



Transilvania la zi
DIALOG PENTRU PARTICIPAREA ACTIVĂ A TINERILOR



Reimagining schooling from the perspectives of marginalised children and young people

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THE CENTRE FOR CHILDREN AND YOUNG PEOPLE'S PARTICIPATION

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School of Social Work
Care and Community

The big themes...

- Schooling
- Teaching
- Schooling and parenting practices (by children and adults)
- Wellbeing and happiness
- Individual Psychology
- Participation
- Growth

- Education
- Caring
- Relatively enduring relations of inequality
- Self-determined goals
- Social Context
- Protest
- De-Growth

What is schooling/education for?

European, national, government and parental expectations of educational achievement e.g.

EU COUNCIL RECOMMENDATION 22.5.18: quality and inclusive education, training and lifelong learning

- *To allow ... **successful transitions in the labour market**.... jobs being subject to automation, technologies*
- *To ensure **‘resilience and ability to adapt to change**...such as ... ability to cooperate, creativity, computational thinking, self-regulation ... essential ... in our quickly changing society...*
- *To promote ... **‘a culture of peace and non-violence, global citizenship ... cultural diversity ... sustainable development’**.*

Education and Citizenship

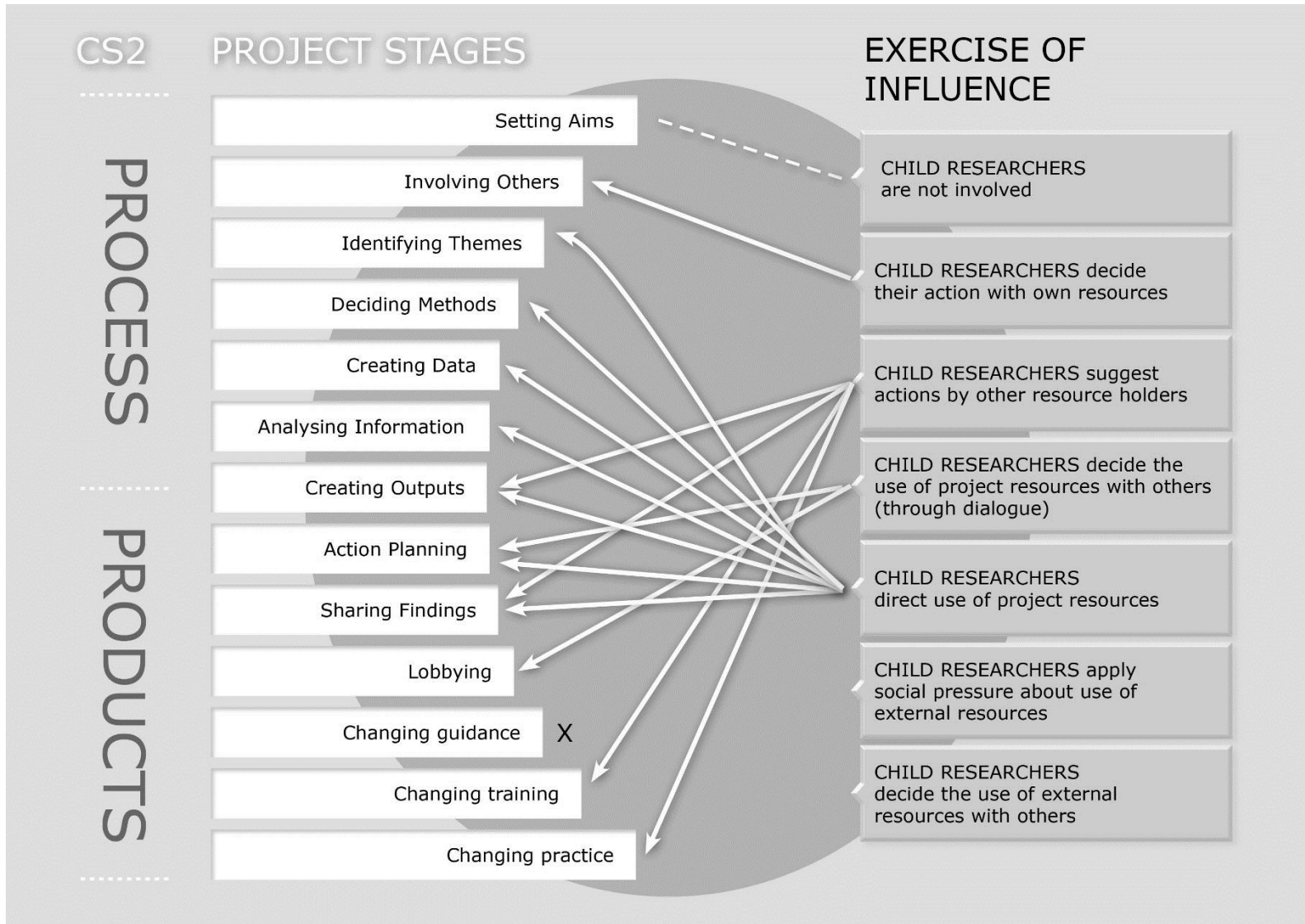
- Actual citizens not learners (New Zealand 1939)
- Live citizenship rights, responsibilities, etc – education a responsibility more than right
- Parents modelling ‘good citizenship’ contributes to attainment (Desforges and Abouchaar 2003:85-7)
- ‘Good’ is a reflection of dominant values
- Children may have other values

