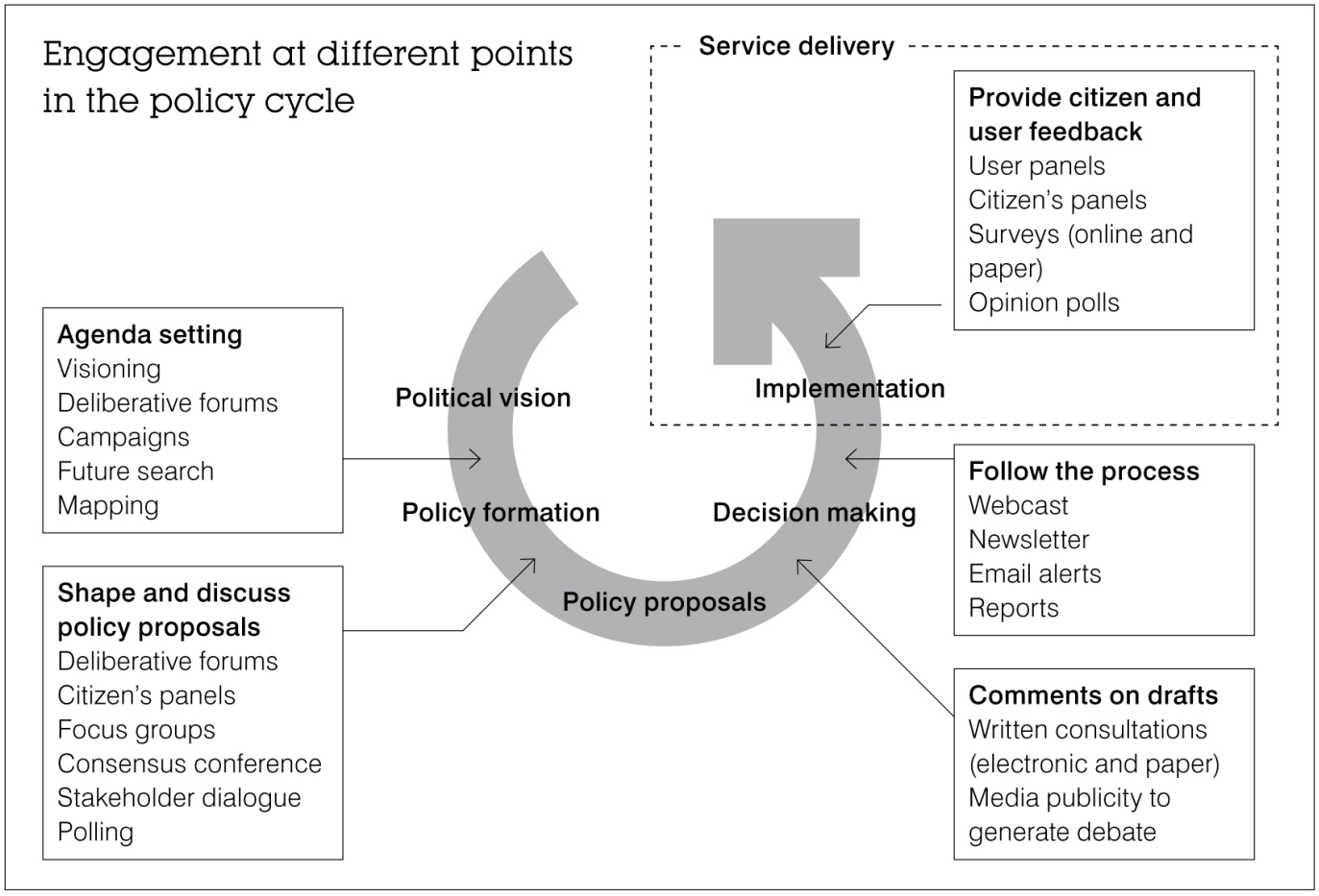
Each level of public participation is chosen based on the specific goal of the project and the promise being made to the public.

International Association for Public Participation (2007): Spectrum of public participation.

Diane Warburton – Engagement in the Policy Cycle *2007*

Diane Warburton developed this model for a publication on evaluating public participation:

"Engaging the public in policy-making is an important step. If it is not done well, it can damage the reputation not only of the specific policy initiative but of the organisations developing the policy.



There are occasions when public engagement should not be undertaken. For example:

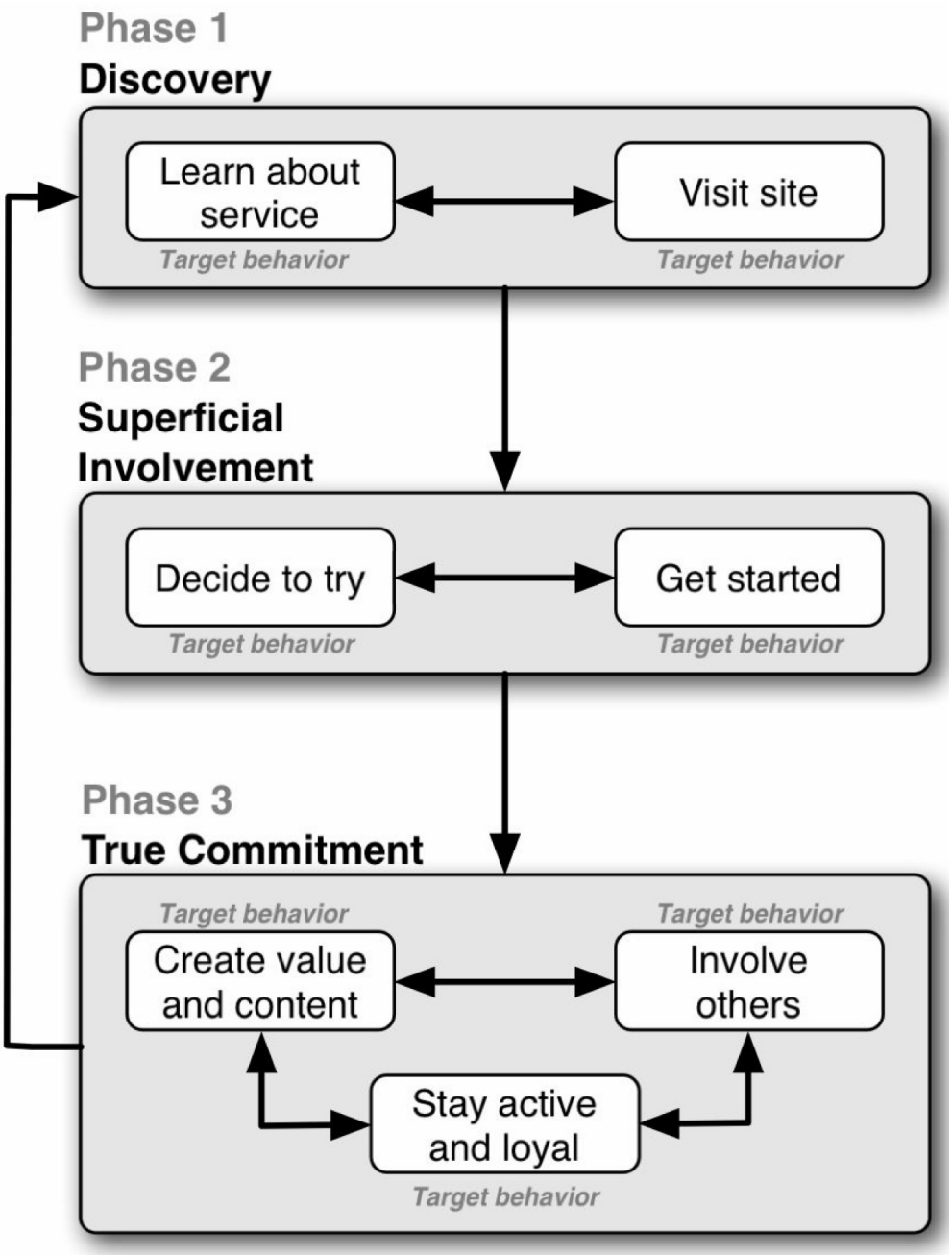
- if a decision has already effectively been made, and there is no room for change,
- as a tick-box exercise, because it is required, and there is no intention of taking any notice of what comes out of the engagement process,
- as a delaying tactic, because it is too difficult to make a decision immediately, but the engagement is not considered an important part of the decision-making process that will eventually take place.

