



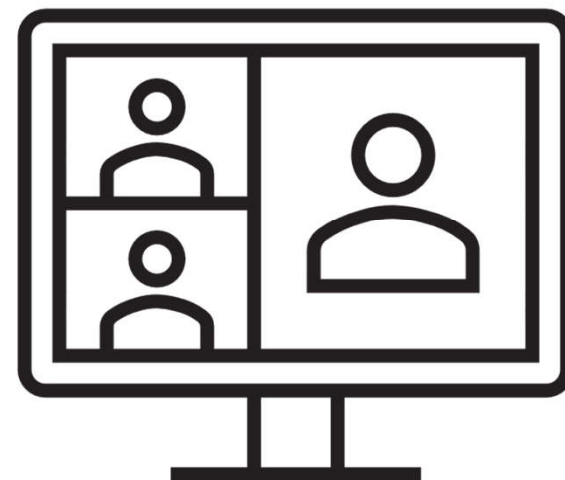
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Welcome to the second digital pedagogical meeting at E2C Youth Agora Project

Youth Involvement at Copenhagen Youth School.
Best practices and tips on youth engagement and involvement

Please write down your country and school in the chat so we can see who is joining the meeting today.

Please download the documents in the chat, will use them when we are in break out rooms





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Youth Involvement at Copenhagen Youth School

Best practices and tips on youth engagement and involvement

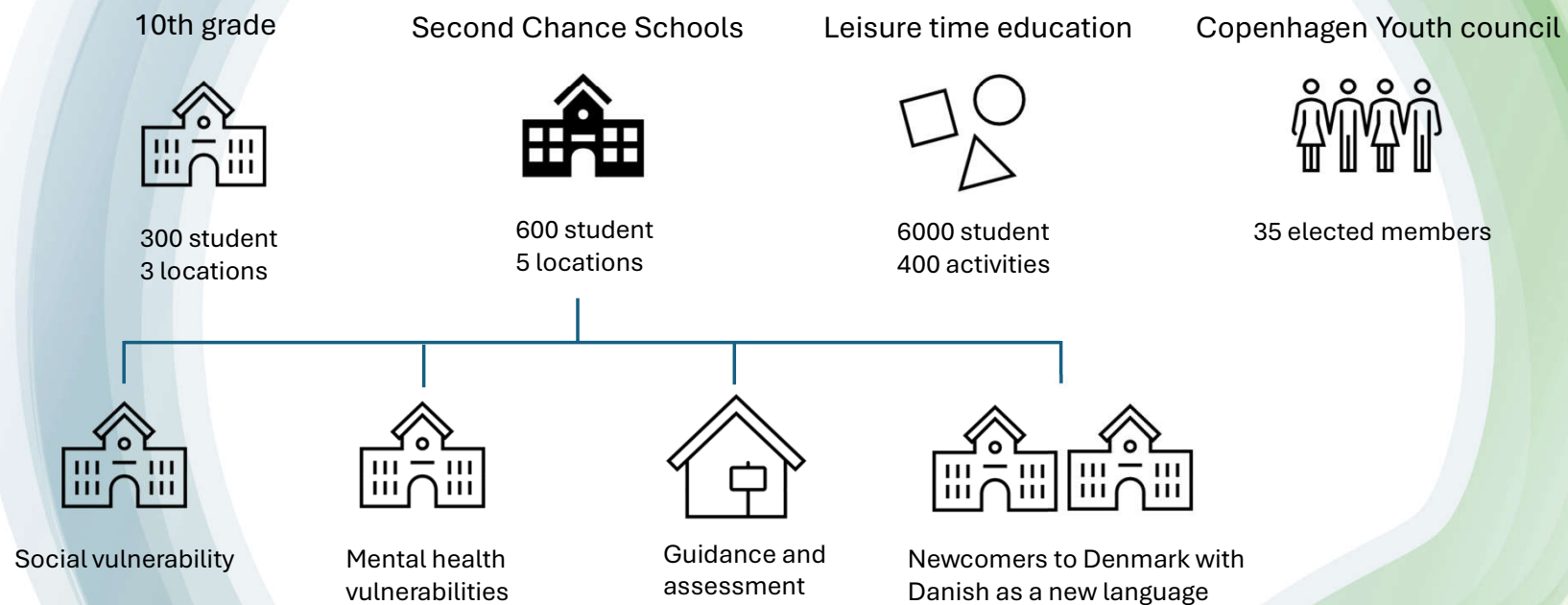
- **Introduction to Copenhagen Youth School**
- **Best practice - Youth engagement and involvement at Copenhagen Youth School**
- **Brain break**
- **Theory of Youth Involvement - levels and steps**
- **Exercise in break out rooms – Step up your youth involvement**
- **Youth Agora project – next step and meetings**





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Copenhagen Youth School





Best practice Youth engagement and involvement at Copenhagen Youth School



Student councils - Newcomers to Denmark with Danish as a new language



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Brain Break

If your answer is YES to the question, please raise your real hand — the one we can see on camera.



