



Prifysgol Cymru
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University of Wales
Trinity Saint David

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

ECAY4004:
Agency, Empowerment and Anti-oppressive Practice
Participatory Frameworks
2024



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Session Outcomes:

- An introduction to Participatory frameworks
 - Collaborative Decision-Making
 - Community Engagement
 - Empowerment
 - Capacity Building
 - Action Research
 - Democratic Governance
- Arnstein's Ladder of Participation (1969)
- Hart's Ladder of Participation (1992)





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Participatory Frameworks

Participatory Frameworks

- Participatory frameworks in sociology are approaches that emphasize the active involvement in individuals or groups in decision-making processes, research, policy development, and community development initiatives.
- These frameworks recognise the value of including diverse perspectives and fostering collaboration among stakeholders to address social issues and promote social change.

Participatory Frameworks: Key elements

- **Collaborative Decision Making:**

- Encouraging collaboration and dialogue among stakeholders to identify common goals, develop strategies, and make decisions collectively.

- **Community Engagement:**

- Engaging community members in all stages of a project or initiative, from planning and implementation to evaluation and reflection, to ensure their voices are heard and their needs are addressed.

Participatory Frameworks: Key elements

- **Empowerment:**
 - Fostering empowerment by providing individuals and communities with the knowledge, skills, resources, and opportunities to participate actively in shaping their own lives and environments.
- **Capacity Building:**
 - Building the capacity of individuals and organisations to engage effectively in participatory processes, including providing training, resources, and support leadership development.

Participatory Frameworks: Key elements

- **Action Research**

- Conducting research in collaboration with community members to address local issues, generate knowledge, and inform social change efforts.

- **Democratic Governance:**

- Promoting democratic principles and practices within organisations, institutions, and communities to ensure transparency, accountability, and inclusivity in decision-making processes.

Participatory Frameworks: Key elements Summarised

- Participatory frameworks aim to democratise knowledge production, empower marginalised groups, and promote social justice by centering the voices and experiences of those most affected by social issues and inequalities

Sherry Arnstein's Ladder of Participation (1969)

Sherry Arnstein's Ladder of Participation (1969)

- A significant model in the field of democratic public engagement.
- Proposed by Sherry Arnstein in 1969, this ladder provides insights into how empowered public institutions and officials allocate power to citizens and how levels of citizen agency, control, and power can be increased
- The ladder consists of eight rungs, each representing a different degree of citizen power and influence.

Arnstein's Ladder of Participation

Citizen Control

Delegated Power

Partnership

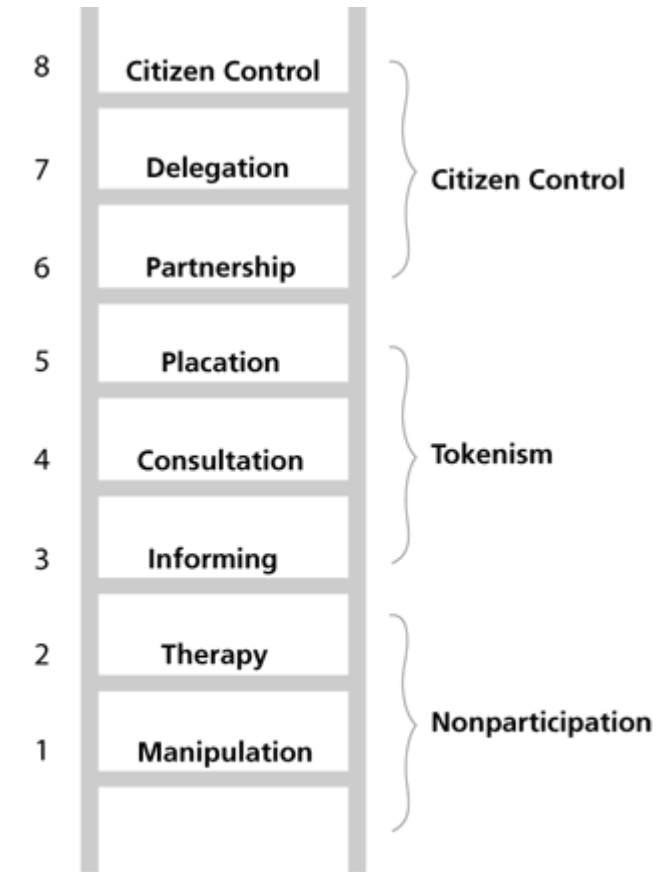
Placation

Consultation

Informing

Tokenism (Therapy)

Non- Participation (Manipulation)



Arnstein's Ladder (1969)
Degrees of Citizen Participation

(Arnstein, 2006)

Citizen Control

Delegated Power

Partnership

Placation

Consultation

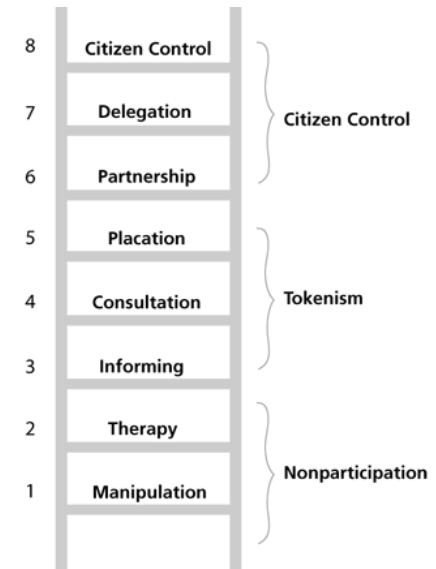
Informing

Tokenism

Non- Participation

Arnstein's Ladder of Participation

- Citizens have no power or influence over decision-making processes.
- Decisions are made by a small group of elites or authorities without input from the wider community



Arnstein's Ladder (1969)
Degrees of Citizen Participation

(Arnstein, 2006)

Citizen Control

Delegated Power

Partnership

Placation

Consultation

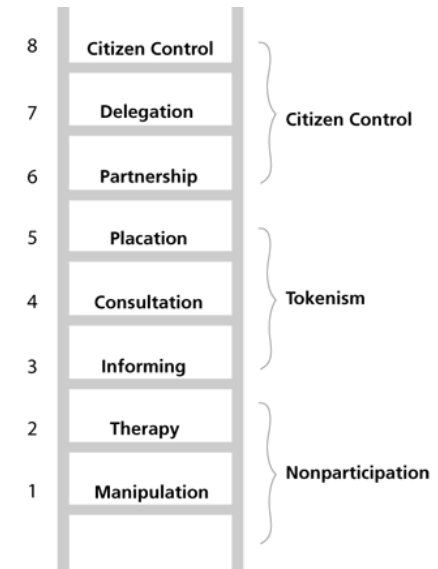
Informing

Tokenism

Non- Participation

Arnstein's Ladder of Participation

- Citizens have minimal or symbolic participation.
- They may be invited to participate in decision-making processes, but their input is superficial or tokenistic
- The decision-making power remains in the hands of elites, and citizen involvement does not significantly impact outcomes.