As long as there is room for change in the policy and the results of the engagement will make a difference, it is worth considering public engagement. This might be at any stage of the policy process. The stage of the policy process is one indication of the sorts of engagement methods that could be used (as shown in the diagram), as it is part of the context for the engagement. But the main factor is the purpose of the engagement, which means thinking about specific objectives."

Diane Warburton (2007): Making a Difference: A guide to evaluating public participation in central government.

Fogg & Eckles – Online Participation Behavior Chain *2007*

Fogg and Eckles developed the online participation behavior chain through case studies of over fifty online services, examining how these services motivate users to actively participate:



"The success of many online services today depends on the company's ability to persuade users to take specific actions, such as registering or inviting friends.

We found that successful online services share a pattern of target behaviors that can be viewed as part of an overall framework. We call this framework the "Behavior Chain for Online Participation.

In the first Phase of the Behavior Chain, users become aware of the Web service; this is the Discovery Phase. This Phase includes two Target Behaviors – that potential users learn about the service in a way that supports further Target Behaviors on the chain and that potential users visit the Web site.

In Phase 2 of the Behavior Chain, Web services influence users to Decide to try and to Get started with the service (e.g. by creating an account, starting to consume content). Both of these Target Behaviors are aspects of Superficial Involvement.

Deeper investment comes in the True Commitment Phase: users contribute value, involve others in the service, and continue to be active and loyal users. These three Target Behaviors are often closely linked, as a single user action can create value, involve others, and ensure a return visit soon."

Fogg & Eckles (2007): The Behavior Chain for Online Participation: How Successful Web Services Structure Persuasion.

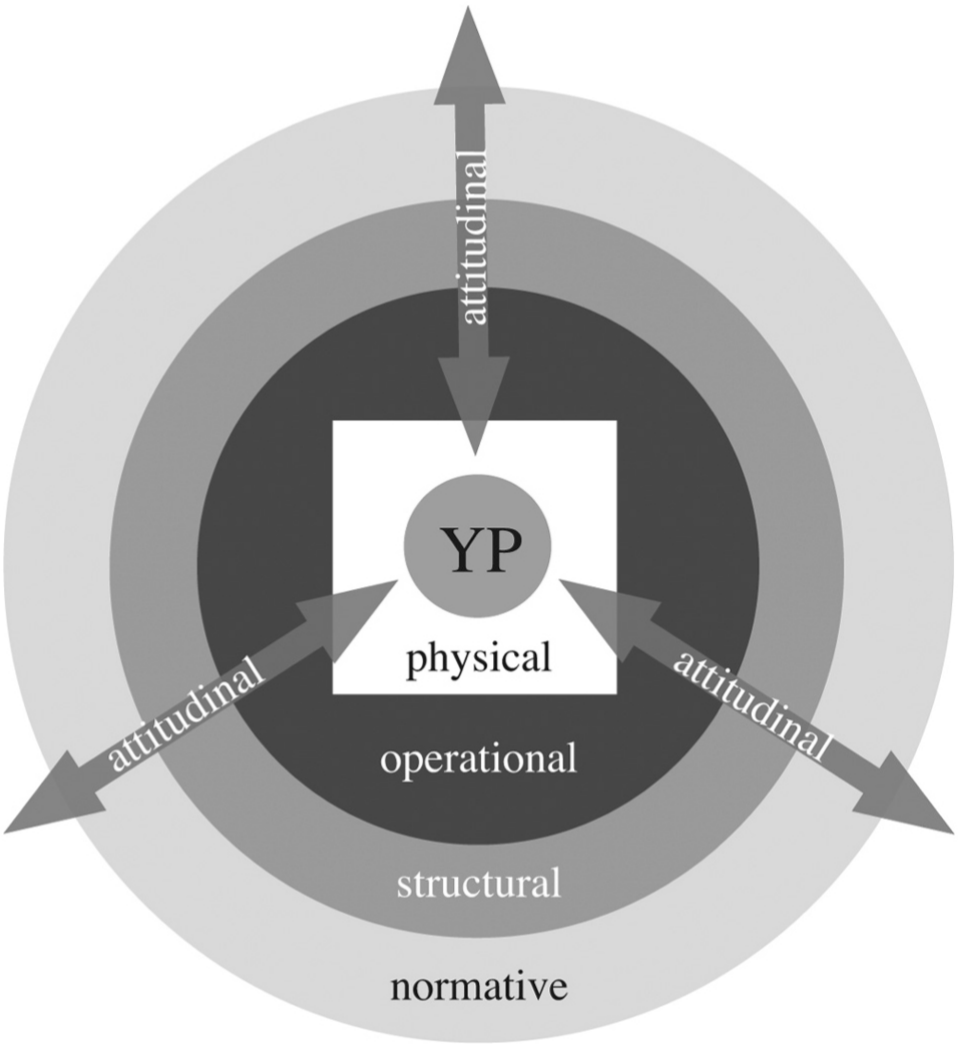
Driskell & Neema – Key Dimensions of Participation *2009*

David Driskell and Kudva Neema, focusing on everyday participatory practice in communities and community-based organisations, developed a framework that presents participation as a spatial practice shaped by five overlapping dimensions.

In doing so, they aim to reposition the analytical lens of the field in response to a shift away from a relatively episodic focus on projects towards a more enduring focus on programmes.

The framework introduces five key dimensions:

- normative,
- structural,
- operational,
- physical,
- attitudinal.



They are mutually constitutive and highly interactive and have the potential to create and open up physical spaces for meaningful youth participation.

While the absence of one or several of these dimensions may not preclude participatory practice, meaningful youth participation beyond episodic experiences can only be developed and sustained through the presence of all five dimensions.

"We hope to contribute to a larger project of refocusing debates on participation toward more careful consideration of the deliberate choices that shape organizations and to emphatically underscore the point: *participation does not just happen*. (…)

The design of public institutions and organizational practices serve to facilitate or constrain meaningful and sustained participation. (…) We believe that a clear articulation of the spatial practices of participation opens new possibilities."

David Driskell and Kudva Neema (2009): Creating Space for Participation: The Role of Organizational Practice in Structuring Youth Participation. In: Community Development, Vol. 40 .

Tim Davies – Matrix of Participation

2009

Tim Davies has used this matrix for years because, on it's own, the ladder doesn't show the full picture:

"The matrix of participation includes Hart's Ladder of Participation on it's vertical axis, and adds a horizontal axis consisting of different participation approaches, running roughly from one-off, short term or informal approaches on the left, to more structured and long-term approaches on the right.