Questioning the data

- 10 studies from 2003-2019
- Qual interviews and focus groups with 1250 children and young people aged 3-25
 - What are they saying about aspirations in educational settings?
 - How does this relate to notions of citizenship?
 - Do their aspirations meet or contradict dominant expectations and notions of schooling and citizenship?

The Studies

- 2003-4 **Listen Up** = repeat focus groups in Wales with 178 children aged 9-15 years
- 2007-2011 **Children Citizenship and Europe** = repeat action research groups in Wales and France with 55 children age 5-15 years
- 2009 **Generations for the Future** = consultation events and questionnaires with 100 children and young people (GRT) aged 3-22 years
- 2012 **We want people to see things our way** = interviews and focus groups with 78 children and young people (disabled) aged 4-24 years
- 2012-14 **Safeguarding Teenage Intimate Relationships** = Questionnaires (2500) and interviews (90) with 11-17 year-olds in UK, Bulgaria, Cyprus, Italy and Norway
- 2013-16 **The Children's Parliament** = interviews with 27 children aged 7-12 years and 8 professionals in Finland
- 2014-16 **Participation and Empowerment Experiences for Roma youth** = Action research groups with 550 x 8-21 year olds in 9 EU countries (inc UK and France)
- 2014-2017 **Stories to Connect with** = 62 x 10-24 year olds and 12 adults in UK and France
- 2018 **Brexit** = briefing events about participation and Brexit with 36 x 3-20 year olds in socio-economically deprived areas of England.
- 2017-19 **J-UK** = focus groups & interviews with 100 x 10-25 year olds (disabled) in England and Japan



Larkins, C. Kiili, J. and Palsanen K. (2014) A lattice of participation: reflecting on examples of children's and young people's collective engagement in influencing social welfare policies and practices *European Journal of Social Work* 17 (5) 718-736

Three Gossamer walls of reflexivity

“reflexivity can be conceived as three gossamer walls through which researchers construct knowledge from within three sets of relationships, including relations with:

- oneself (and the ghosts that haunt us);
- ... research participants; and
- ... one’s readers, audiences, and epistemological communities.” Doucet 2009

Findings

– Self-defined goals in educational settings

1. Peer relationships
2. Relationships with teaching staff
3. Inclusion and diversity
4. Relevant learning opportunities
5. Punishment and privacy
6. Participation

Peer relationships

- Bullying by peers continues as does stigma
- Factors underlying bullying (inc. cyberbullying) are race-, class- disability- and gender-related discrimination
- These are relatively enduring structural features in our societies not just in childhood
- *Friendship promotes/is element of wellbeing*

ASPIRATION: the absence of bullying and presence of friendship and positive peer relationships.

Relationships with teaching staff

LISTEN UP

Teachers Code of Conduct

121

Listening and Choice

Listen to us listen to our ideas
Listen to your problems
Listen to both sides of a story
Listen to what we have to say
Listen to any complaints we've got
Let us choose what to do in maths
and all lessons, (which books to use)

Fun and Happy

I would like school to be more funny
and teachers to tell jokes
Make us laugh always happy
is sound and he will have a laugh and
is serious when there is a
serious matter
Funny/fraz a laugh every lesson.