Arnstein's Ladder (1969)
Degrees of Citizen Participation

(Arnstein, 2006)

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Consultation

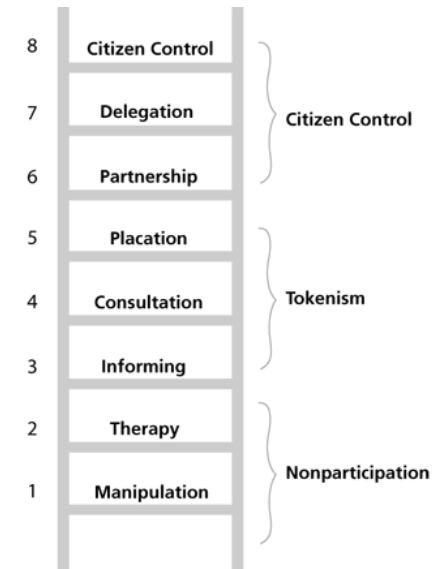
Informing

Tokenism

Non- Participation

Arnstein's Ladder of Participation

- Citizens are provided with information about decisions that affect them, but they have no opportunity to influence those decisions.
- Information flow is one-way, with decision-makers disseminating information to the public without seeking feedback or input.



Arnstein's Ladder (1969)
Degrees of Citizen Participation

(Arnstein, 2006)

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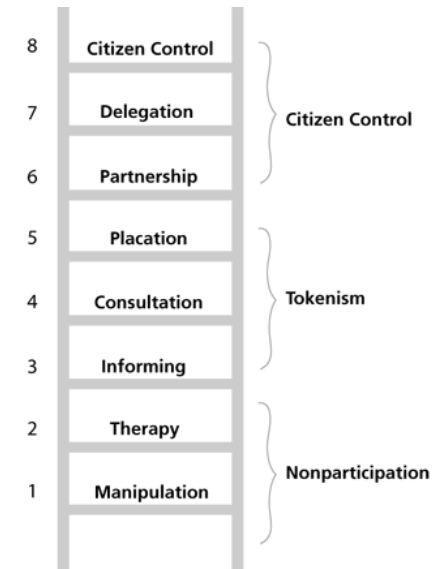
Informing

Tokenism

Non- Participation

Arnstein's Ladder of Participation

- Decision-makings seek input from citizens and may consider their options when making decisions.
- However, citizens do not have the power to shape or influence the decision-making process directly.
- Consultation often involves gathering feedback through surveys, public meetings, or focus groups.



Arnstein's Ladder (1969)
Degrees of Citizen Participation

(Arnstein, 2006)

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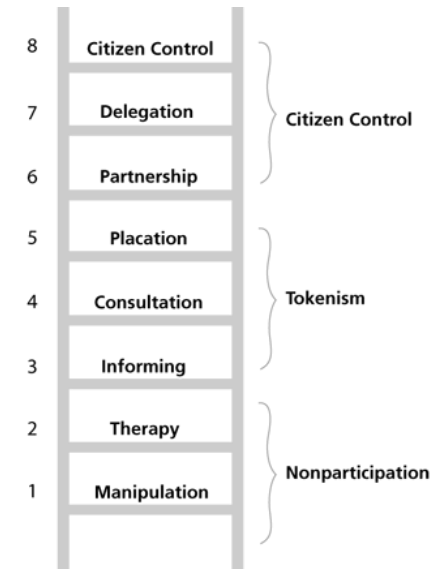
Informing

Tokenism

Non- Participation

Arnstein's Ladder of Participation

- Decision-makings engage in tokenistic efforts to appease or pacify citizens without genuinely addressing their concerns.
- While citizens may have the opportunity to provide input, decision-makers retain ultimate control and may ignore or dismiss citizen feedback if it conflicts with their interests.



Arnstein's Ladder (1969)
Degrees of Citizen Participation

(Arnstein, 2006)

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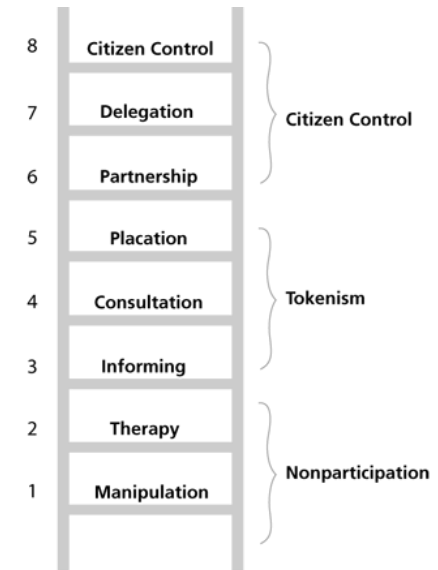
Informing

Tokenism

Non- Participation

Arnstein's Ladder of Participation

- Citizens and decision-makers collaborate as equal partners in the decision-making process.
- Both parties share power and responsibility for decision-making, and decisions are made through consensus-building and mutual agreement.
- Partnerships involves meaningful engagement, dialogue, and shared decision making



Arnstein's Ladder (1969)
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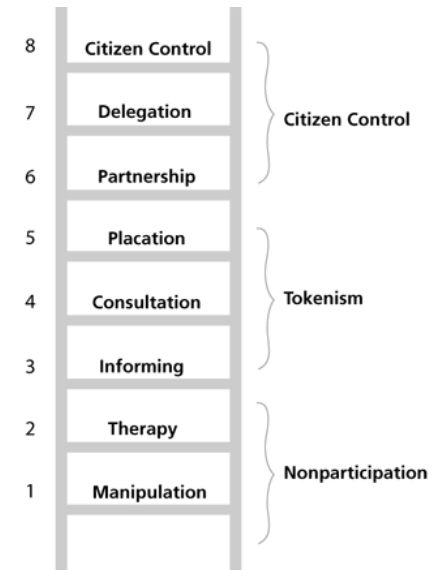
Informing

Tokenism

Non- Participation

Arnstein's Ladder of Participation

- Decision-making authority is transferred from traditional power structures to citizens or community organisations.
- Citizens have the power to make decisions and implement policies that directly affect their lives.
- Delegated power represents a significant shift in governance towards greater democratization and citizen control.



Arnstein's Ladder (1969)
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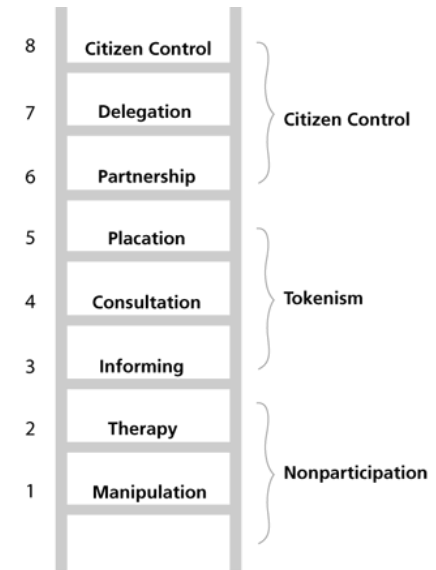
Informing

Tokenism

Non- Participation

Arnstein's Ladder of Participation

- Citizens have full control over decision-making processes and governance structures.
- Decision-making authority is decentralised, and citizens have the autonomy to shape policies, allocate resources, and govern their communities according to their own interests and values.