	Individual complaints or **feedback**	Surveys & **consult-ations**	One-off **events** or annual participation events	Participation **projects** - often using arts or media	Peer-led activities such as **training, research & evaluation**	**Youth forum**, youth grant-making etc.	Young people involved in **governance**
Youth initiated - shared decisions with adults							
Youth initiated and directed							
Adult initiated - shared decisions with youth			{ Degrees of participation				
Young people are consulted & kept informed							
Young people are assigned tasks & activities							
Tokenism							
Decoration		{ Levels of non involvement					
Manipulation							

The matrix is particularly useful to encourage organisations to consider whether they are offering young people a spread of engagement opportunities, and our experience is that attempts to just provide opportunities at one side or other of the matrix is unlikely to lead to sustainable and effective youth participation which leads to positive change for young people. (…)

It is through involvement in events; in creative projects; and in short-term activities that many young people can develop the confidence to express their views and can build the networks with other young people and with supportive adults that enable and encourage them to then get involved in further participation. The middle of the matrix is a key point on young people's *pathway of participation*. Without opportunities to gain experience, information and develop networks – many young people (and often the young people we most need to hear from) may never go on to speak up in forums where they could have power to make serious change happen."

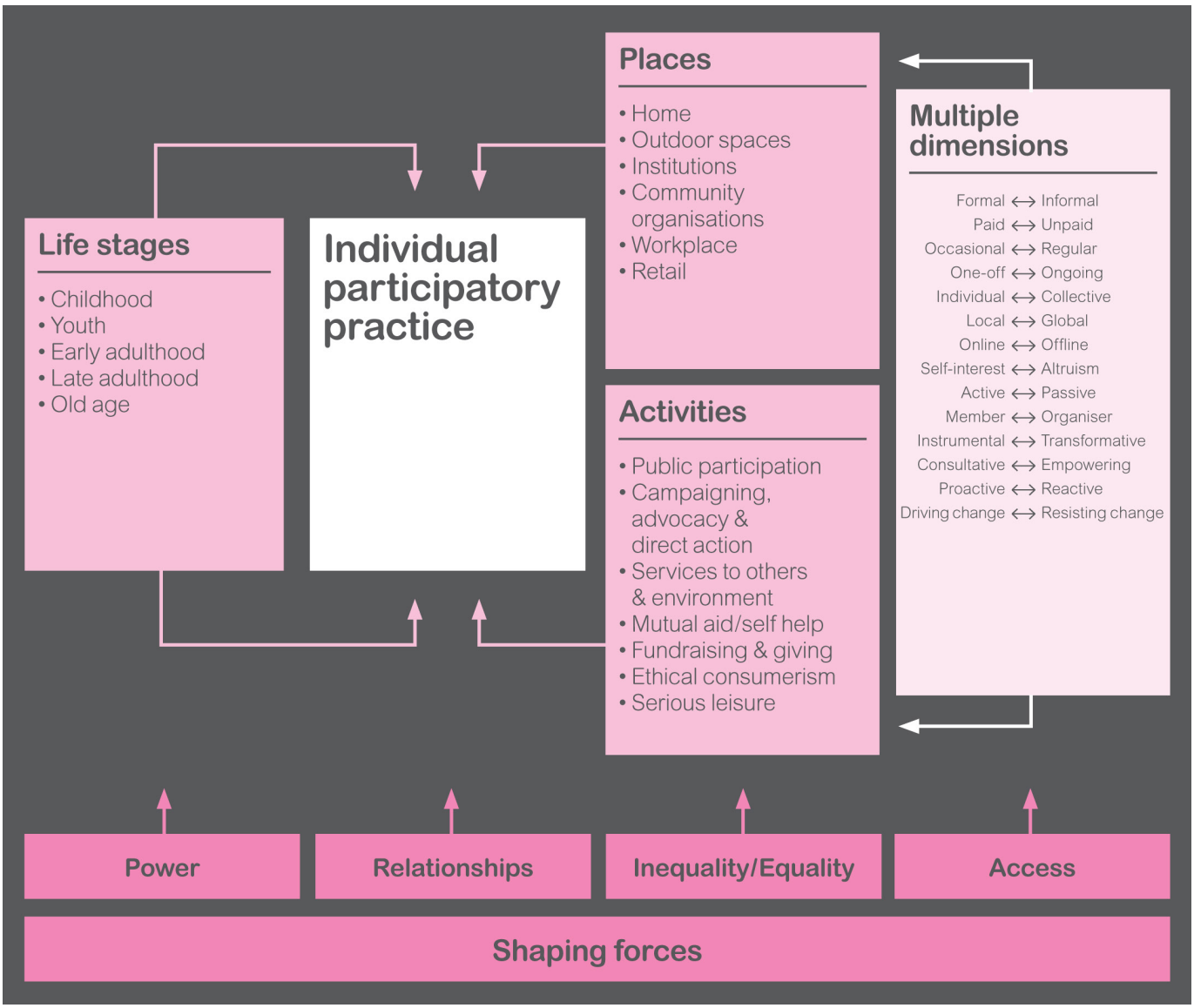
Tim Davies (2009): Can social networks bridge the participation gap?

NCVO – Pathways through Participation

2009

The UK's National Council for Voluntary Organisations (NCVO) has, in partnership with the Institute for Volunteering Research (IVR) and Involve and based on a literature review, developed a framework for understanding individuals' pathways through participation:

"The conclusions we have drawn from our review of the literature have shaped the development of our emerging framework for participation. The framework reflects our understanding of what participation is and how it needs to be viewed in the context of our project.



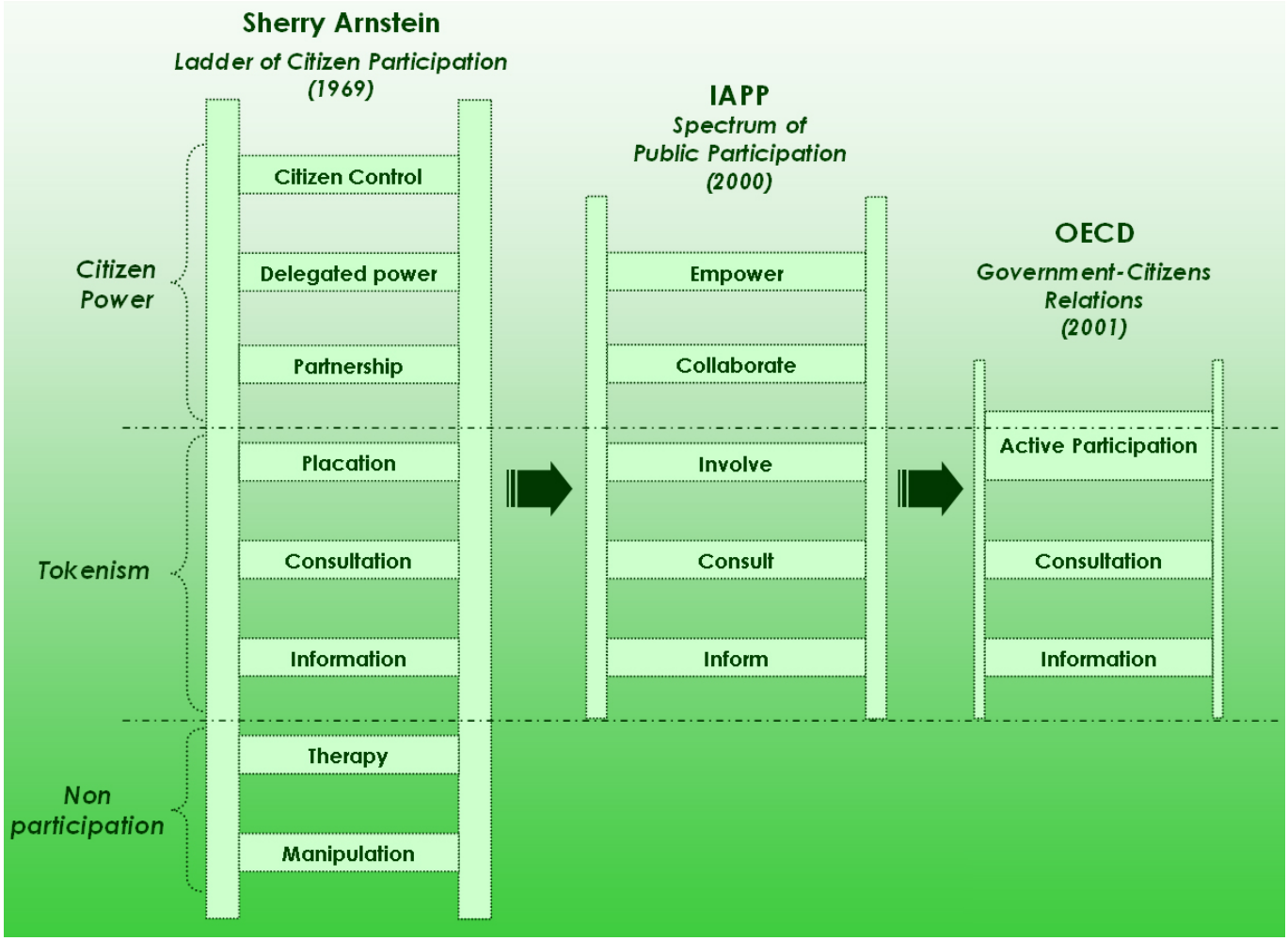
It also focuses on the key experiential elements of participation in practice: the actors; the activities; the places in which activities occur; and the time over which they develop, as well as some of the key dimensions of participation in the literature – the intensity of engagement, for example, or whether it is an individual or collective activity. Finally, the framework highlights what are emerging as some of the key shaping forces, influencing people's pathways through participation."

