

***Lab of collaborative youth:
Shaping a learning framework
in active citizenship***

Olga Glumac, 2018



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ABSTRACT

This PhD thesis *Lab of Collaborative Youth: shaping a learning framework in active citizenship* aims to answer how does learning through codesign foster youngsters' active citizenship in the school context. It is founded on a case study developed in Miragaia, Porto's historical neighbourhood in Portugal, in which the school of 2nd and 3rd cycle of basic education is located, and the project is implemented in a collaboration with youngsters of age bracket from 12 to 16 years old.

The starting concern is that youngsters are neither a human capital, that should be used only as a resource, or citizens-in-making, that need to be taught how to act and to be. They are to be recognised as citizens who have their needs, aspirations and incentives. In Portugal, each youngster is to attend basic and secondary education for 12 years or until it reaches the age of majority. In this period, youngsters are going through the process of self-discovery and transition from family life to independent life, while the formal education should foster their self-awareness and strengthen their self-efficacy so that they could achieve the self-actualisation and self-determination they need to strategically choose their next steps. The lack of mutual empowerment and equitable partnership between adults and youngsters is to blame the experiences showed that youngsters are only informed and occasionally consulted. Thus, youngsters are not encouraged to take their own initiatives and act on resolution of the actual challenges, and co-creation of their educational activities.

In this PhD thesis, two competences are interlinked and highlighted to foster such an individual transformation: **learning to learn** (preparation for the lifelong learning) and **social and civic competence**. In the learning environments within school grounds these transversal competences are usually not stressed enough and methodologically approached by the school's educational community.

Through a programmatic research over the period of three academic years, two educational codesign programmes were implemented in Miragaia school: *Recreio dos Pioneiros* (2014 - 2015) and *Ilustracionário, à minha maneira* (2015). The aim was to establish conditions for youngsters' citizenship practice within school, and the experience to co-create their learning processes as active citizens.

There are three main outcomes that derive directly from the empirical work:

/ *Codesign in Active Citizenship* as a set of praxis principles when working with, for and by youth.

/ Learning Framework in Active Citizenship: Active Learner is an Active Citizen that can be applied as a strategic and analytical tool that explains and recommends certain order of actions (methodological approach) to take into consideration when planning intergenerational collaborative projects with and for youngsters in basic and secondary education.

/ Lab of Collaborative Youth that is an informal platform that serves to gather all local partners and organise youth-driven educational codesign programmes and research through design. The provided contributions aim to raise awareness and continue an interdisciplinary discussion on the topic of active youth citizenship and strategic planning when it comes to designing intergenerational projects.

KEYWORDS

Codesign, Youngsters, Citizenship, Learning Framework, Formal Education

RESUMO

A tese de doutoramento *Lab of Collaborative Youth: shaping a learning framework in an active citizenship* (Lab of Collaborative Youth: moldar um quadro de aprendizagem numa cidadania ativa) tem como objetivo responder à questão como a aprendizagem através do codesign promove a cidadania ativa dos jovens em contexto escolar.

Baseia-se num estudo de caso desenvolvido em Miragaia, bairro histórico do Porto, onde a escola básica do 2º e 3º ciclos (EB2/3 de Miragaia) está localizada e o projeto é implementado em colaboração com jovens na faixa etária entre os 12 e 16 anos.

A preocupação inicial é que os jovens não são, nem um capital humano, que deve ser usado como um recurso, nem cidadãos potenciais que precisam de ser ensinados a agir e a ser. Eles devem ser reconhecidos como cidadãos que têm necessidades, aspirações e incentivos específicos. Em Portugal, cada jovem pode frequentar o ensino primário e secundário ao longo de 12 anos ou até atingir a maioridade. Nesse período, passam por processos de autodescoberta e transição da vida familiar para uma vida independente, enquanto a educação formal deve promover a autoconsciência e fortalecer a sua eficácia para que possam alcançar a autorealização e a autodeterminação de que precisam para escolherem estrategicamente os próximos passos. A falta de promoção de poder mútuo e de uma parceria equitativa entre adultos e jovens resulta no que as experiências mostraram, que os jovens são apenas informados e ocasionalmente consultados e também não são encorajados a ter iniciativa e agir na resolução dos desafios reais e na cocriação das suas atividades educativas.

Nesta tese de doutoramento duas competências estão interligadas e destacadas para promover essa transformação individual: **aprender a aprender** (preparação para a aprendizagem ao longo da vida) e a **competência cívica e social**. Nos ambientes de aprendizagem dentro da escola, essas competências transversais geralmente não são suficientemente sublinhadas e metodologicamente abordadas pela comunidade escolar.

Através de uma pesquisa programática ao longo de três anos académicos, dois programas de codesign foram implementados na escola de Miragaia: *Recreio dos Pioneiros* (2014-2015) e *Ilustracionário, à minha maneira* (2015). O objetivo era estabelecer condições para a prática da cidadania dos jovens na escola e a experiência para cocriar os seus processos de aprendizagem como cidadãos ativos.

Existem três principais resultados que resultam diretamente do trabalho empírico:

/ *Codesign em Cidadania Ativa* como um conjunto de princípios da praxis ao trabalhar com, para e por jovens.

/ *Estrutura de Aprendizagem numa Cidadania Ativa: onde um aluno ativo é um cidadão ativo* que pode ser aplicado como uma ferramenta estratégica e analítica que explica e recomenda determinadas ordens de ação (abordagem metodológica) para levar em consideração ao planejar projetos colaborativos intergeracionais com e para jovens na educação primária e secundária.

/ *Lab of Collaborative Youth* é uma plataforma informal que serve para reunir todos os parceiros locais e organizar programas educativos orientados para a juventude e pesquisa através do design.

As contribuições fornecidas visam aumentar a consciencialização e continuar uma discussão interdisciplinar sobre o tema da cidadania ativa dos jovens e planeamento estratégico quando se trata de projetar projetos intergeracionais.