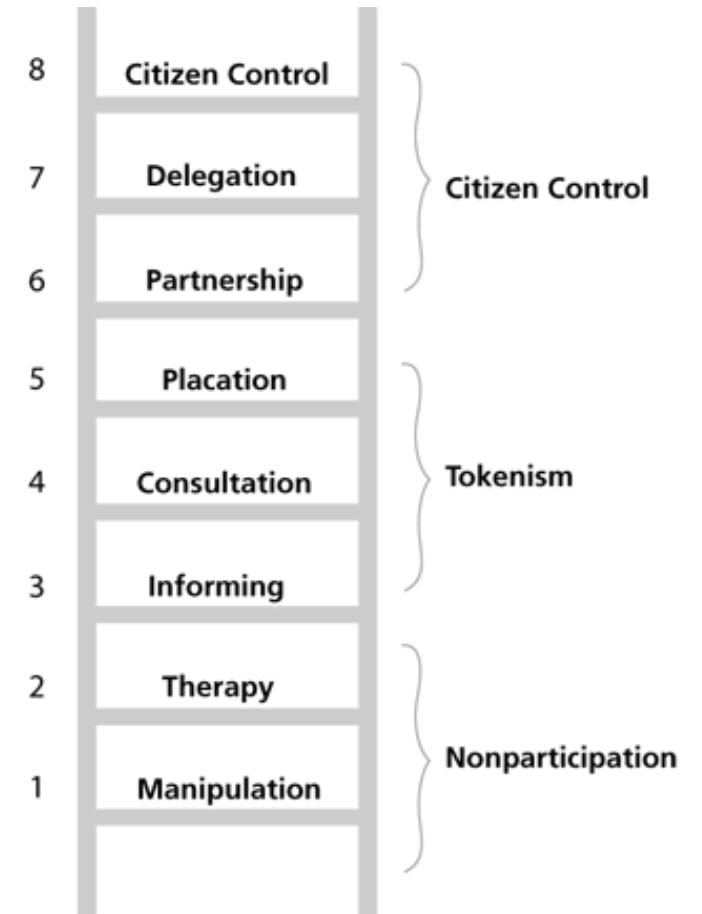
Arnstein's Ladder (1969)
Degrees of Citizen Participation

Arnstein's Ladder of Participation

- Arnstein's ladder is a model for understanding how the degree of citizen participation in government can affect public perceptions of legitimacy, authority and good governance.
- It presents different levels of public participation, with the 'most desirable' forms of participation found the higher you move up the ladder.
- Various representations of its application
- From children and young people to
 - Adult care
 - Elderly care
 - Mental Health

Task

- Consider how this ladder might be applied in a setting of your choice, then discuss within your group how these approaches might be used and why they might be necessary within a given context.



Arnstein's Ladder (1969)
Degrees of Citizen Participation



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Hart's Ladder of Participation (1992)

Hart's Ladder of Participation (1992)

- Roger Hart's Ladder of children's participation outlines eight ascending levels of decision-making agency, control, and power that adults can grant to children and youth.
- This model was first introduced in 1992 and has become influential in fields such as child development, education, civic participation, and democratic decision-making.