Kind and Supportive

Always be kind to me
Supportive
When I'm in a mood she talks to me,
she's nice
she talks to me and helps me with stuff
A kind hearted person who always listens
to your problems and sorts them out and
someone who cares for you and makes
you calm and feel real happy.

Understanding

Teachers should understand our culture
Someone who if you get a question wrong
don't scream your head off
They are kind and fun people who
understand your feelings!
A teacher that understands that we are
children and not super robots!

Teachers Code of Conduct

A teacher who is very kind
and always shares a laugh
and always sticks up for you
when you're in trouble.
A good teacher is a person
who understands you and
always makes a good lesson for you.

Respect

If children know something the teacher should let you put
your point across without any hassle
Believe us show us more respect
Don't talk down to us Not calling us a monster;
They let you wear your own clothes
Don't joke about who we fancy!
Teach us as secondary school children.
They should be friendly, equal to each other and the students
They should learn manners

Fair

Treat everyone the same
Don't give you a warning if you haven't got equipment
Let you eat what you want
They let you go to the toilet
Not too strict GOOD discipline
Don't put the blame on others.
Don't punish us for untidy work when we can't help how we write.
don't turn against someone who has messy handwriting
they need to be patient.
Treat people the same and give them another chance
Try not to be racist or sexist.

Relaxed

They let you get away with stuff
Let you chew in class
Let us take food and drink out in class
Don't shout all the time
Informal, cool, wicked, laid back,
Let us bring games in and Gamesboys.

Work Level

They understand your ability to work
Don't give you so much homework
Do less work in lessons
Wait until we finish our work before
going on to something else
Don't expect us to write an essay in
five minutes or less!

Interesting and Able

Explains things
Talks about people in the world
that have less
and children in AFRICA
Always read stories
Speak Welsh
Tells us all we need to know.

ASPIRATION: Positive learning environments ... this requires teaching staff, with the right attitudes and support systems

Inclusion and diversity

- Ethnic identities were not respected or understood by all teachers
- Culture not represented in the curriculum
- Parental confidence in the school

FILM

"Sometimes teachers treat us badly and judge people's religions, also don't give an opportunity like 'who wants to run an errand' and they look at you and say 'Definitely not you. I don't trust you' and people feel completely unmotivated."

ASPIRATION: Recognition and respect for cultural expressions and ethnic differences ... AND enough workers who understand these issues and systems that enable long term trusting relationships with parents.

Relevant learning opportunities

‘Children would go to school more if they learnt things that they wanted to learn about’

- Curriculum irrelevant to (only?) disabled and Gypsy, Roma and Traveller children

“Would we be able to attend European Universities with ease, post Brexit?”

ASPIRATION: Personalised education provision and opportunities for learning across borders

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Punishment and privacy

"If someone does something wrong our teacher normally keeps the whole class in, even when she knows who did it."

"One teacher ... kicked someone in the back of his chair just because he didn't understand what was going on."

"You've got to go downstairs to reception, which is really embarrassing, to get toilet paper – we've never had toilet paper since we've been in this school."

**Fairness, status,
equality between
generations**

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Participation?