PALAVRAS-CHAVE

Codesign, Jovens, Cidadania, Quadro de aprendizagem, Educação Formal

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FOREWORD

The complex identity of a practitioner. A memory of becoming.

I have become passionate about the subject of learning when I understood how important it is for constructing and deconstructing the understandings of the world, society and my position within. By applying acquired understandings, knowledge, attitude, dispositions, skills and values, I have been continuously learning and relearning about myself and my identity of a learner. This passion became even stronger once I realised that learning is essential for and natural output of my active and meaningful participation in the transformation of the society according to my needs and needs of others with whom I have been working with. I saw this as my citizenship practice, and my duty to learn to become a better citizen, for myself and others. As it was also my right, to learn in a most effective and efficient way.

Going back to the time when I was between 12 to 16 years old is a way to put myself into a perspective and to relate to the youth age I had the pleasure to work with the last few years. This meant to remember how it is to learn something because I ‘needed to’ as opposed to what I learnt because I wanted to, inside and outside of formal curricula. In school of the second and third cycle of basic education at times I haven’t understood why am I learning something and how it is connected to my daily life. Many times when I was less interested in subject-matter it was because it was hard to make sense of it.

Firstly, the most of these circumstances are connected to the approach to learning which was frontal instead of non-frontal/learner-centred and enomours times it wasn’t explained why would anyone need this information and how it is applicable in the real world. Secondly, the learning methods were mostly about memorisation rather than experiencing, conceptualising and transversally applying learnt in future learning. Thirdly, the learning environment wasn’t prepared to foster anyone’s learning because the group dynamics and collaborative learning wasn’t reinforced by the implemented methodologies, principles and values promoted by the teachers and the school.

Of course, today as a responsible and active learner (self-aware, strategic and persistent), I am fully aware that I am the right person to recognise my needs or benefits to learn something and what is the best way to do it respecting my learning styles, preferences and capacities. As such, I invest all my resources to coach and pass on the same message to young individuals because I truly believe the more we learn, the more we are self-aware of who we are and where we want to go next, and we become aware of the world as interconnected and interdependent. By making ourselves more sensitive, observative and collaborative within the society fulfils learning and being with others.

For many years I have been engaged in the life and practice of active citizenship, practicing my rights and duties not only as a student in Graphic Engineering and Design at the Faculty of Technical Sciences, University of Novi Sad, Serbia, but also as somebody lucky enough that received the right information at the right time and had an open mind to give it a try. Entering the faculty, I entered the world of possibilities and I pursued a function as an active member in a student non-governmental organisation Board of European Students of Technology (BEST), as I became an active volunteer in a community non-governmental organisation Volunteers' Centre of Vojvodina - SCI Serbia, both collaborating with young people. Those were the times when the world of volunteering and youth work collided with my design practice, as I was using my designer's competences not only for communication purposes but also for the educational goals (e.g. applying problem-solving skills; by designing educational tools). This was an outcome of my formal education experience from 19 until I was 25 years old with the practice of non-formal education and its methodology in non-formal contexts alongside.

In addition, when I arrived in Portugal in 2012 I realised that these worlds, volunteering and design are complementary and connected, which, combined benefits in an unusual, organised and creative way. Working with members of intercultural communities was full of surprises and takeaways that come from the cultural differences in language and lifestyle they lead towards collective intercultural learning.

In 2013, having over one year of experience working with one of Sintra, Portugal, community and non-governmental organisation Dínamo, I have learnt that collaborating with people only makes sense if it answers their needs, supports their cause of overcoming challenges and enriching their daily lives as community members. Since then, these principles became a foundation for any community/youth work I have been developing ever since.

Involvement in the PhD course in 2013/2014 and starting my own (co)design research in a new, unknown space in Porto, Portugal, was a big challenge I was ready to take to continue my learning and understanding of youth, youth rights and policies for education and activism in Portugal. A big surprise occurred while conducting design research when I discovered that those aforementioned working principles were part of a practice in Scandinavia, which began as an approach in 70's under the name of Participatory Design. I was overly enthusiastic I could give a proper name to my focus and join the network of pioneers and practitioners in this field. Thus, I was relieved to realise I was not doing something just based on my intuition.

Transforming the designer into a facilitator, a coach and a youth worker all the way down to a final metamorphosis into a transdisciplinary youth work practitioner, to explore the study of how the codesign practice can support recognition in the voices of the youth regarding the legal strategies for young person education.

Codesign, in this case, is an empowering tool that can bring people to work and learn together, to build a mindset (mental space) for learner identity and to co-create environment (physical space) and artifacts that in combination will serve as learning tools to communicate, reflect and learn with and from each other.

INTRODUCTION

From the keywords that matter to a conceptual framework

The research was designed to be implemented in a local community hosting a school, however the context of Porto and the specific area, and the school require definition for the school study to be understood with clarity.

In one of many field walks, the Miragaia community (Porto, Portugal) was discovered as a potential area of inquiry. The area, the locals and school encountered in the field walk were all found to be open and willing to host a PhD project.

Hence, I have started the journey of a PhD, with few keywords in my mind that determined further orientation to a subject. Those were the **context** - encountered Miragaia, the **youngsters** - students of age bracket between 12 and 16 years, the **localised need/s of these youngsters** - improved conditions for their learner identity, my **motivational drivers/passion** - learning processes and youth engagement, the **active citizenship** - particularly interested in youth empowerment and hearing youth voices, a concept to be rediscovered throughout the thesis and **(co)design as a tool - design with, for and by youth** that transforms into codesign practice.

The qualitative inquiry required to have an **open-ended framework** with a *fuzzy* introduction (Sanders & Stappers, 2008). I tended to be more observational and less intrusive when entering the school ground. I felt in order to understand a subject of my inquiry, I needed to experience it and learn through doing.

This research was value-driven and it had an aim through its methodological approach to keep consistency to what it is believed an **iterative and phenomenological participatory process**, organised through the principles of non-hierarchical, flexible, voluntary, learner-centred, based on individual/group needs, empathic and collaborative sessions. Every time an activity was implemented, its outcome lead me to research further and be aware of new theories. As my progress in literature review continued, so did my practice. Theoretical and practical development of this research are interconnected through time.