Hart's Ladder of Participation

Child-led

Child initiated and Directed

Adult-Initiated, Shared Decisions

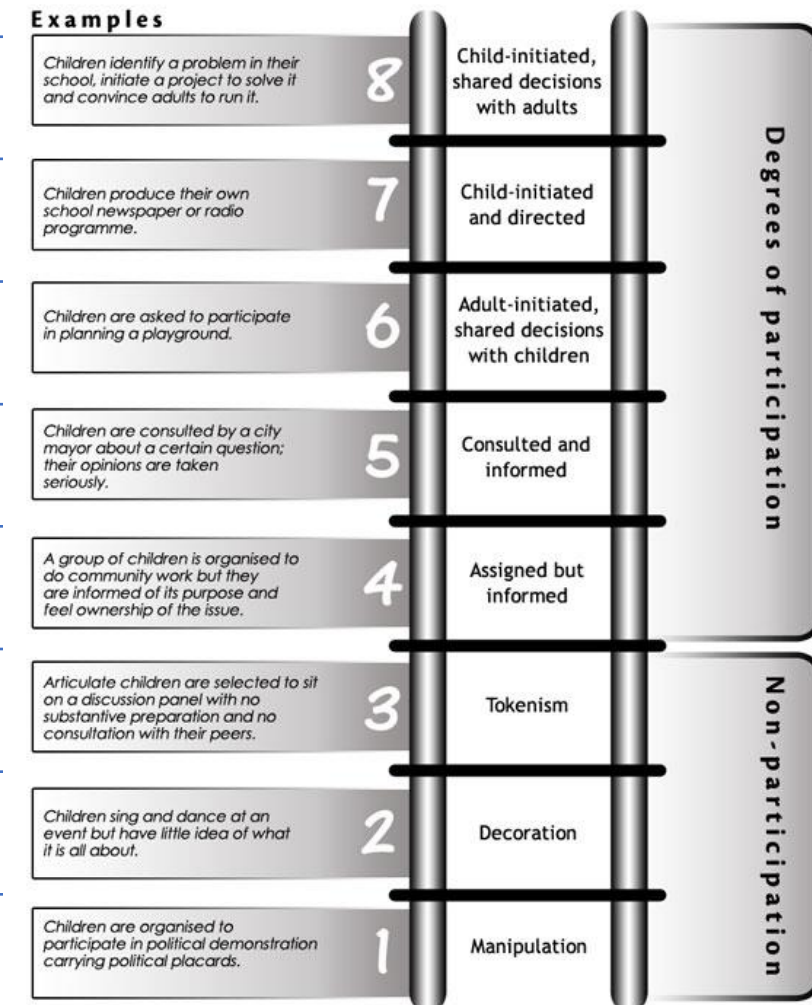
Consulted and informed

Assigned but informed

Tokenism

Decoration

Manipulation



Hart's Ladder of Participation

Child-led

Child initiated and Directed

Adult-Initiated, Shared Decisions

Consulted and informed

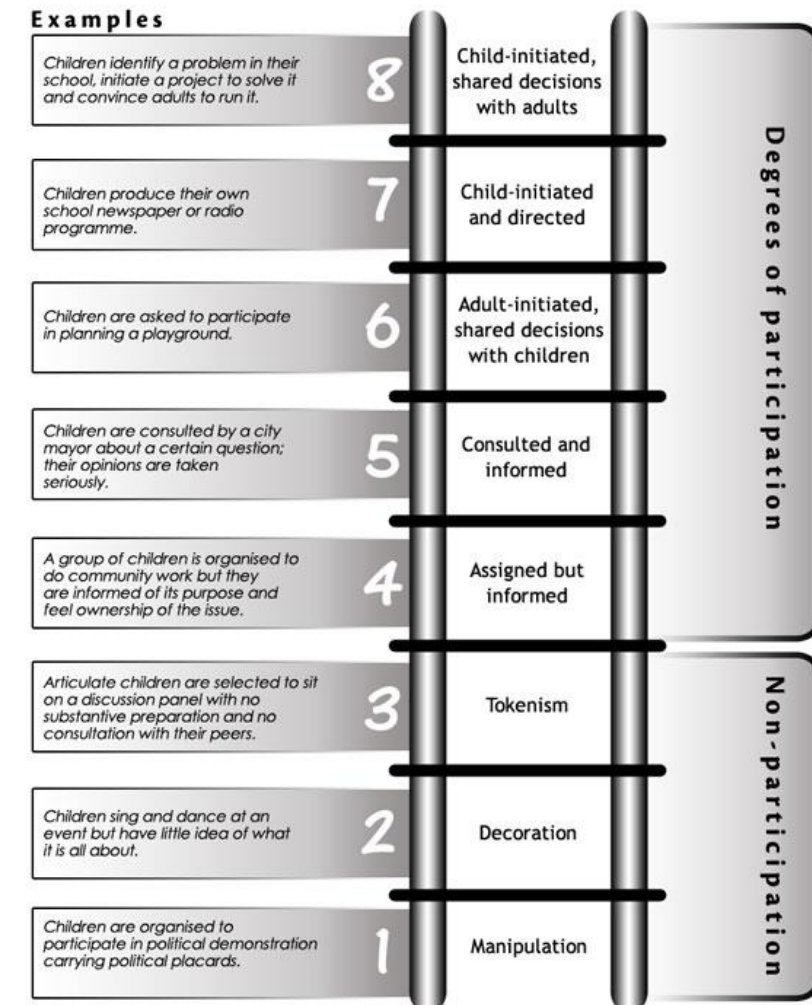
Assigned but informed

Tokenism

Decoration

Manipulation

- **Manipulation**
 - At this level, participation is akin to manipulation. Children and youth may not fully understand the issues or their role in the process.
 - Adults sometimes prioritize the end result over the means



Hart's Ladder of Participation

Child-led

Child initiated and Directed

Adult-Initiated, Shared Decisions

Consulted and informed

Assigned but informed

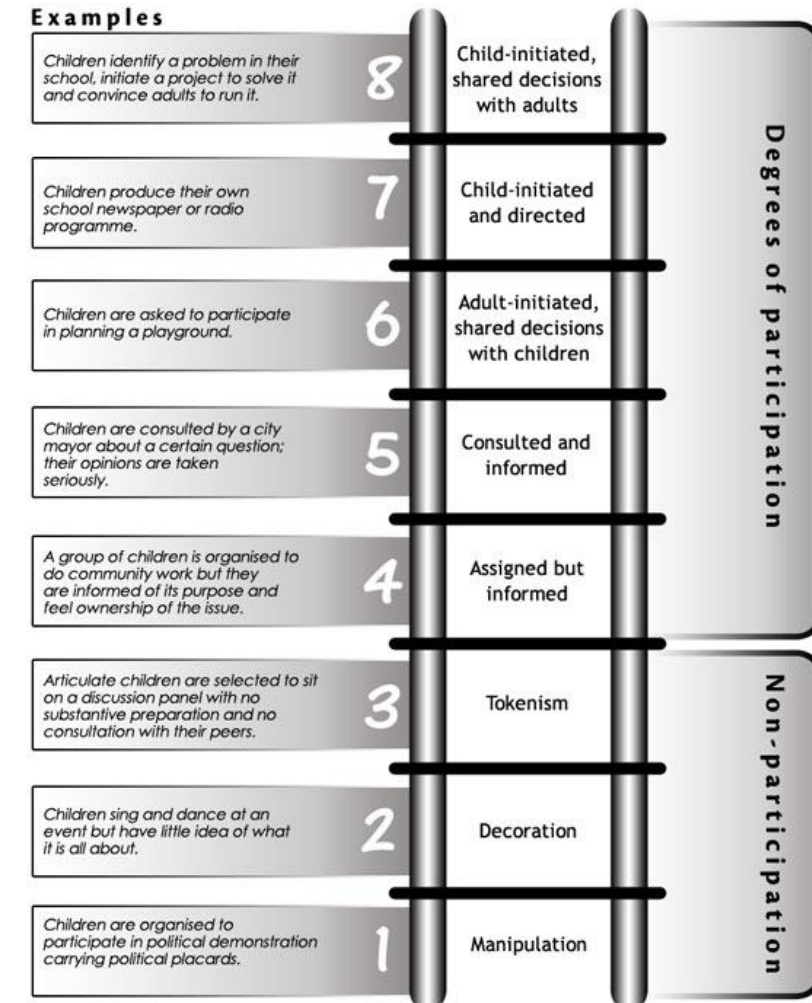
Tokenism

Decoration

Manipulation

• Decoration

- Participation as decoration occurs when young people are involved merely for show.
- Their input is superficial and doesn't significantly impact decisions or outcomes.