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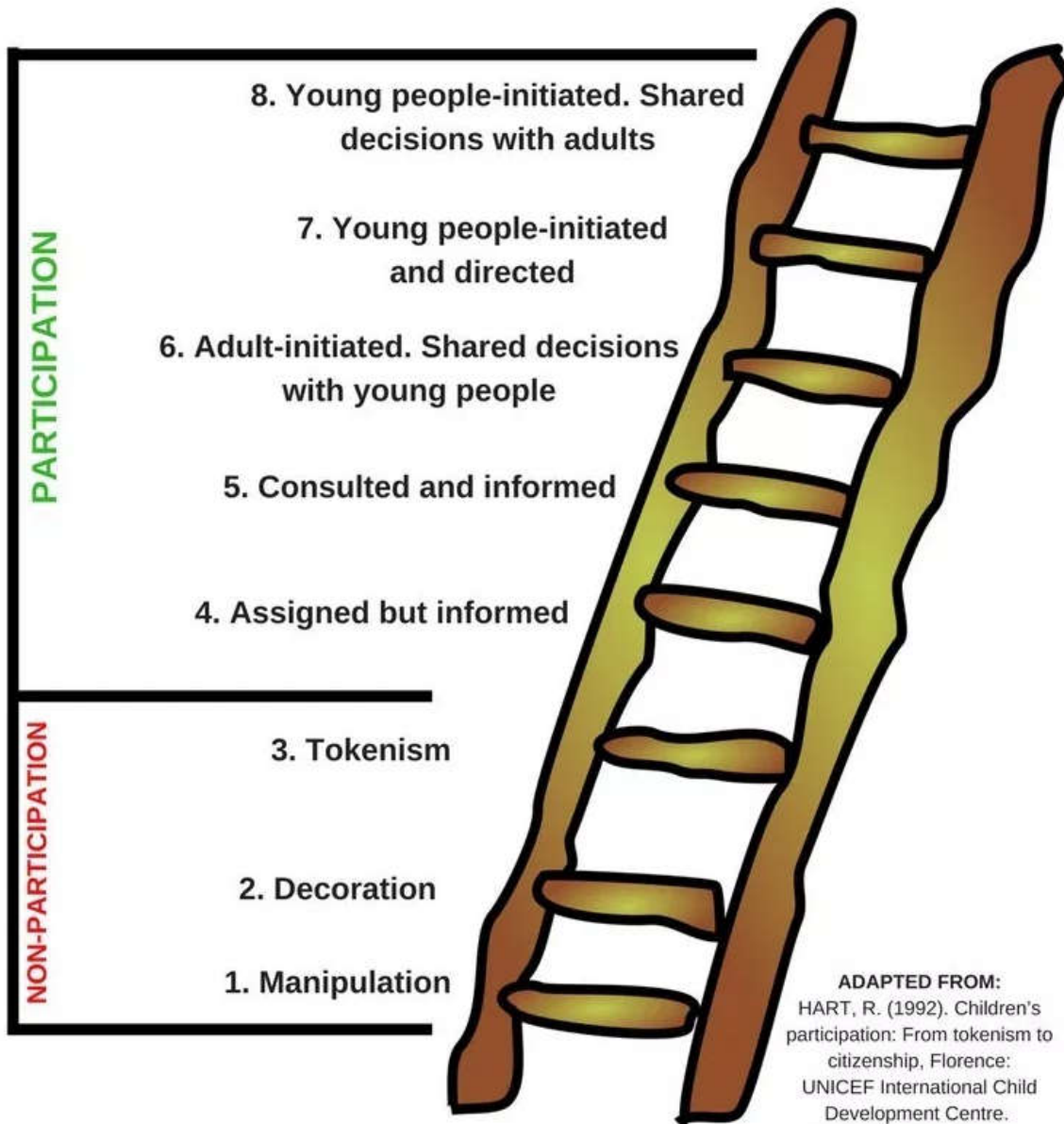
Theory of Youth Participation

Reflections while working with youth participation



Levels of Participation

Roger Hart



"A practical tool to reflect on and improve how young people are involved in decision-making."



Levels of Non-Participation

Roger Hart

1. Manipulation

Participation as *manipulation* occurs when young people do not understand the issues motivating a participatory process or their role in that process.