Since schools are the first window and practice of belonging to a wider society, there is a **certain parallel drawn between active learning and active citizenship** having in mind that students have the right and the duty in learning to learn by actively engaging in a democratic process within the school life and its local communities (Biesta, 2008).

Assembling the theory was a process of the collective efforts to reflect upon the learning processes; after each conducted phase its outcomes served as guidelines for further analysis of the collected data and research of the theoretical foundation.

This PhD thesis doesn't aim to provide a solution to a certain challenge, but to address this challenge by raising more questions, to provide instead a critique and fresh perspective of combining the key concepts into a proposed framework when working with, for, and by youth through means of codesign practice in the school context.

For the purpose of discussion I apply the term of youth/young people that define a target group of age bracket between 12 and 29 years old (29-year-old individual is usually considered the most mature young person according to European Union's demographic trends¹).

As an open-ended framework, it just provides the practitioner with an orientation in which the content and action plan are solely built by each group that chooses to apply this framework in their work.

In addition, the PhD thesis aims to contribute at least to the fields of participatory design (codesign) and education, by being accessible to all kinds of practitioners (academic and non-academic) who are interested in empowering their qualitative practice in youth work and codesign.

I strongly believe that each young individual can and should contribute to a creation and transformation of the world, whenever she or he feels the need to create better conditions for self-expression and growth.

¹ ec.europa.eu/eurostat/statistics-explained/index.php/Being_young_in_Europe_today_-_demographic_trends. Retrieved January 2nd, 2018.

Staging conditions for active youth citizenship

Youngsters (aged 12 to 18 years old) are firstly faced with many challenges in their lives which are directly making an impact on their self-esteem and motivation for their learner identity construction. The adults (parents, teachers, education staff, youth policymakers) are sometimes lacking the right understanding to approach those challenges with a positive mindset.

It is more common to marginalize the good aspects of youngsters' lives and support youngsters to focus on good aspects of being and living as the members of society, rather than focusing on the side effects of adolescence in comparison to adulthood, creating an intergenerational gap that never departs.

Therefore, the efforts made through this PhD project were to address and deconstruct the conditions to co-create encouraging learning environments for learners to establish self-awareness towards themselves and their approaches to authorship in learning, encountering new meanings and re-establishing existing ones through participation and co-creation situations.

In 2014, a long-term project in *Escola básica dos 2.º e 3.º ciclos de Miragaia* (further in text: Miragaia school) has been initiated as a case study of codesigning participatory practices with, for, and by youngsters. In the first stage *warmUP*, phenomenological and participatory observation was conducted through voluntary weekly sessions that tackled the wellbeing of youngsters in the school context, their motivational drivers and awareness towards learning and participating *in loco*.

In the second phase, *buildUP*, the students continued participation in the weekly sessions in which they were invited to take ownership and co-manage implementation of initiatives of their own interest, such as the Christmas party and a tournament in football. After the winter break, Miragaia students created a community of practice with design students from age 16 to 20 years old, attending *Escola Artística e Profissional Árvore* (Further in text *Árvore* school) located in the same area and together they co-created a learning tool, a visual dictionary *Ilustracionário, à minha maneira 1.0* by reflecting upon their own levels of understanding of 23 terms and representing them visually through illustrations.

play is the last phase which was implemented in the classroom by inviting the students to reflect upon their motivation to learn, learning practice and their competences of

co-creating learning tools that can be used inside/outside of the classrooms. The researcher reflects upon school's constraints and conditions to learn by deconstructing the possibilities for youngsters' meaningful participation inside and outside of the classroom, endeavouring the pluralistic approach to a more participatory education.

The data gathered through weekly sessions, and analysed, over the last three academic years has contributed to shaping a learning framework in active citizenship. This framework is constructed as a recommendation for applying codesign in facilitating learning with, for, and by youth.

The outcome of this process can be translated to the main research question of the thesis: **How does learning through codesign foster students' active citizenship?**

Moreover, if we fragment this question into more secondary questions, it aims at answering:

/ How does school as a local learning environment correlate to an active citizenship practice aimed at youth?

/ How can citizenship in the school context be stimulated by increasing young people's ability to co-create learning?

/ How can participatory design as a democratic tool support the recognition of a youngster's ability to learn in a more open and flexible way?

/ How does the concept of a participatory learning environment assist to an emerging youth codesigned and co-shared learning practice?

/ What are the practitioner's learning outcomes to be encountered when working with, for, and by youth through codesign in a phenomenological, experimental and experiential way?

And the **expected outcomes** of this inquiry have the objectives to:

/Design and discuss conceptual *Learning Framework in Active Citizenship: Active Learner is an Active Citizen*, at micro (school context) and macro levels (city);

/Recognise and foster *mutual empowerment* in codesign by encouraging the development of democratic collaboration practices among adults and young people;

/ *Lab of Collaborative Youth* - a platform based on youth-driven codesign with other stakeholders of the local community, uniting collaborations of various stakeholders of Porto community including youth policymakers;

/ **Knowledge transfer** - reflective contribution and set of recommendations to ongoing discourse about the role of codesign in education and of codesigner's competences as a practitioner.

Miragaia, contextual endeavours

Miragaia is an eye captivating, a cozy narrow neighbourhood tucked on the side of a hill and spreads until the riverbank of Douro (see *Figure 1*). With a sharp ear walking through this area, River *Rio Frio* may guide the way. It is an underground river that starts somewhere in the street Rua da Torrinha (in Cedofeita) and takes its turn all the way through Miragaia until it reaches Douro river.

