



I participate - Do you?

Worksheet 1. The Roger Hart scale of cooperativeness

Level 1 - Manipulation

Occurs when adults use minors to support their cause and pretend that this cause is inspired by the minors. Children do not understand the issues that require their involvement or their role in them.

Example:

In the Reception Classroom, children are asked to draw “their dream classroom”. The school management then submits the drawings to the municipality as the children’s proposals for the school renovation. The children are not involved in the process that results in these renovation proposals, and the recipients are not informed about the process of producing the children’s works. Students are left unaware of the fate of their artistic expression.

2. Decorative element

Occurs when children are used in support of a cause in an indirect way, although adults do not state that their cause is inspired by the children. Children participate in an activity or event organized for a certain purpose, but do not understand the importance or reason for their participation.

Example:

At a reception for officials or at a school event, refugee children are assigned to read poems and sing songs, and they are asked to wear their traditional national dress. The children are not informed or do not understand the reason for the gathering. They attend the event, adding vibrancy to it, without participating in its conceptualisation.

3. Symbolic participation

Children are asked questions, given the opportunity to speak, but have little or no choice in shaping the views they present or the way they express them.

Example:

At a School Council meeting, children who look “different” and speak some Greek are chosen to represent “the refugee students” of the school, and these characteristics are considered sufficient for their participation. There is no preparation or collaboration with the peers they are asked to represent. The children do not know how they were selected or whose views they represent, so their participation is symbolic, and they are not participating fully.





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4. Information and task assignment

Occurs when the children understand the purpose of an action, know who decided on their participation and why, and have a meaningful voluntary role.

Example:

At a meeting of representatives of the municipality, parents and teaching staff, together with local students, new students are informed about the purpose and process of the meeting, and volunteer to take roles in welcoming, treating and guiding visitors to their school.

5. Consultation and information

Occurs when something is planned and implemented by adults while children act as their advisors. Children have full knowledge and understanding of the purpose and process and their opinion is taken into account by the adults.

Example:

Students' communities, with universal participation, meet and formulate proposals to ensure that the school canteen carries products that take into account the dietary needs of all children. The proposals are submitted and taken considered in decision-making.

6. Adult initiative, joint decisions

Occurs when adults take the initiatives, but share all decision-making or management with the children.

Example:

Wanting to help with the inclusion of refugee children in the school, the Teachers' Council takes the initiative and responsibility for setting up and finalizing a school newspaper. It invites children to participate in an inclusive editorial group, where teachers and students work together, writing and editing the material.

7. Children's initiative led by children

Children have the initial idea and decide on ways to implement it. Adults observe and help, but do not interfere in the process or take control over the project.

Example:

The children propose to decorate a school wall with graffiti showing the cultural diversity of the student community. The teachers' association ensures approval and provides the necessary materials. The teachers are involved in an advisory capacity in the selection of themes and the execution of the project.





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8. Children's initiative and joint decision

Occurs when children have the initial idea and invite adults to participate in the decisions.

Example:

Teenage students decide to carry out an anti-war campaign in their school and in their area. They plan the content and actions and invite the teachers' association to cooperate on the funding, the necessary contacts, the materials needed, etc.