Pathways through Participation Project (2009): Understanding participation – a literature review.

Pedro Martín – Changing Views on Participation

2010

Pedro Martín compares and contrasts, in the context of a guide for e-participation at local level, different understandings of participation across three models.



Martín draws on the *Ladder of Citizen Participation* by Sherry Arnstein (page x), on the *Spectrum of Public Participation* by IAPP (page y) and the OECD's *Active Participation Framework* (page z).

Interestingly, the graphical comparison shows that the active participation framework developed and promoted by the OECD hardly goes beyond the levels of tokenism identified by Arnstein. In other words, the OECD model completely ignores, in Martín's view, any kind of citizen control and thus rejects any transfer of power from representative organs to citizens.

Martín argues that to ignore the question of power is a key reason for the 'vicious circle of participation' – that a lot of money is spent on participation without much impact or change resulting from it. Martín's comparison underlines how crucial to meaningful participation it is to accept and plan for the transfer of power and control.

Pedro Prieto Martín (2010): E-Participation at the local level: the path to collaborative democracy.

Bernoff & Li – Ladder of Online Participation

2010

Bernoff Josh and Charlene Li of Forrester Research developed their ladder of online participation in 2007 and revised it in 2010 to reflect recent findings.

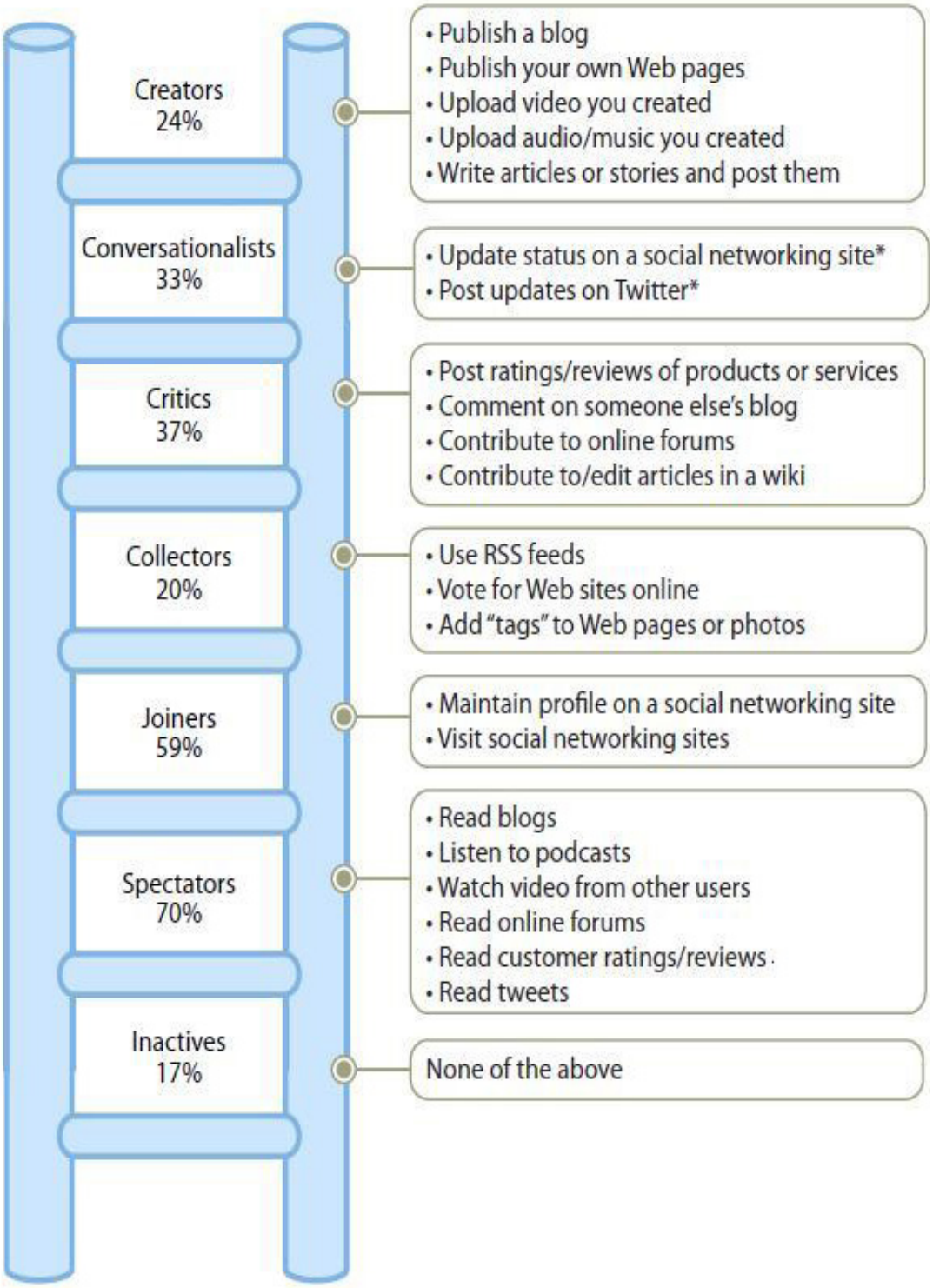
The concept is based on the notion of social technographicsm.

Social technographicsm is understood as the analysis of online activity according to participation at seven different levels, ranging from spectators to creators.

While the ladder is meant to show that the degree of participation increases with each rung, it is not meant to suggest a sequential progression of online participation.