In medieval times¹, Miragaia was settled next to the beach of Douro and extended to the *Fernandina Wall* (named after King Fernando I). With such a favourable position and its approximation to the city, it was an appealing living area for fishermen and traders. In case of latter, the most famous were Jews and Armenians that came to Porto to work as craftsmen and merchants in the XV century. The trade and transport were organised by the river and into the sea until the beach was substituted with the walls and *Alfândega Nova* (customs building) in 1869 and another line of walls as a prevention to the floods.

Nowadays, Douro river has a higher level of water than some houses in Miragaia and the guarding walls are inseparable to the landscape of Miragaia architecture. However, with each heavy rainfall, the floors are flooded and the water enters the first row of cafes, shops and workshops.

From a cultural perspective, there are gifted artists that were born in Miragaia. Certainly, among those are the poets Tomás António Gonzaga and Almeida Garrett. Both being passionate about their writing, and political right for more democratic societies. Gonzaga obtained a law degree and was an ombudsman for the city Ouro Preto in Brazil, while Garrett was a politician whose lyrics were distributed in *Liberal Revolution* in 1820. Almeida Garrett is considered to be the one that introduced Romantic movement in Portugal.

Until today, the vivid testimonies of the past times are conveyed and preserved through folklore and religious festivals such as *São Pedro de Miragaia* (the protector of sailors) and *Corpo de Deus* in which the procession is made in an honour of maritime work.

Also, the names of the streets Rua da Ancira and Rua da Arménia are contemporary landmarks that speak of the past when Miragaia welcomed the merchandise exchange.

¹The historic milestones of Miragaia local in this section are named and presented on the Facebook page dedicated to Miragaia. This page works as an informative blog that speaks of contemporary news in Porto, weather, calls for exhibition and other type of events, recognition of its citizens and recognition to the ones that passed away, among other things. See facebook.com/Miragaia.Porto



Figure 1 / The view on Miragaia from Passeio das Virtudes. Photo courtesy of Olga Glumac.

On a daily basis, in a walk through those streets, there is an ability to take a small peak into people's lives since they leave their houses open and family gatherings around the table or people sitting and watching TV are common scenery. This tradition of sharing life with passengers and observers seems to be the habit to old historical neighbourhoods unlike to new ones with taller buildings where most of a day, the curtains are closed and the blinds are shut down.

Hence, in street Rua da Arménia, a few houses are bridged together by the housing blocks somehow hanging in the air above the street, so the whole impression is that sense of warmth and togetherness.

In the era of disconnected and individualistic global society, this neighbourhood still resists change and always finds its way to promote conviviality - the locals gladly embrace any opportunity to be together whenever there is a moment to celebrate (e.g. national holiday, flourishing of local businesses; organising and supporting the work of local groups).

Since 2013², the parish council Miragaia belongs to a union of six parish councils representing a historical part of Porto in its central location (together with Cedofeita, Santo Ildefonso, Sé, São Nicolau and Vitória). The pertinence of this area globally and within Portuguese culture is seen by the recognition as *World Heritage* by UNESCO in 1996. Consequently, Miragaia alone can be described as an attractive touristic place but also one that deals with the loss of prudence.

In 2011 the area of Miragaia (0.49 km²) counted 2,067 residents of which 8.5% is from 0 to 14 years of age and 9.7% from 15 to 24 years old (INE, 2011).

²Lei n.º 11-A/2013 de 28 de Janeiro



Figure 2 / Degradation of houses in Miragaia. Photo courtesy of Olga Glumac.

Since 1991 population has been decreasing and this is the outcome of locals being overwhelmed with their living conditions (e.g. high unemployment rate and high rents, despite the houses degradation, see *Figure 2*).

While locals suffer tremendous changes in the landscape of Miragaia (not only degradation but also the demolition of old houses), emerging spaces with new businesses and housing deals are being oriented towards touristic exploitation. The locals are slowly moving out to the suburbs of Porto (Maia, Vila Nova de Gaia), while the houses if being rebuilt/renovated, now seem to be luxurious properties that claim the favourable geographic position and enjoy the view on the Douro river. That view once was a right to the common good, now it is the right to the higher standards enjoyable by few. The unsolved issue of abandoned buildings is an ongoing debate in Portugal. Local and international artists are usually very attracted to leave their traces of ink over those dusty façades, to claim forgotten or abandoned piece of wall.

Under the influence of graffiti culture, the territory of Miragaia is not an exception for such acts. Various artists seem to feel invited to come and create a dialogue with the community through their work. The synergies built seem to be constructive rather than not. The characteristic of locals from Miragaia is that they have a strong sense of Miragaia identity³ which reflects upon the sense of territorial ownership. Even if they are proud to have such origins, their relationship with visitors is welcoming.

Local population doesn't seem to have mechanisms or ownership of decision-making to prevent the radical transformation that is happening in their own backyard. Being overexposed, Miragaia suffers cultural, social and economic changes.

³ The observation was made through discovery walks and by following comments on the Facebook page dedicated to Miragaia, aforementioned.

This transformation is also making an impact on the local school since, with its depopulation and aging, the number of children and youngsters is decreasing, and the school's existence is being endangered of being closed.

Miragaia school

The school construction was approved in 1988⁴, in response to the lack of establishment of this level of education in the historical zone. Miragaia school as known today is a design of a winning project of the national contest by the architect Miguel Regueiras from the Faculty of Architecture of the University of Porto and was inaugurated in 1997. The school building consists of various and uneven volumes that lay in the levels on one side of a hill and are united by the wide connecting spaces (*Figure 3*). Through visual observation, it gives an impression of the bright and spacious building.

Conversely, the relationship between the overall size and the few usable spaces is unbalanced. There are nine regular classrooms, nine specific rooms (music cabinet, workshop, among others), resource centre, library, informatic room, audiovisual room, studying room, conflict resolution room, toy room, canteen and gym. Due to the issues of troublesome echo effect within walls of the building, the school doesn't use bells to mark the beginning and the end of each class and interval. Outdoors, there is the playground for sports activities and the concrete table tennis that is one of the most precious things students enjoy having.