Hart's Ladder of Participation

Child-led

Child initiated and Directed

Adult-Initiated, Shared Decisions

Consulted and informed

Assigned but informed

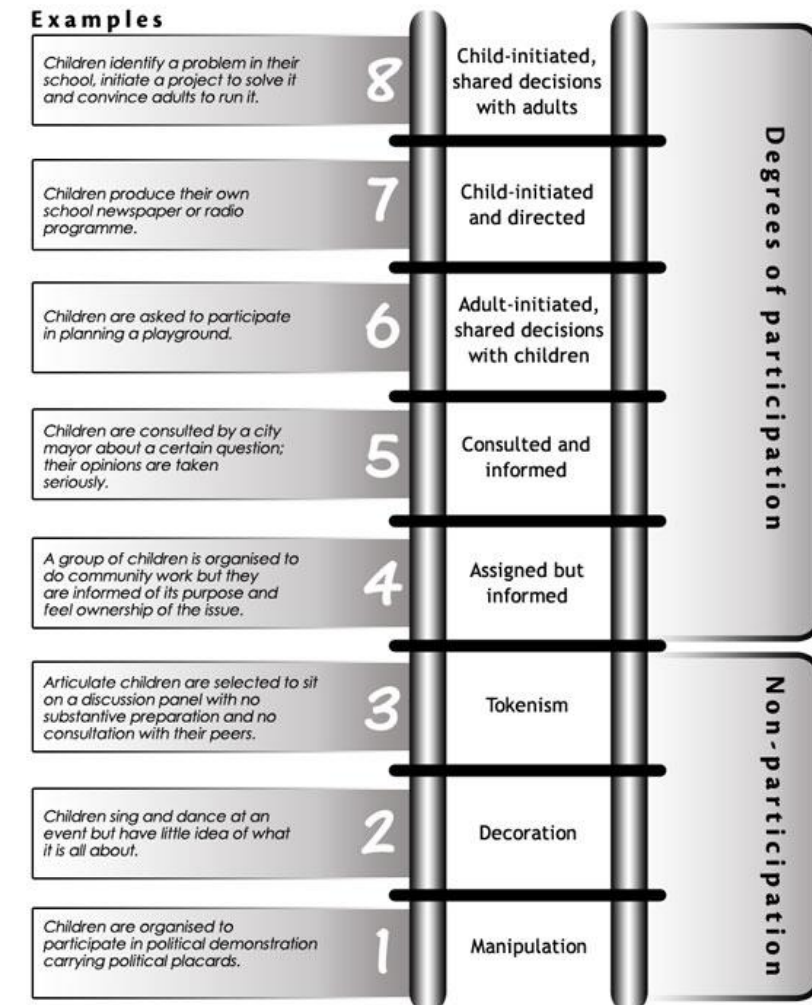
Tokenism

Decoration

Manipulation

• Tokenism

- Tokenistic participation involves symbolic gestures, where children's opinions are sought but rarely acted upon.
- Their influence remains minimal.



Hart's Ladder of Participation

Child-led

Child initiated and Directed

Adult-Initiated, Shared Decisions

Consulted and informed

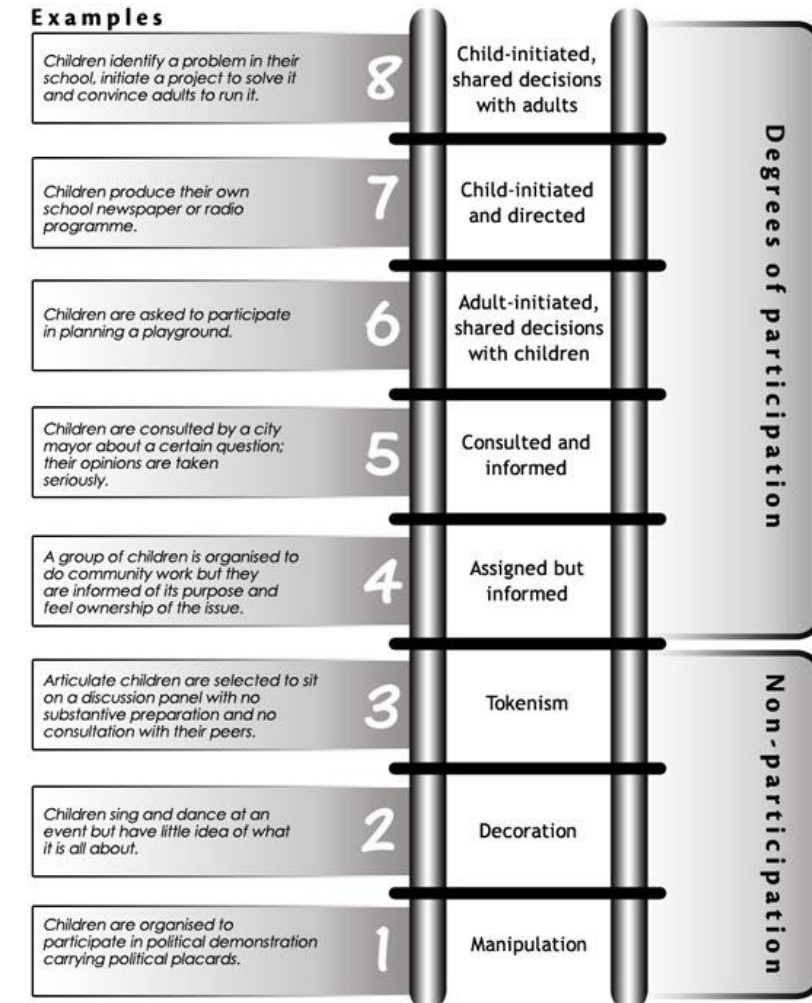
Assigned but informed

Tokenism

Decoration

Manipulation

- **Assigned but informed**
 - At this stage, children receive information and are assigned specific roles, but their influence is still limited.
 - They understand their involvement better than in earlier rungs.



Hart's Ladder of Participation

Child-led

Child initiated and Directed

Adult-Initiated, Shared Decisions

Consulted and informed

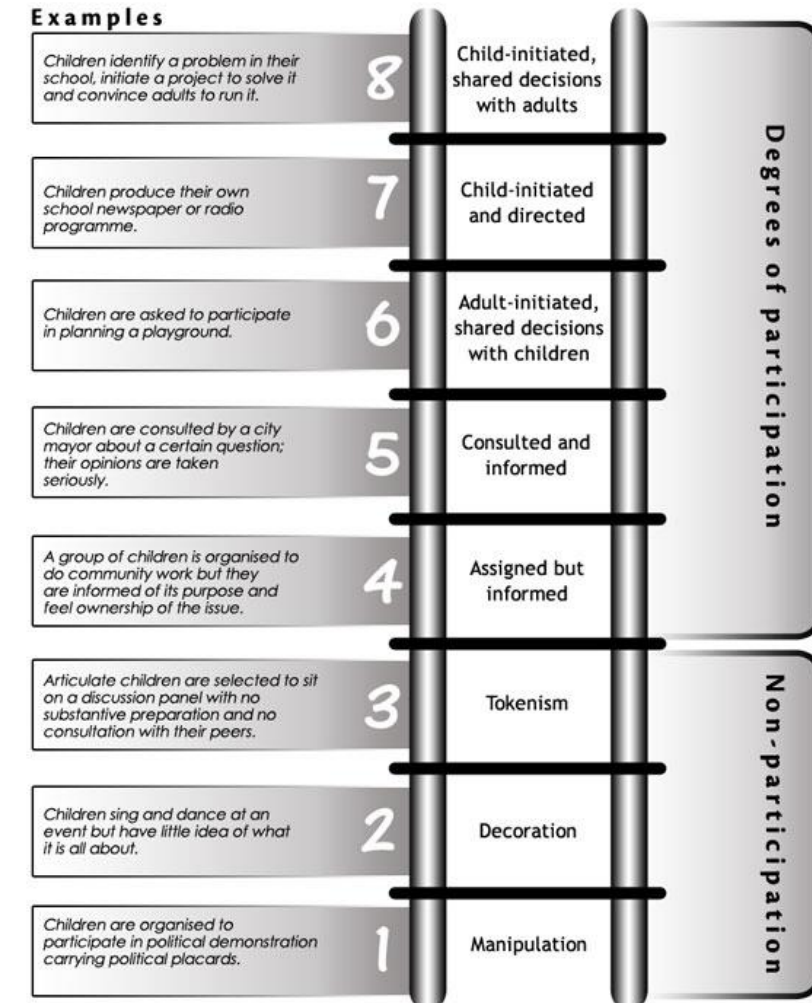
Assigned but informed

Tokenism

Decoration

Manipulation

- **Consulted and Informed**
 - Children are consulted, and their views are taken into account.
 - However, the final decisions remain with adults.