The levels overlap significantly and represent profiles more than segmentations:

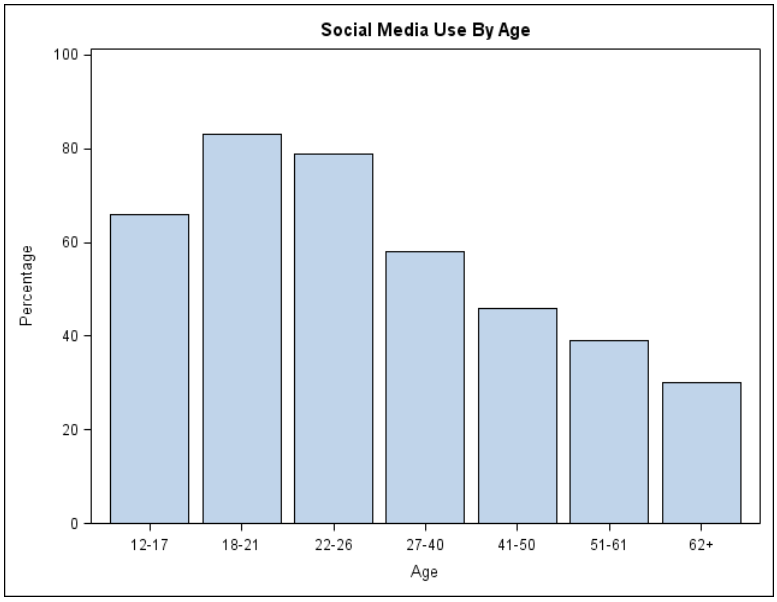
People do participate in multiple ways and with multiple approaches and strategies, which can often be overlapping and even simultaneous.



Josh Bernoff and Charlene Li (2010): Social technographics revisited – mapping online participation.

Rick Wicklin – Online Participation and Age Groups *2010*

Rick Wicklin, starting from a 2007 visualisation on participation in online social media (Businessweek and Forrester Research, 2007), asked himself how participation in social media differ across age groups and, given that someone in an age group participates, what the popularity of each activity is:



"The bar chart shows the percentage of each age group that engages in social media activities. (…)

You can clearly see the main conclusion: using social media is highly popular among young people, but older people had not embraced it yet at the same levels. (…)

This first chart on the left shows participation, while the second chart below on the right shows how people participate. (…)

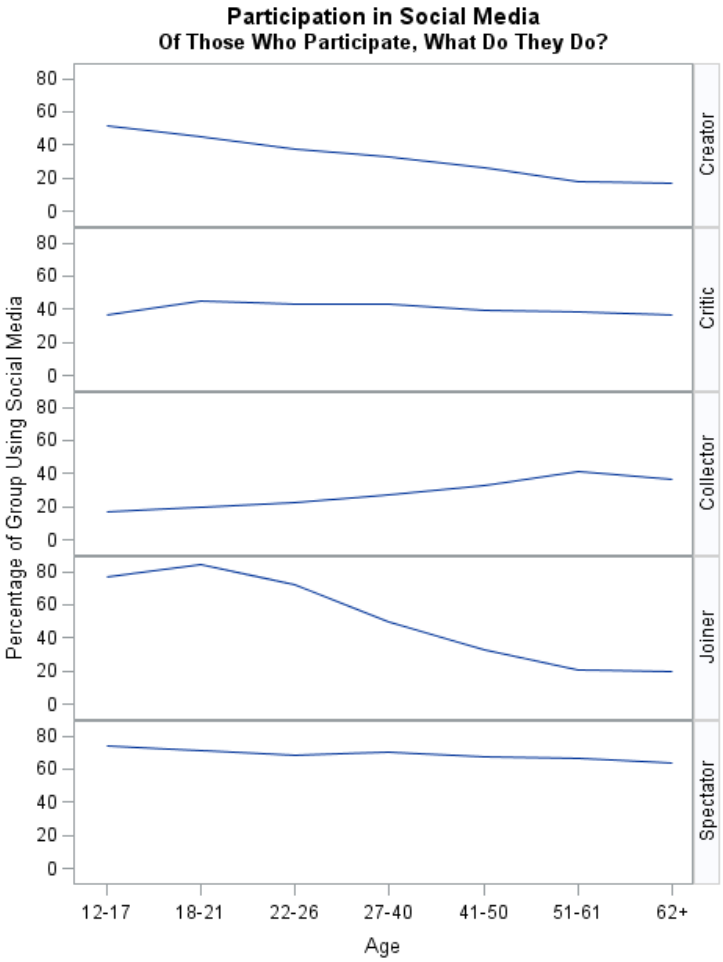
This visualization is more revealing than the "young people are more active" conclusion (…).

Older people who participate in social media are *critics* and *spectators* about as often as younger people, and are collectors more often.

Only the *creator* and *joiner* activities show a marked decrease in participation by older age groups.

You can also see that the percentage of *collectors* is essentially constant across age groups.

Keep in mind that the horizontal axis is meant to be categorical (age groups), even though it seems to imply a time dimension (as time goes on, your participation changes). The line plot is not a plot as time goes on; it is a snapshot of people of different ages at one instant in time (2007 with the original Businessweek data)."

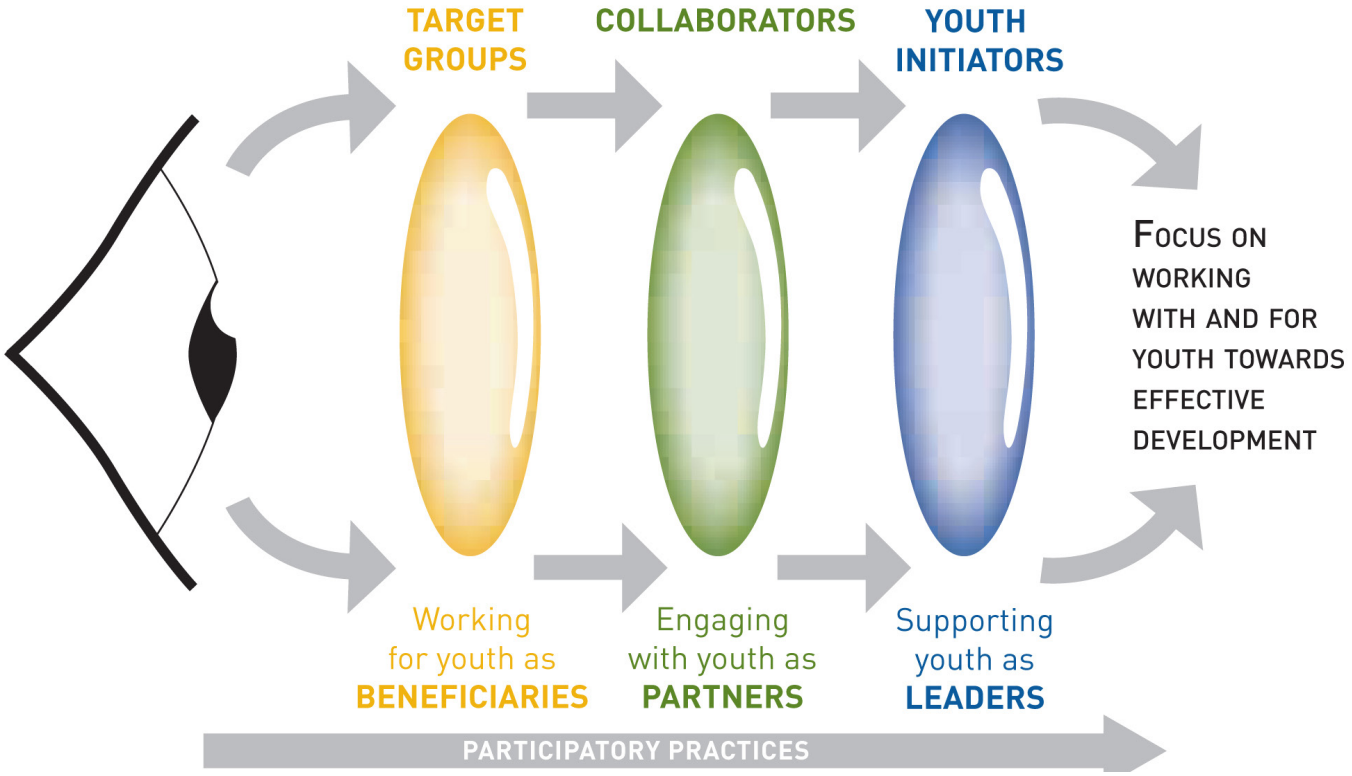


Rick Wicklin (2010): How does participation in social media vary with age?