Example: Students are told they're will "co-create" school rules, but adults have already written and decided the rules.

2. Decoration

Participation as *decoration* occurs when young people are put on public display for a specific purpose, but they do not understand the meaning or intent of their involvement.

Example: Students are asked to smile in photos for a brochure about "student participation."

3. Tokenism

Participation as *tokenism* occurs when young people appear to be given a voice, but they have little or no influence.

Example: Students are invited to attend a meeting but are not listened to and decisions are made without their input.



Levels of Participation

Roger Hart

4. Assigned but informed

Adults make the decisions, but the young people understand the project and their role in it.

Example: Teachers create a community art project to brighten the school space. Students are invited to paint murals, and staff clearly explain the goal — to build pride and belonging in the school environment.

5. Consulted and informed

Adults design and run the project but listen to young people's views and take them seriously.

Example: Teachers want to improve how lessons are taught. They tell the students why they're collecting feedback, ask them what kinds of questions should be on a survey about teaching, and then show them the final version before using it to gather responses from the entire school.



Levels of Participation

Roger Hart

6. Adult-initiated, shared decisions with young people

Adults start the project but make decisions *together* with young people.

Example: Staff propose creating a youth newspaper and the students design and run it with support from the staff.

7. Youth-initiated and directed

Young people start the project and make the decisions.

Example: A group of students creates and runs their own mental health awareness campaign at their school.

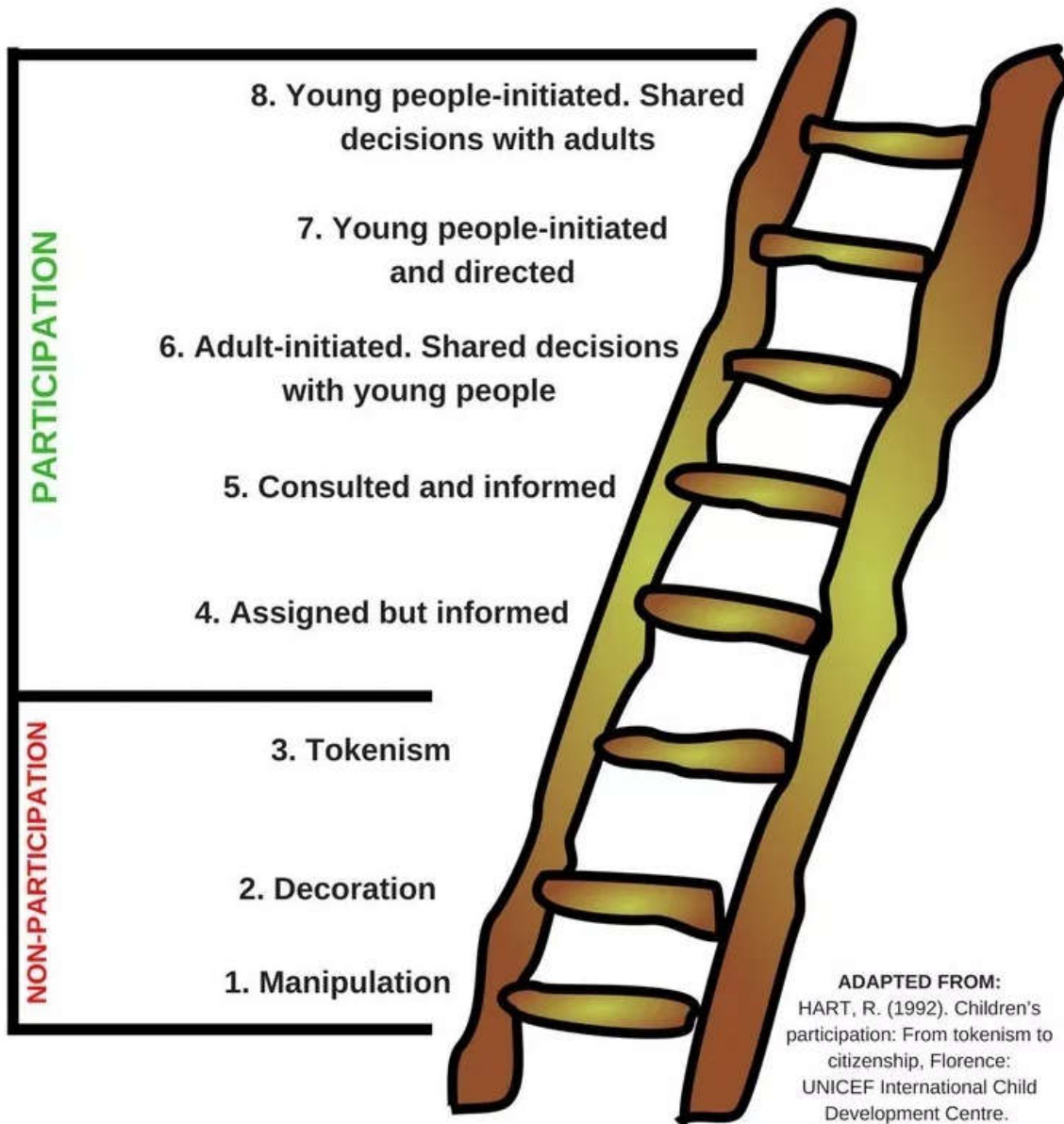
8. Youth-initiated, shared decisions with adults