Hart's Ladder of Participation

Child-led

Child initiated and Directed

Adult-Initiated, Shared Decisions

Consulted and informed

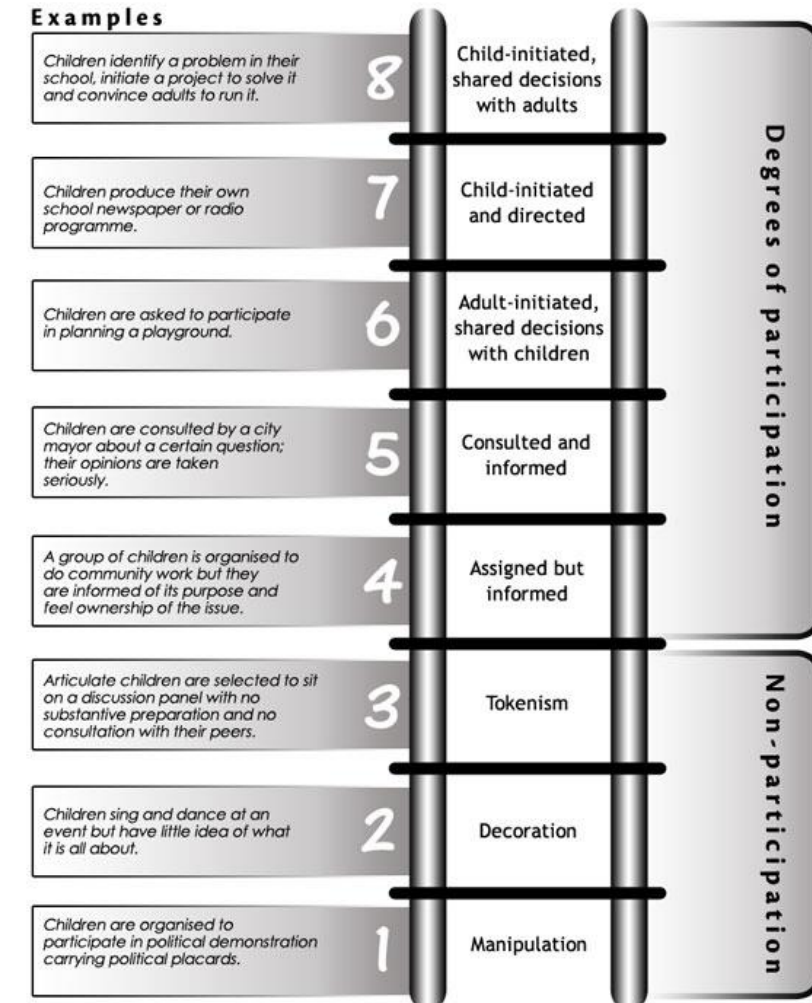
Assigned but informed

Tokenism

Decoration

Manipulation

- **Adult-initiated, Shared Decisions**
 - Here, adults initiate participation, but they actively involve children in decision-making processes.
 - Collaboration and shared decision-making occur.



Hart's Ladder of Participation

Child-led

Child initiated and Directed

Adult-Initiated, Shared Decisions

Consulted and informed

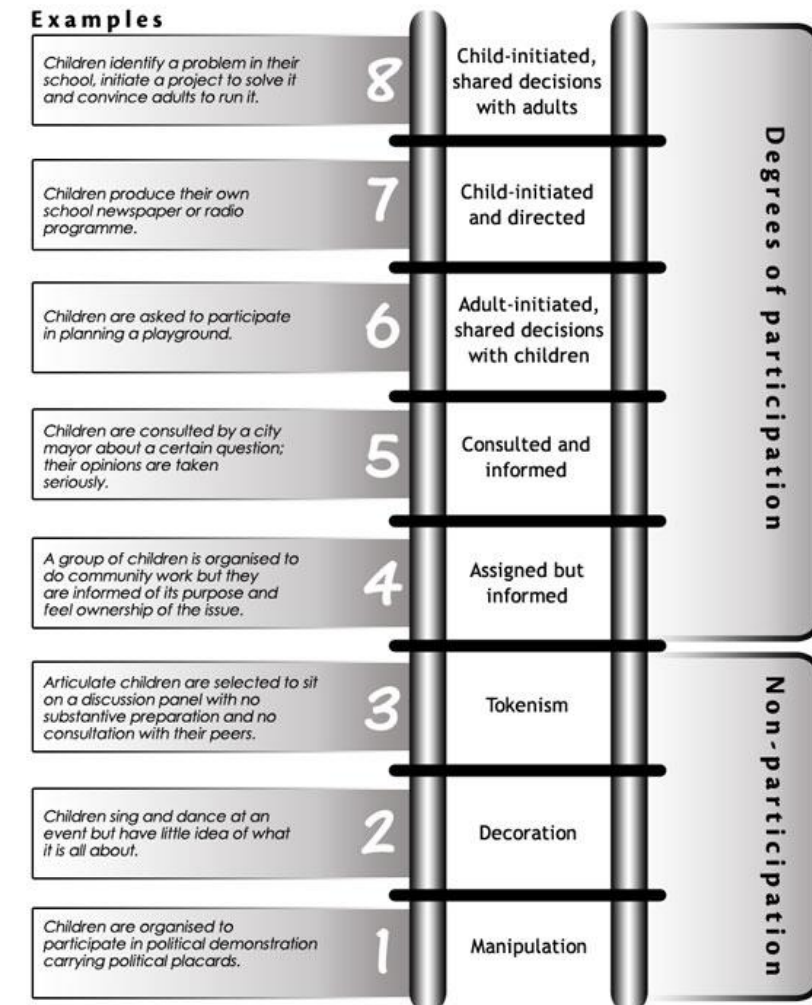
Assigned but informed

Tokenism

Decoration

Manipulation

- **Child Initiated and Directed**
 - Children take the lead in proposing ideas and making decisions.
 - Adults support and facilitate their initiatives.