DFID–CSO – Three-lens approach to participation

2010

The Youth Working Group of the UK Department for International Development (DFID) and UK Civil Society Organisations (CSO) developed the three-lens approach to youth participation aiming to foster the active, informed and voluntary involvement of young people in decision-making and the life of their communities both locally and globally:



"The three-lens approach advocates that development assistance should work for the benefit of youth (as target beneficiaries), with youth as partners, and be shaped by youth as leaders. This is an assets approach to youth participation in development. (…)

- It is important for institutions and practitioners to consider all three lenses; they are not mutually exclusive. Youth participation in development is often a combination of all three (see Table 1 for definitions).
- This approach is dynamic: depending on the local context and the development intervention one particular lens may be more appropriate or have more prominence/focus.
- The different lenses may be used with different groups of young people during an intervention/ initiative, i.e., young leaders may be reaching out to new groups of young people as targets.
- It might appear that youth participation is just about young partners or leaders, and not young beneficiaries. However, participation must also develop from a foundational base.
- The ultimate aim is to develop youth as partners and leaders in development. This is based on youth having agency: their capacity to act, their skills and capabilities and their ability to change their own lives.
- Youth operating as partners and leaders are inherently beneficiaries too."

DFID-CSO Youth Working Group (2010): Youth participation in development.

BJ Fogg – Behaviour Grid

2010

BJ Fogg, aiming to sharpen the discourse on change, developed a grid to describe 15 ways behavior can change:

	GREEN Do new behavior	BLUE Do familiar behavior	PURPLE Increase behavior intensity	GRAY Decrease behavior intensity	BLACK Stop existing behavior
DOT One time	GREEN DOT *Do a new behavior one time*	BLUE DOT *Do familiar behavior one time*	PURPLE DOT *Increase behavior one time*	GRAY DOT *Decrease behavior one time*	BLACK DOT *Stop behavior one time*
SPAN Period of time	GREEN SPAN *Do behavior for a period of time*	BLUE SPAN *Maintain behavior for a period of time*	PURPLE SPAN *Increase behavior for a period of time*	GRAY SPAN *Decrease behavior for a period of time*	BLACK SPAN *Stop behavior for a period of time*
PATH From now on	GREEN PATH *Do new behavior from now on*	BLUE PATH *Maintain behavior from now on*	PURPLE PATH *Increase behavior from now on*	GRAY PATH *Decrease behavior from now on*	BLACK PATH *Stop behavior from now on*

"Each of the 15 behaviors types uses different psychology strategies and persuasive techniques. For example, the methods for persuading people to buy a book online (BlueDot Behavior) are different than getting people to quit smoking forever (BlackPath Behavior). With this framework, people can refer to specific behaviors like a "PurpleSpan Behavior" or a "GrayPath Behavior." For example one might say, "The Google Power meter focuses on a GrayPath behavior." My new terms give precision. But this innovation goes beyond identifying the 15 types of behavior change and giving them clear names. I also propose that each behavior type has its own psychology. And this has practical value: Once you know how to achieve a GrayPath Behavior, you can use a similar strategy to achieve other GrayPath Behaviors (for example, getting people to watch less TV). In this way, the Behavior Grid can help designers and researchers work more effectively."

BJ Fogg (2010): The Behavior Grid: 15 Ways Behavior Can Change.

Harry Shier – The Participation Tree

2010

Working with young people in the global south has led to bottom-up approaches and models of practice, supporting and promoting more varied and developed forms of participation. In this context, young people are widely recognised as 'public actors', capable of influencing development. To facilitate non-tokenistic participation, young people should not be manipulated into serving adult agendas.

The fruits: Respect, equality, respect for human rights, development, peace

The leaves of the tree: Children and young people empowered

- Children and young people as community educators
- Children and young people in community development
- Children and young people supporting others in difficulty
- Children and young people as defenders of children's rights
- Children and young people reporting abuse and exploitation
- Children and young people in educational policy and planning
- Children and young people as renewers and defenders of traditional culture
- Children and young people as spokespeople and representatives in local democracy
- Children and young people as protectors and defenders of the environment
- Children and young people in their own groups and organisations
- Children and young people in direct action for social change
- Children and young people in media and communications
- Children and young people as mediators of conflict
- Children and young people as a new generation of community leaders.

The branches of the tree are the various activity groups and spaces in which children and young people gradually develop their active and pro-active participation in tune with the growth of their knowledge and experience

The seed from which the tree grows is the family home: the first setting where the child learns to participate and be a part of the community

The trunk: The strong central trunk that holds up the whole tree is made up of all the learning processes through which children and young people gain awareness of their rights, raised self-esteem, awareness of themselves as members of society and rights-holders, as competent and capable of achieving anything in life; ability to express themselves and to organise.

The growing seedling is strengthened by attendance at organised activities outside the home: That's to say, the child becomes a "Participant".

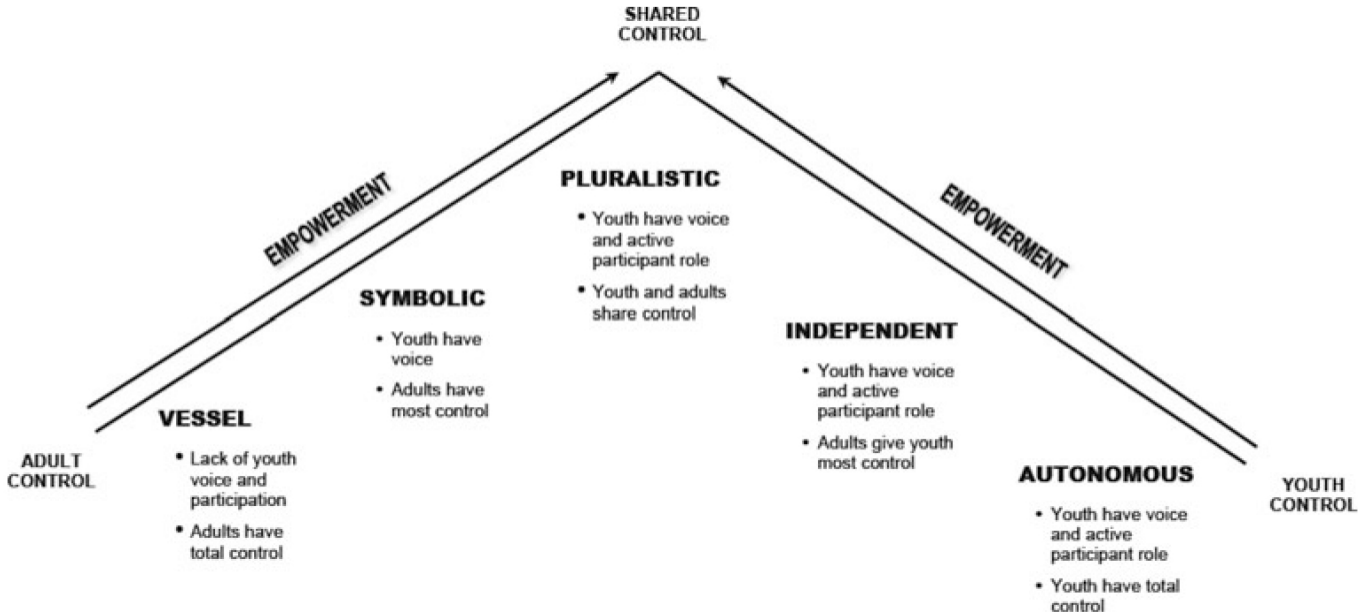
Harry Shier (2010): Pathways to Participation Revisited: learning from Nicaragua's child coffee-workers.