The exterior and interior of the building suffered severe changes. The exterior of the building started to become yellow and green due to the proximity with the river and exposure to humidity, while inside, the paint started peeling off the walls and in some parts, the leakage of rainwater accommodated the presence of mould. The probability of such outcome may be connected to the construction of the building and its flat rooftops that prevent proper water drainage.

At first, the school belonged to a smaller unit of a *Cluster of Schools⁵ of Miragaia* but since 2010 belongs to the territorially wider *Cluster of Schools Rodrigues Freitas* (further in the text: cluster of schools) which is 1 of 15 Porto's clusters of schools.

This cluster of schools consists of three kindergartens (children aged 3 to 5 years old), four schools of the first cycle (1st to 4th grade; children of age 6 to 9 years old), two of the second (5th and 6th grade; children aged 10 to 11 years old) and third cycle (7th to 9th grade; youngsters of ages 12 to 14 years old), and one secondary school (10th to 12th grade; youngsters aged 15 to 17 years old).

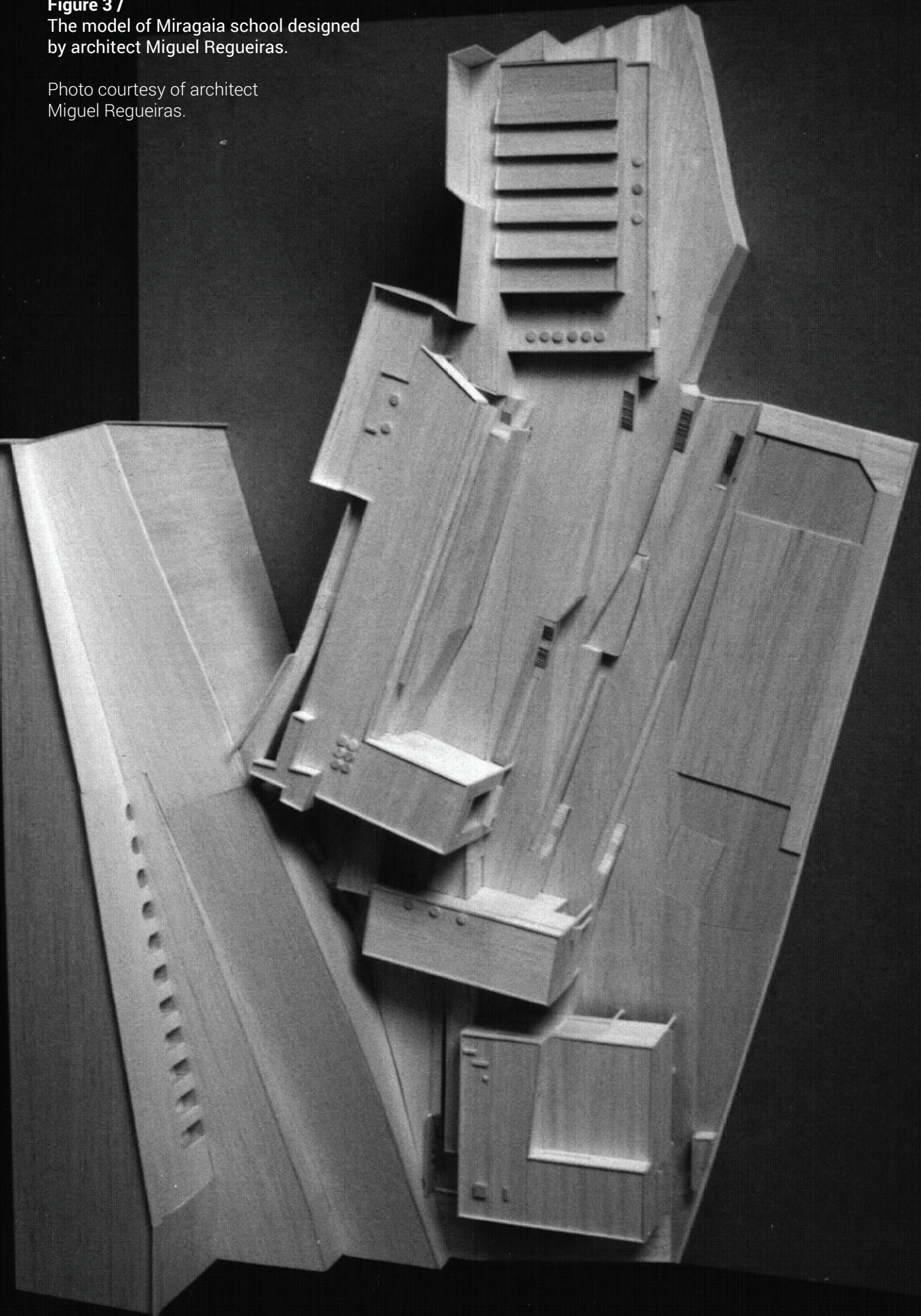
In 2011, the cluster of schools counted 2072 students and 94 classes, while Miragaia school on its own counted 203 students. In the academic years 2015/2016 and 2016/2017 there were around 120 students, and in an academic year of 2017/2018, there were 150 students.

⁴ *Portaria n°136/88 de 29 de Fevereiro*

⁵ A cluster of schools is a common legal vertical administrative formation in Portugal that restricts the autonomy of the schools attributed to the unit. There is a main school under which the unit carries the name and it is coordinated by the director of the whole cluster of the schools, while in other schools there are coordinators that have less power in decision-making in their work.

Figure 3 /
The model of Miragaia school designed
by architect Miguel Regueiras.

Photo courtesy of architect
Miguel Regueiras.



At a time of a narrower Cluster of Schools of Miragaia, the teachers recognised the need to construct an educative project that will respond to the emerging challenges and establish better connections between schools and support institutions, local communities and *Instituição Particular de Solidariedade Social - IPSS* (Private Institutions of Social Solidarity). In 1998 they initiated project *Programa Territórios Educativos de Intervenção Prioritária - TEIP* (Educational Territories Programme of Priority Intervention). According to the definition of *Direção-Geral da Educação - DGE* (Directorate-General for Education) provided on their website⁶:

TEIP is a government initiative currently implemented in 137 clusters and individual schools that are located in economically and socially disadvantaged territories, marked by poverty and social exclusion, where violence, indiscipline, neglect and school failure are manifested. The main objectives of the program are the prevention and reduction of early school dropout and absenteeism, the reduction of indiscipline and the promotion of educational success for all students.