Child-led

Child initiated and Directed

Adult-Initiated, Shared Decisions

Consulted and informed

Assigned but informed

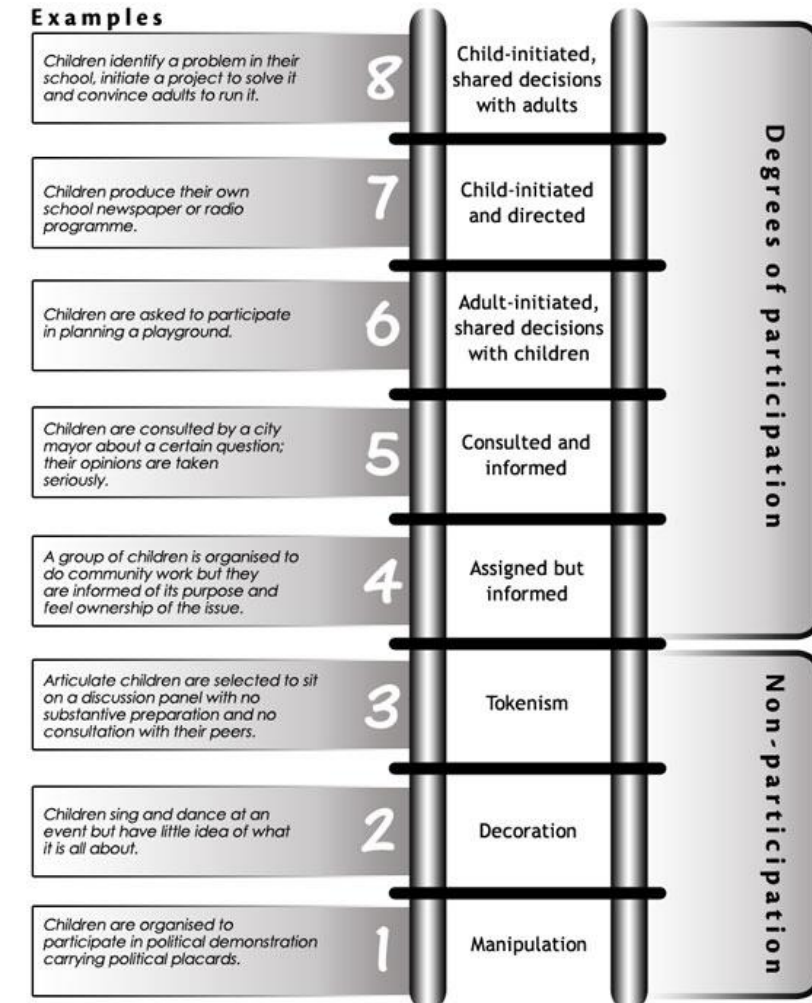
Tokenism

Decoration

Manipulation

• Child-led

- At the highest rung, children independently initiate and drive projects, advocating for their rights and equal participation.
- They recognize the importance of inviting others to join them as fellow citizens



The concept of the ladder can be used in many ways...

The ladder of participation

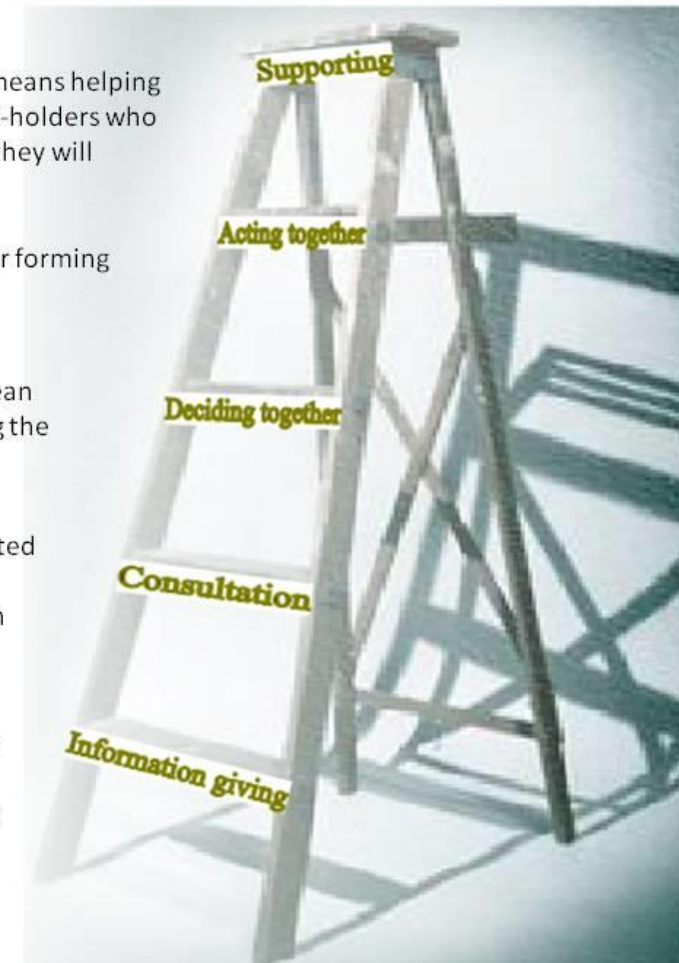
Supporting independent community-based initiatives means helping others develop and carry out their own plans. Resource-holders who promote this stance may, of course, put limits on what they will support.

Acting together may involve short-term collaboration or forming more permanent partnerships with other interests.

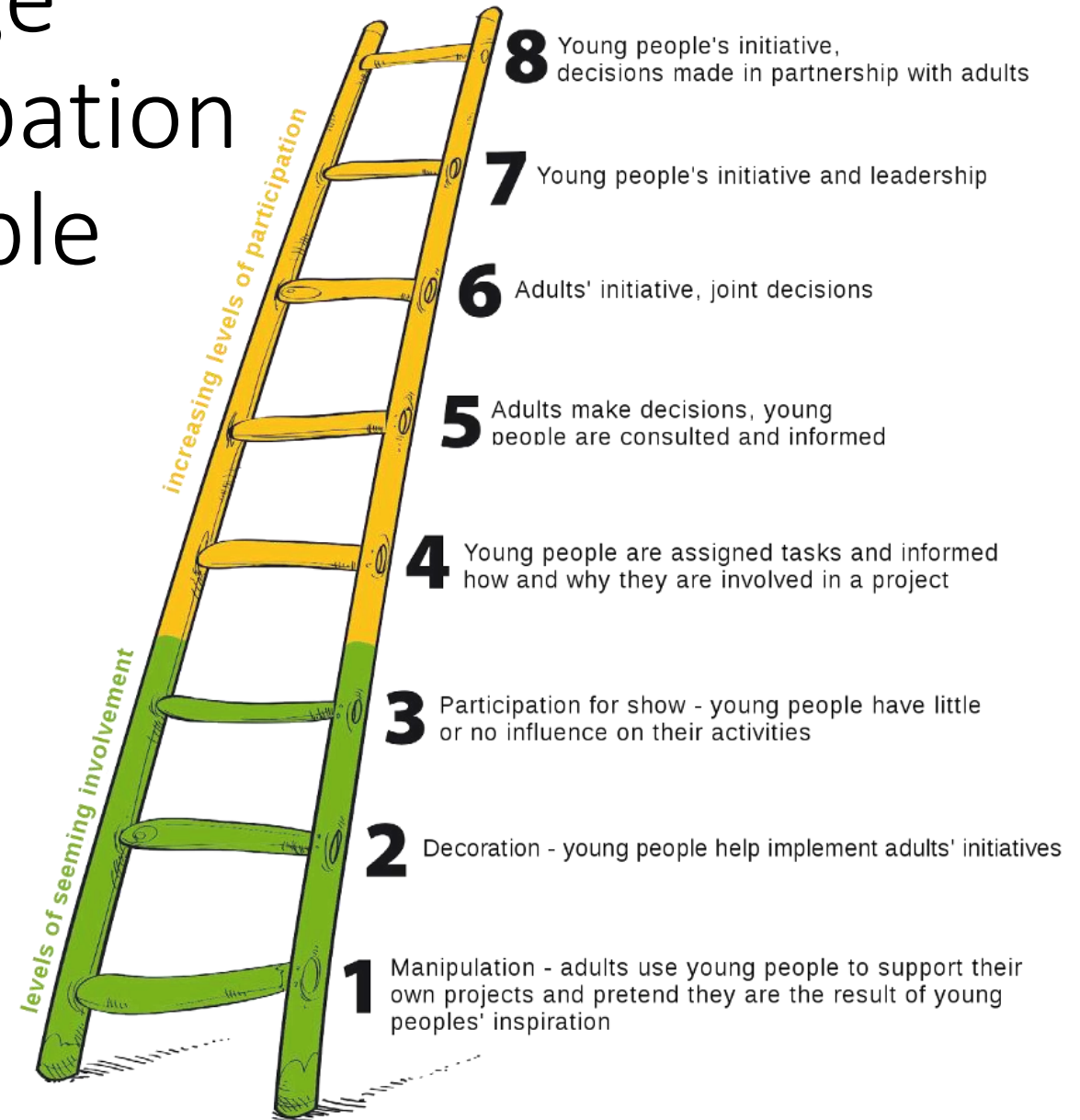
Deciding together is a difficult stance because it can mean giving people the power to choose without fully sharing the responsibility for carrying decisions through.

