

## TOOLKIT

### CLIMB THE LADDER

**1. Name:** Climb the ladder

**2. Objectives:**

- To motivate young people to be active in society.
- To reflect on the ways young people can participate and the factors which impede or facilitate their participation.
- To develop skills to co-operate, organise and take unified action.
- To cultivate a sense of responsibility for one's own actions.
- To endorse youth's personal and professional growth.
- To acquire skills and enhance participation in the local community.

**3. Target group:** young adults from 18 to 24, who are not engaged in education and training/ up to 20 participants

**4. Duration:** 2 hours 10 minutes

**5. Materials need:** Handout: "The Ladder of Participation", paper sheets, post-its, pencils

**6. Instructions:**

**Step 1: Introduction - 30 mins**

- Briefly introduce the workshop and the objectives to the participants and introduce yourself. **(10 mins)**
- Ask participants about their perception of "youth participation" and encourage a follow-up discussion. **(10 mins)**
- Put the "ladder of participation" on a flipchart where everyone can see it and explain that this is a sample giving ideas about different ways of participating. Briefly discuss the different levels. **(10 mins)**

**Step 2: Get in touch - 20 mins**

- Give every participant 3 post-its representing 3 different environments: family, group of friends, society. **(1 min)**
- Ask each participant to write their name on each of the 3 post-its and stick them on the ladder at the level they think they are according to the 3 environments. **(9 mins)**
- Let the participants talk about the what motivated them to choose that particular level of participation and ask them to further delve into their personal experiences. **(10 mins)**
- Emphasise any similarities the participants have come across throughout the process so that they can bond with each other. **(10 mins)**

### Step 3: Role play - 60 mins

- Divide participants in 8 different groups, possibly according to the affinities observed. **(5 mins)**
- Allocate one level of participation to each group and ask them to prepare a short 2-3 minute role play to illustrate the level they have been assigned to. **(50 mins)**
- Hold a contest to elect the best performance put on stage. **(5 mins)**

### Step 4: Determining obstacles and enabling factors- 20 mins

- The winning group has to present their performance once more. This time, however, they give a different perspective to their story showcasing it from another point of view. A feedback discussion follows enabling participants to voice their feelings once the story has been changed. It is important to outline the obstacles and the enabling factors that determine the individual's movement and position up and down the ladder.

### 7. Suggestions or tips for facilitators:

- Make sure you have a clear understanding of the "ladder of participation" and you have read the manual for it.
- Foster an atmosphere where each participant feels appreciated and is able to open up about their situation wholeheartedly.
- In the process of group division try to arrange same-level participants under a common theme (for example: people who have put themselves lower under the category of family).
- When you introduce the ladder of participation, make it clear that the model is not meant to suggest that being at the "highest" level is always the best thing. In different situations and depending on people's expertise, time, availability or level of interest it may be most appropriate to participate. There is nothing inherently "wrong" with being merely consulted in certain situations.
- Emphasise that the bottom three rungs - manipulation, decoration and tokenism are not acceptable and cannot be considered as "participation" because involvement and contribution are minimal or non-existent.

### 8. Debriefing and Evaluation (questions for the participants)

- Did the activity help you understand more clearly the different aspects of your daily life? What surprised you the most?
- Do you think that youth participation is generally high or low – in your school, club, and community? What are the reasons?
- Why is it important for young people to participate actively?
- Do you think low participation comes as a result of mostly internal (psychological) factors or external (society) factors?
- Would participants like to reach a higher or get to a lower "rung" than the one they are now at? If so, in which areas? Why?

## 9. Annexes:

### 1) Handout “The ladder of participation”:

<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0900001680089ac4>

### 2) Analytic tools - Sprout Social

[https://sproutsocial.com/it/features/social-media-analytics/?\\_gl=1\\*s4sua\\*\\_ga\\*aUtBMzNRRHprX3lXcEhPa2gwRXdpNGtCNTJNSEVrRVhiNHIFMnFMV2psbk5RYVhXVU1lOC1vSXdpeFZlemU5RA..\\*\\_ga\\_WY9TEC8W6X\\*MTY5MTY2OTE2NS4xLjEuMTY5MTY2OTE2Ni4wLjAuMA](https://sproutsocial.com/it/features/social-media-analytics/?_gl=1*s4sua*_ga*aUtBMzNRRHprX3lXcEhPa2gwRXdpNGtCNTJNSEVrRVhiNHIFMnFMV2psbk5RYVhXVU1lOC1vSXdpeFZlemU5RA..*_ga_WY9TEC8W6X*MTY5MTY2OTE2NS4xLjEuMTY5MTY2OTE2Ni4wLjAuMA).

## 10. Sources of knowledge:

### 1) Content Creation Guide:

<https://www.benchmarkemail.com/blog/the-ultimate-guide-for-content-creation/>

### 2) Youth Pass

<https://www.youthpass.eu/en/>