[Free translation from Portuguese to English]

Miragaia school was strategically chosen for the programme to improve the rate of academic success and school dropout (*Report TEIP II — Miragaia no Caminho do Sucesso*). Conversely, even with ongoing TEIP, there have been students attending Miragaia school that repeated the same grade several times or abandoned the school. These are usually the students who finished the 6th grade but haven't managed to finish 9th (age bracket from 15 to 18 years).

After three times of repetition of the same grade or in case of the complete dropout, the students and their families are encouraged to enrol students in the classes of *Programa Integrado de Educação e Formação*⁷- *PIEF* (Integrated Education and Training Programme). These are the courses of education/training that aim to capacity-build student's competences in specific professions (depending on the market need), so they could enrol to vocational high schools and likewise accomplish the compulsory education until the 12th grade.

Interestingly enough, in the educational strategies of Cluster of schools Rodrigues Freitas and Miragaia school as a TEIP, there is a certain concern with indiscipline which is the result of structural and social factors.

The most common definition is given by João Amado (1998) where indiscipline is defined as

[...] relational and interactive phenomenon that materializes in the non-compliance with the rules that preside, guide and establish the conditions of the tasks in the classroom, and also in the disrespect of norms and values that are the basis of the peer-to-peer relationship and the relationship with the teacher, as a person and authority.

[Free translation from Portuguese to English]

⁶ www.dge.mec.pt/teip. Retrieved March 9th, 2017.

⁷ www.dge.mec.pt/programa-integrado-de-educacao-e-formacao. Retrieved March 9th, 2017.

According to an article from the 2009 version of the Magazine for Portuguese Teachers *2pontos*⁸, the indiscipline should be studied at three levels: Portuguese Ministry of Education and Science, the school, and the stakeholders (the legal, institutional and social parameters). In the classroom, indiscipline has to do with the students' motivation for the contents of subject-matter learnt in classes and the overall relationships (peer-to-peer relationship and student-teacher relationship).

In the internal documents of the Miragaia school, it can be read that the strategies proposed that combat indiscipline are common sense, addressing the learning environment in which the student has to make sense to one's perceptions and one's attribution to the meaning. Furthermore, they claim that on the psychological level, the point is made towards the student's self-esteem that should be encouraged in the whole process of formal education.

They add, the common rules should be promoted at the beginning of each school year and the students should provide with feedback and agreement to these rules. The ignorance should be left aside, and teachers should combat indiscipline in the moment when it occurs. The psychological support is also provided to understand the origin of individual misbehaviour.

These strategic manoeuvres carry some goodwill, but, in practice, things go sideways. Simply, this cluster of schools to which Miragaia school belongs is very diverse, each school represents an ecosystem with its own culture. The culture of Miragaia school can be described as a fast-changing environment that always moves forward addressing its aforementioned shared fragilities, but without attributed time to stop and think through collectively upon past and ongoing steps.

It seems this is due to the administrative demand from the cluster and above, from Portuguese Ministry of Education and Science. There are many hours spent in the meetings and in writing reports, which could be reallocated and better invested through the physical presence in the activities with youngsters.

The visible part of educators' practice for the students is the one when they are together. Within this example of practice, students receive from adults through short collaboration and the social behaviours, and built relationships in which there is no complete recognition to critical thinking, to individual growth rhythm and to longevity outside of the curricula and school community norms and values.

Miragaia school is a genuine environment, as for its function to be for socially excluded, it is also excluded by itself. In the national newspapers *Público*⁹, Miragaia school has been always addressed through a less positive connotation due to many socio-cultural challenges of students that were/are in attendance.

Today, it's genuinely preserved, by embracing all the fragilities and deals with it in a heroic way. Exposed to the threat of being closed anytime soon, the educational staff is working

⁸ www.2pontos.pt

⁹ There are two examples retrieved March 9th, 2017:

/ www.publico.pt/destaque/jornal/violencia-escolar-no-parlamento-153908

/ www.publico.pt/portugal/jornal//o-pior-inimigo-da-escola-e-o-abandono-escolar-311263

on their fronts to keep students enrolled and engaged in their formal education. Even when students are about to graduate Miragaia school, the school staff may provide with assistance in supporting students to enrol in a high school of their choice and in case of PIEF classes, they follow their development throughout the first six months.

Finally, there is a need for time to be spent in preparing the qualitative programmes for youngsters and to receive youngsters' feedback and to reinforce professional development of youth work practitioners (teachers, educators, social workers, socio-cultural animators, among others) in order to be able to organise reflective practice on the higher level.

Profile of youngsters/students/participants

Miragaia school generally accommodates students from 5th to 9th grade. In reality, this means that the age bracket varies from 9 to 16 years (due to the repetition of some students) and in case of PIEF classes it goes until 18 years.

However, the students I have been working with are in the age bracket from 12 to 16 (the last two years of basic education - 8th and 9th grade) mostly because *Plano Municipal de Juventude do Porto 2.0* (Further in text Porto's Municipal Youth Plan 2.0) describes youth by age of 12 until 35 years.

Making an inquiry on the decision regarding the age bracket within Municipal Youth Plan, one officer from *Gabinete da Juventude do Porto* (Further in text Porto's Youth Department) stated it has to do with interweaving general guidelines on youth and the *Law for the Promotion and Protection of Children* (0-12 years old) and *Youth* (12-18/21 years old). As a result, this is the criteria taken into consideration to compose an action plan strategy and address questions regarding civic participation through citizenship, which integrates possible influence towards local youth policy making.