Consultation is appropriate when you offer people limited choices on what you are going to do - but not the opportunity to develop their own ideas or participate in putting plans into action.

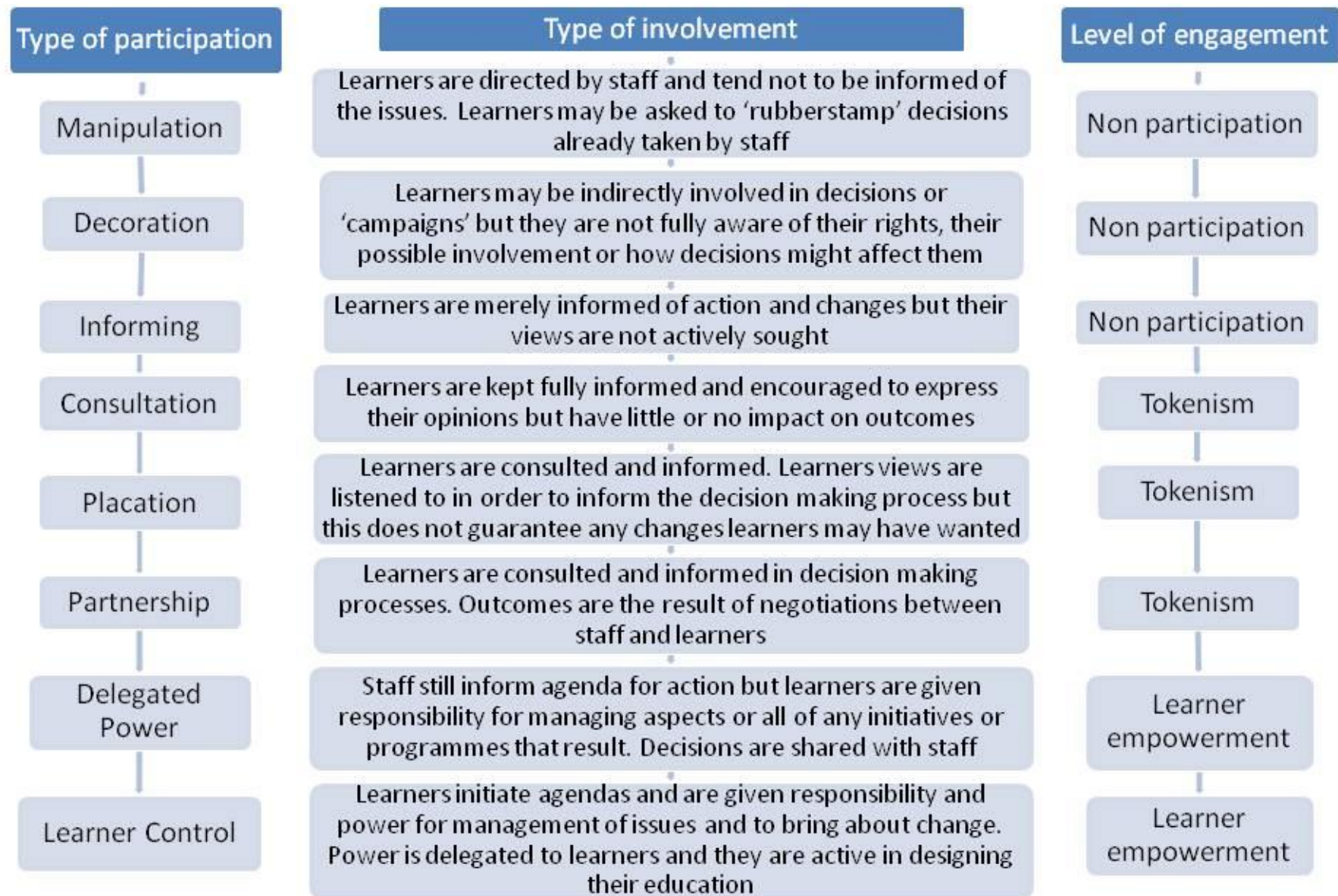
Information-giving underpins all participation and may be appropriate on its own in some circumstances. However, you are likely to hit problems if all you offer is information and people expect more involvement.



How to engage active participation of Young People Model (Hart, 1992)



'LADDER' OF PARTICIPATION



Some Useful Links

- https://www.unicef-irc.org/publications/pdf/childrens_participation.pdf
- <http://www.pupilvoicewales.org.uk/english/secondary/about-us/uncrc/>
- <http://gov.wales/statistics-and-research/children-young-peoples-participation/?lang=en>
- <http://www.childrensrightswales.org.uk/participation.aspx>
- <http://www.unicef.org.uk/UNICEFs-Work/UN-Convention/>

References

- Arnstein, R (1969) Available at <http://lithgow-schmidt.dk/sherry-arnstein/ladder-of-citizen-participation.html> Accessed on 28/09/16
- Hart, R (1992) UNICEF, A demonstration by school children in Peru for immunization
- Children's participation: from tokenism to citizenship. Available at https://www.unicef-irc.org/publications/pdf/childrens_participation.pdf Accessed on 28/09/16
- Google Images (2016) Available at https://www.google.co.uk/search?q=Arnstein%27s+ladder+of+participation&client=firefox-b-ab&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjz0Lr997HPAhWmF8AKHdt6A0oQ_AUICCgB&biw=1280&bih=915#imgsrc=yR8DZt5cJP4x2M%3A Accessed on 28/09/16