Young people take the initiative and collaborate with adults as equal partners.

Example: Students identify a need for better career guidance and co-develop a new mentoring plan with staff.

Levels of Participation

Roger Hart



*Hart's Ladder is not just a theory — it's a **practical guide** for designing, evaluating, and improving youth participation to make it more **inclusive, empowering, and democratic.***

4 steps when planning a youth participation process

1. Why involve them?

Explain why you want to involve young people.

Example: “We want to hear your ideas for our youth club activities.”

2. What will the input be used for?

Be clear about how their suggestions will be used.

Example: “Your ideas will help us plan summer activities for teenagers.”

3. What influence do they have?

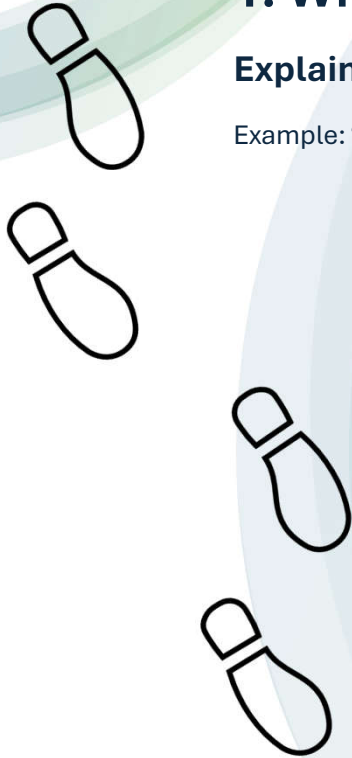
Explain what decisions they can actually impact.

Example: “You can choose the games and workshops we offer, but not the opening hours.”

4. Feedback / Next steps

Make sure to tell them what happens next and involve them in the whole process.

Example: “You will help us test the new activities and give feedback before we start.”





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Exercise - choose **one of two exercises**

Exercise 1: Plan a youth participation process

- Use the **four steps** for youth participation.
- Base it on your **daily work with young people at your school**.
- Think about how you would involve them from start to finish.

Exercise 2: Reflect on youth participation you already do

- Look at your current level of participation in your activities.
- Think about whether there is anything you can **change or improve**.
- Try to move **up the ladder of participation** (more influence, more participation).

Exercise 1: Plan a youth participation process

Who do you want to involve and why?	What will their input be used for?	What influence do they have?	Feedback / Next steps
<i>Explain who you want to involve and why you want to involve the young people...</i>	<i>Be clear about how their suggestions will be used and when...</i>	<i>Explain what decisions they can impact (think about the levels of participation)...</i>	<i>Make sure to tell them what happens next and involve them in the whole process (transparency)...</i>

Exercise 2: Reflect on youth participation you already do

1. Reflect on current level of participation

- Look at how young people are currently involved in your project, classroom, or policy process.
- Identify which *rung* of the ladder it fits (for example, is it tokenism, consultation, or shared decision-making?).

2. Reflect on what's missing

- Ask yourself: *Do young people have real influence? Are their ideas shaping the outcome. Notice if decisions mainly are adult-led or if power is truly shared.*

3. Plan how to move up the ladder

- Think about ways to give young people **more voice, choices and control.**
You might start by involving them earlier in planning or letting them take the lead on parts of the project.



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Welcome back!

We hope you had some good reflections moving
from theory to practice



Next step – we need your help

Questionnaire for your students

Estimated time is about 5 min

Their answers will provide important information about what matters most to young people in European second chance schools and their views on democracy. This information will guide the focus and direction of the project.

[Questionnaire](#)

Meetings to put in your calendar



23rd of February 2026, 14:30-16:00
CET Digital Pedagogical meeting



19 - 23rd of October 2026
Youth summit & Pedagogical
meeting in Matosinhos, Portugal

Questionnaire

What political topics matters most to you and what is you views on democracy and you having a voice at your school, local community, country, European Union?



<https://www.survey-xact.dk/LinkCollector?key=TH89CZ67L13K>