Wong et al. – Typology of Youth Participation

2011

Research suggests that increasing egalitarian relations between young people and adults is optimal for healthy development; however, the empirical assessment of shared control in youth–adult partnerships is emerging. Thus, the objective of this typology is to offer a conceptual framework that identifies degrees of youth–adult participation while considering the development potential within each type.

The typology uses an empowerment framework, rooted in evidence-based findings, to identify five types of youth participation: (1) Vessel, (2) Symbolic, (3) Pluralistic, (4) Independent and (5) Autonomous. The typology is constructed as a heuristic device to provide researchers, practitioners and policymakers with a common language for articulating degrees of youth participation for optimal child and adolescent health promotion.



The TYPE Pyramid as shown above identifies five distinct types of youth participation. The TYPE Pyramid is not designed to be a rigid framework, but should rather used as a heuristic device to challenge investigators, practitioners, and youth alike when developing research projects and youth programs.

Previous researchers have suggested that youth-driven participation is ideal for positive youth development and empowerment. Children and adolescents, however, cannot be expected to carry the full burden of empowering themselves and their communities. Adults ought to share in this responsibility. The uneven power dynamics that exist between youth and adults make sharing this responsibility challenging. An egalitarian approach to critical consciousness, however, may empower both youth and adults to overcome this dynamic.

In co-learning with youth, adults can serve as resources and collaborators—versus being the experts—by facilitating critical dialogue, awareness, and building skills towards critical consciousness in partnership with young people. Youth participants can be encouraged to be active collaborators and the sharing of their views con- tributes to critical dialogue. It is through this co-learning process with adults that youth can both become empowered and reap developmental benefits.

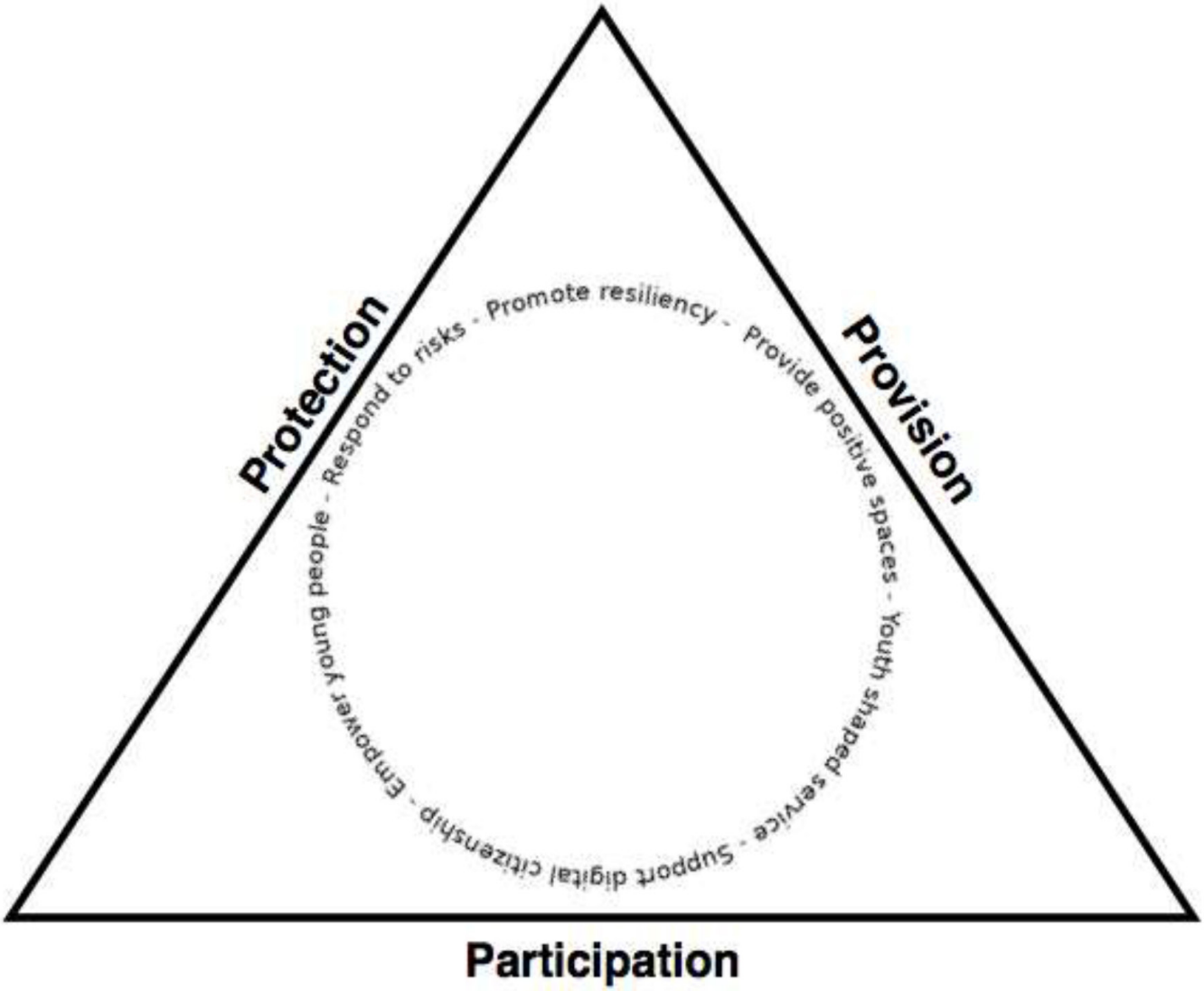
Wong et al. (2011): A Typology of Youth Participation and Empowerment for Child and Adolescent Health Promotion.

Tim Davies – Six principles of online participation *2011*

The six principles of online participation start from the UN Convention on the Rights of the Child (UN-CRC), which provides an internationally agreed foundation for policy and practice with respect to young people. Commentators commonly divide the 41 substantive rights enumerated in the convention into three main categories: provision rights; protection rights; and participation rights.

The resulting triangle collapses with any side removed – each set of rights is essential to support the full realization of the others. No set of rights are prior to the others in the triangle: the framework is as much a participation, provision, protection model, as one for protection, participation and provision.

Applied to consideration of young people's online lives, we can see how the tri- partite model can capture research insights into the relationship of opportunity and risk.