In recent years, Miragaia school offers a vocational course organised as the 10th grade which usually belongs to the secondary education. This is a strategic manoeuvre to sustain the number of students, yet to respond to the local challenges of having a high percentage of the population that has concluded lower educational levels and has higher unemployment rate. According to INE (2011) in Miragaia parish the population is divided by the completed educational level accordingly: none (5.7%), preschool (1.5%), the first cycle of basic education (38.2%), the second cycle of basic education (9.8%), the third cycle of basic education (14.2%), secondary education (12.7%), post-secondary education (0.9%), higher education (17.1%). In addition, the percentage of Miragaia population aged from 15 to 19 years old, again analysed from the highest completed level of education (INE, 2011) shows 20 youngsters that concluded the second cycle of basic education; 48 youngsters that concluded the third cycle of basic education; 11 youngsters who concluded the secondary education and 1 young person who concluded post-secondary education.

In the aforementioned candidacy for the Director of the Cluster of schools Rodrigues Freitas (Ascensão, 2011), the students are described as members of different kinds of families' structures: the families with both parents; the single parenthood (usually single mothers); the grandparents with grandchildren; and the unions or marriages with children of various parents.

Further, Ascensão (2011) stresses that

Without neglecting the fact that these structures of families exist in wider society, in this context families are referred to problematic by the social institutions.

[Free translation from Portuguese to English]

This is because many families are influenced by the poverty, unemployment, with a low level of education, a situation that has a strong generational component.

Since 2003, the Municipality of Porto has an operational Municipal Council of Education that designed and has been implementing since 2013 *Projeto Educativo Municipal do Porto*¹⁰ (Municipal Educational Project of Porto) that aims

[...] to be an open, dynamic process with a focus on lifelong education, encompassing the formal, non-formal and informal aspects, being built with the other actors and educational agents who work or participate in the territory of Porto's county. The objective is therefore to know and reflect on education in Porto as a territory, building a participatory and polytextual diagnosis, which guides individual action based on goals and goals drawn in common, constituting itself as a work-in-progress.

According to this strategic document, the family has a direct impact on the individual's academic achievement that is reflected through the students' low self-esteem; challenges in planning and self-determination; the lack of expectations for the future, fueled by the overwhelming majority of other family members who have already felt the same; pressured by the low family incomes; and depreciation of the school's role by other family members.

The social crisis with all behavioral alterations that this situation entails reaches, in a particular way the students' families, as confirmed by the high number of beneficiaries in *Ação Social Escolar* (Scholar Social Action) in regards to co-participation in costs for education; and the high number of families living on *Rendimento Social de Inserção - RSI* (further in text: Social Integration Income), a measure to financially support families in securing their basic needs.

Porto's community is trying to incentivise stronger commitment towards attending and concluding compulsory formal education. Yet, the vital socio-economic infrastructural support such as *Centro Social e Paroquial de Miragaia* (Social and Parish Centre of Miragaia) that supported local population from children in pre-school until elders in Centro de Dia (Social Daily Centre) was officially closed on September 1st, 2017.

To conclude, Miragaia students are exposed to many external factors that directly influence their wellbeing and the quality of life. While the lives of local population flourish on a cultural level, they suffer on social, economic, and political scale.

⁹ www.cm-porto.pt/assets/misc/img/Links_uteis/Projeto_Educativo_Municipal.pdf. Retrieved March 30th, 2017.

Dissertation Outline

In the *Research Positions and Approaches*, I tend to clarify the main standpoints of contextual design research, by choosing a target group such as young people of a specific age in one of Porto's school of the second and third cycle of basic education in the historical neighbourhood of Miragaia. For the sake of clarity, it explains why decisions are made towards three main approaches in conducting this research.

The first approach determines the theme and the **principles of praxis** where citizenship and youth are the main components of this research while codesign is perceived as a democratic collaborative tool that unites those components.

The second presents **research methodology**, by describing the programmatic design research through meaningful participation and co-creation and the complex role of a practitioner. It explains the application of a particular methodology that was filtered through an existing experience as a youth work practitioner and later on, through acquired experience as a codesign researcher/practitioner. Young people are an inseparable part of such application.

Finally, the last approach is dedicated to **thesis methodology and assembling theoretical foundation** for this thesis, where learning outcomes of the experience and experiments within the last three years of PhD commitment in Porto are evaluated and structured.

The rest of the PhD thesis is divided into four parts that are following the process of shaping a learning framework for pluralistic and open-ended educational codesign programmes and research through codesign, as the main attributes of the platform Lab of Collaborative Youth.

Part 1 - Towards codesign in active learning, in active citizenship explains better theoretical scaffolds of intergenerational partnerships as the preconditions to codesign in active citizenship. I explain the perspective on the value of codesign processes which are strictly oriented through participatory democratic practice. This is being refined through contemporary design practice such as participatory design/codesign nominating good practices as aspirations. The construction of the concept resides also in the process of self-growth in situated learning and applied methodologies in the learning environment such as the school of the second and third cycle of basic education. The extensive literature is always being filtered through an ecosystem of Miragaia and Porto environment. **Chapter 1** deconstructs youth citizenship and its preconditions. In this chapter, the pertinence of

recognising youth through the non-hierarchical way of collaboration and taking a stand at claiming the youth right to power, meaningful participation and capacity building processes is established through these preconditions. Hence, there is an address towards being educated and the contemporary education strategies. It speaks openly about the difference between formal and informal learning environments, and non-formal education methodology and principles as an encouragement of lifelong learning.

Chapter 2 speaks of how does youth learn and what it needs in order to learn effectively, how learner identity can be constructed at the school as an educational environment.

Chapter 3 the conditions for creating codesign learning environments are discussed/ thought more in-depth: a relation between codesign participation and youth engagement; a process of empowerment through codesign participation and addressing good practices that exist in the participatory design; a sense of belonging and co-ownership in the codesign process. It addresses the proposal of codesign in active citizenship model by demonstrating its origin and contribution through examples of participatory design/ codesign such as design labs, a community of practice and situated learning among others.