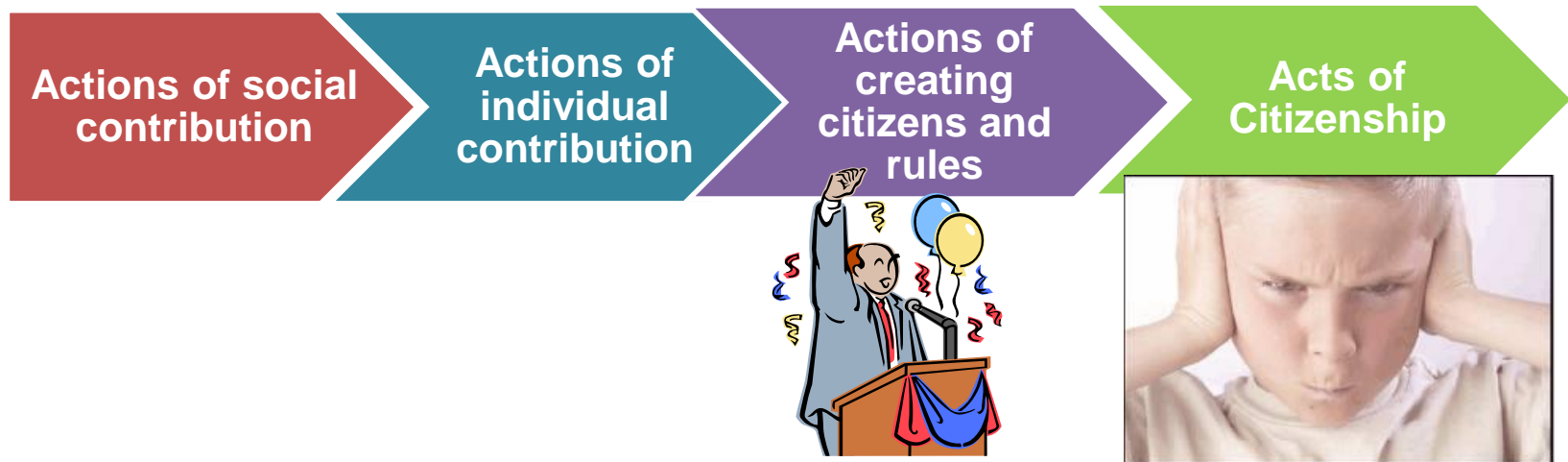
- Wish to be heard, taken seriously and to be part of *designing* the solutions to the problems they were encountering
- Not labouring for other people's goals

When the teacher at school drinks her coffee, although we are hungry, really hungry. It's that she has the right to drink at school and we don't, nor to eat!

- Actions and Acts of Citizenship

Forms of Child Citizenship

- Citizenship is lived - the experience of rights, responsibilities and inclusion/exclusion
- Citizenship needs to be reclaimed for the marginalised
- Different ways children's actions relate to citizenship



Larkins, C. (2014) Enacting children's citizenship: developing understandings of how children enact themselves as citizens through actions and Acts of citizenship. *Childhood* 21(1) 7-21

Children lead activism

attitudes. For example, in Hungary, in 2016 students protested against the public education system and in Lithuania, the Pupil's Union campaign was successful in reducing the number of final exams taken by school pupils²². In **Spain**, and in other examples across Europe²³, Roma children



IMPLICATIONS

1. Less about what education would enable them to achieve in their future - more about what it feels like in the present.
2. Capability Approach
3. Citizenship
4. ... fear of climate change and terrorism

CA	Biggieri et al 2006	Del Moral Espin et al 2017	Burchardt et al 2011	Larkins et al forthcoming
	Life and Physical Health	Life and physical and mental health	Life Health	Physical Health
	Mental well-being			Feeling positive and valued
	Love and care	Care, expressing emotions and love	Individual,	Positive Social Relationships
	Social relations	Inter-personal relationships	Family and Social Life	Safe & settled Home
	Shelter			
	Freedom from economic and non-economic exploitation	Economic and material wellbeing free from exploitation – including work	Standard of Living	Employment
	Bodily integrity and safety	Well treated and safe	Legal Security	Financial security
	Environment	Benefiting from an environment which supports well-being	Physical Security	Staying out of trouble (area-based)
	Participation in public and social life	Participation in decision-making	Participation, Influence, Voice.	Making a difference in the world = Contribute and Influence
	Leisure activities	Working together with other citizens with autonomy	Productive and Valued Activities	Leisure activities
	Time-autonomy	Leisure activities	Time for leisure	Independence inc. travel
	Mobility	Autonomy to follow goals and freedom of movement		
	Education	Formal and Informal Education	Education and Learning;	Education and Skills
	Respect	Respect, diversity and identity	Identity, Expression and	No Discrimination

Parental CITIZENSHIP

- Actions of citizenship and Acts of citizenship
- What actions and Acts of citizenship should parents be modelling in order to promote the wellbeing of children, as defined by children's list of capabilities?
- Citizenship is a two-way relationship. There is less talk of state's responsibilities towards citizens – but also need to look beyond nation!

Conclusion

- Engage in public debate with children through which they can define well-being.
- Work in partnership with them – not making them solely responsible for their own well-being.
- Provide information and the space to reflect so that they can formulate plans, control budgets and scrutinise the implementation of co-designed services.
- This would also meet societal needs (and some of the EU's concerns) - an environment in which individuality is valued, creativity is enabled, fairness is experienced in the moment and shared goals for sustainable futures are identified and pursued.