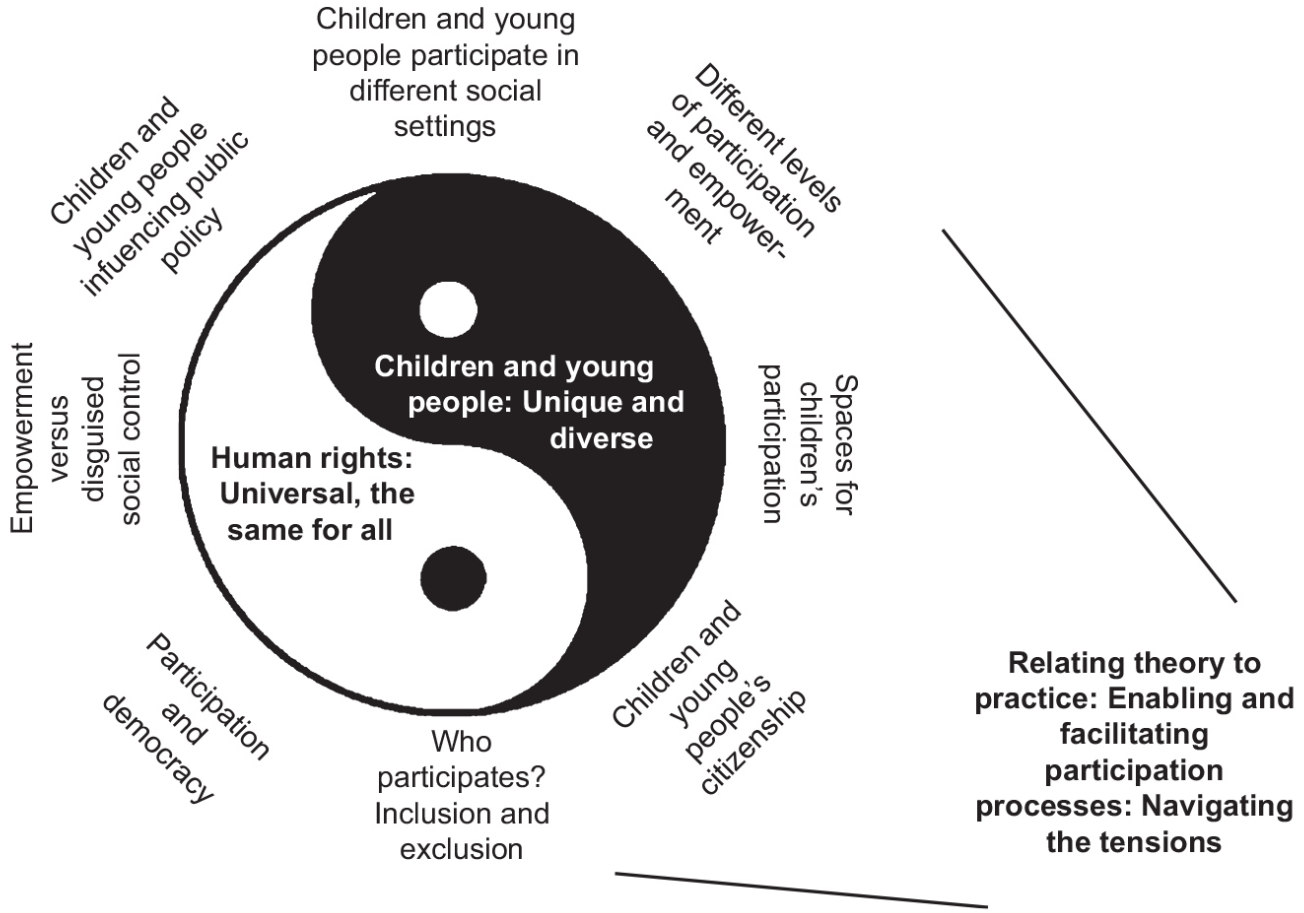
Any project addressing young people's online lives should seek to consider it's contribution to (1) Supporting digital citizenship, (2) Empowering young people, (3) Responding to risks, (4) Promoting resiliency, (5) Providing positive spaces and (6) creating youth shaped services.

Tim Davies (2011): Rethinking Responses To Children And Young People's Online Lives.

Shier et al – Yinyang Model of Youth Participation *2012*

Despite a wide and varied literature on the subject, there is no unified or universal theory of children and young people's participation, but rather studies from many different approaches and disciplines. Striving for conceptual coherence, the research team of this participatory research project, which explored four case studies of children and young people's successful political advocacy in Nicaragua, reviewed concepts and theories related to the research topic, and developed the following conceptual framework, based on the integration of two complementary approaches: a human rights-based approach and a human development approach.

From this starting point, the research team went on to identify eight key concepts. Analytical reflection on each of these eight areas can contribute to more effective and responsive practice.



The main problems faced by children and young people seeking to influence policy-makers were identified as adultism, dependency and lack of accountability.

The research identified pre-conditions, participation spaces and ways of organising for effective advocacy, and facilitation methods that had proved effective. It concludes that children and young people who achieve effective advocacy are generally self-empowered, but can count on effective adult support and facilitation. They work through coordination with the authorities and not by clashing with them, but need to ensure effective follow up if they want politicians to keep their promises.

Harry Shier et al. (2012): How Children and Young People Influence Policy-Makers: Lessons from Nicaragua.

The Pathway to Participation

If you have a pathway you can:

- Make it clear to young people how they are able to progressively become more involved
- Understand how to 'make the journey easier'
- Tell people the direction in which they are heading (where the path will take them!)
- Allow young people to consider how far down the path they'd like to go!

Do not confuse the Pathway to Participation with Roger Harts 'Ladder of Participation'!

The Ladder of Participation is an illustration of the difference between tokenistic involvement and effective participation.

The Pathway to Participation represents what the opportunities are for young people to be able to progress their involvement within an organistion and how they are able to make that progress.

Make it clear to young people how they are able to progressively become more involved:
Some organisations 'helicopter' young people straight into the top to sit on a 'committee' and 'represent' young people. Doing this doesn't allow those young people to gain an understanding of what the organisation does.

It also doesn't allow them to have the opportunity to decide how much they'd like to be involved and what kind of involvement best suits them.

Understand how to make the 'journey' easier:
Once you've considered what your 'pathway' is you will be better placed to look at what different skills and qualities will be needed to progress along it. Having done this you can also consider how best to support young people towards obtaining any skills they may need.

Allow young people to consider how far down the path they'd like to go:
Often this can be overlooked. Just because your pathway has a final destination doesn't mean young people want to go there! Many young people may happily 'progress' along the pathway but then get to a point where they choose to go no further. Sometimes this may be because of a lack of confidence, a lack of understanding or skills - in which case you can provide support to allow them to progress further.

However it's also important to recognise that sometimes young people may not wish to 'go all the way'. By allowing young people to choose how far they'd like to go, they can choose a level of participation that is comfortable for them. If you fail to do this and have an 'all or nothing' approach you may well find you lose young people who otherwise could have been potentially very valuable. Just because they don't want to sit on your committee doesn't mean they don't want to participate or can't make a useful contribution.

Tell people the direction in which they are heading:
This is arguably the most important reason for having a pathway. With a pathway you can explain to young people where the pathway leads and how they can 'get on the path'. In practical terms this means that if the first stage along the path is for young people to be a 'volunteer helper' they can quickly understand what that is and whether they are heading in the right direction to be able to become one.

Keep in mind - The pathway shouldn't be fixed! Keep things flexible to allow other routes to develop and possibly new destinations decided upon!

YoMo Community Interest Company www.yomo.co.uk