Part 2 - Shaping Learning Framework in an Active Citizenship: Active Learner is an Active Citizen provides an overview of existing framework models that served as the examples to newly structured one, that is being staged within the specific local context and its target group. It is built through an experiment and case study in Miragaia school. In this part, the proposed framework is described together with its area of application with a preconditioned set of rules, as support it needs to have from existing context such as for example specific public school. It also provides with recommendations to implement such model in another system than Miragaia.

Chapter 4 provides an overview of existing models, going profoundly in state of art in-depth analysis of collected inspirational models. **Chapter 5** presents the model structure, dimensions, principles of organisation, the conditions, its relation to participatory design/ codesign, among others. **Chapter 6** reflects upon possible challenges and opportunities to its scalability to other Porto's schools than the Miragaia school.

Part 3 - The experimentation and becoming of a Lab of Collaborative Youth identifies the qualitative approach to this long-term study and provides with an overview of applied methodology and data collection through two educational codesign programmes. These two experiences are representing an iterative process from which the Lab of Collaborative Youth was born and framework structured and restructured.

Chapter 7 refers to presenting and discussing the formation of the Lab of Collaborative Youth, explaining its structure in detail. **Chapter 8** is describing and discussing the first educational codesign programme *Recreio dos Pioneiros*. It tackles the preconditions for youth citizenship and observes the existing conditions in the school context that may foster until some extent the citizenship among students. Thus, it stresses the importance of youngsters learning about their learner's identity (self-awareness, self-discovery, self-knowledge) while co-creating learning tools and processes with their peers. **Chapter 9** explains the second educational codesign programme *Ilustracionário, à minha maneira 1.0* which is an attempt to form a community of practice of the youngsters attending two different schools in the same local context. The community of young

learners demonstrates to the adults that working closely and directly with youngsters is possible through codesign as a tool for collaborative practice. This stands both for formal education and civic participation *in loco*.

Part 4 - Engaging in the meaningful practice of the Lab of Collaborative Youth

presents the closure of the final outcomes and reflection of the work. Further on, it discusses the impact, possible challenges and opportunities when thinking of the scalability and further multiplication. In the end, there is a space for the final remarks as to set the strategic path for the *Future work*. The recommendations of possible paths will also be given to any individual who is interested in the field and following up on the conducted work described within this PhD thesis.

RESEARCH POSITIONS & APPROACHES

As a consequence of connections and contextuality

I perceive this inquiry as for my citizenship responsibility within and outside the codesigner role. Following this position, I have decided to write in the first person since my research is founded on the takeaways of my reflection in and on the action (Schön, 1983). Therefore, I am looking at the directive of understanding my own personal experience and ability to address a set area of inquiry; the context in which I am addressing certain challenges and their parameters, which further guide me to exploration and framing the boundaries of the possible solution space (Schön, 1988).

To conduct a research and structure in a form of PhD thesis, I have approached it through a bricolage methodology (Eriksen, 2012), addressing its principles, methodological and theoretical design frameworks by naming them:

/ Praxis principles: Codesign in active citizenship with, for, by youth approach;

/ Research methodology: Programmatic design research through meaningful participation and co-creation approach;

/ Thesis methodology: Assembling takeaways from an experimental and an experiential learning approach.

The subsections below explain each approach.

Praxis principles: Codesign in active citizenship with, for, by youth approach

This approach is dedicated to explaining better the theme and its principles applied in this research, and how they underline the designed action plan and strategy, that will be further explained in the following approach dedicated to the methodology.

Codesign with, for and by youth

Not long after enrolling in an International Doctoral Program in Design at the University of Porto, I got acquainted with the principles of Participatory Design (PD) and methods of codesign practice. It happened while working within unit *Seminars in Design I* that challenged us students to developing design intervention and later on, writing and submitting a paper. Two of my colleagues and I united around the interest in the topic of social design, and not long after we found out about the call for *Participatory Design Conference* in Namibia to which we submitted our paper. Through this call, I became aware of this whole new approach (for me) in design.

Knowing that there is a design practice more focused on the process itself than on the final product, and more focused on real people and their genuine needs, helped my positioning. Participatory design is a type of design that draws people together and ensures democratic interdisciplinary and intergenerational collaborations. I adhered easily to its philosophy because it represents well my beliefs and my principles when working with communities and their members.

I have chosen to address the challenge of global/local marginalization of youth and appoint the benefits and possibilities of understanding and experiencing young people not only as partners in the process of collaboration and learning, but as the experts of their own life experiences who are able to address and point out their basic existential and learning needs. Therefore, I prefer to address the issue of social inclusion of youth as a problem statement rather than marginalization of youth, to have the consistent mindset and discussion flow that promotes the positive approach to the fields of youth development and youth work.

As a result, young people should be treated as equal citizens and encouraged into accepting an active role in the process of co-creation and co-decision making in partnership with the adults, regarding anything that concerns their wellbeing and makes an impact on their daily life and education.

It was comfortable to project such a perspective, thanks to my training and experience in youth work over the last ten years, but also confirming my practice through the theoretical background I obtained by the *Ladder of Children's Participation* (Hart, 1992). Looking at *Figure 4* it may be observed that the highest level of meaningful youth participation is exactly an established moment of participatory democratic collaboration between youngsters and adults, and the second and third one below are the ones initiated by one party and supported by the other.

The highest value is given to bottom-up youth initiatives and ideas that are implemented in partnership with the adults, in which co-decision making is a responsibility of all the engaged stakeholders/partners.

Next on the ladder follow the projects and the ideas initiated by youth, who may ask adults for support/advice even if the adults' further engagement in the implementation phase is not necessary. The last of the three highest ranked projects and ideas are the ones that are adult-initiated but in which the adults ask young people for collaboration and shared decision-making processes.

Sometimes in practice, within the same project or intervention, there can be a mixture of these three different approaches, depending on the situation and how the framework is structured. Along the stages of this research different moments occurred which will be further demonstrated and discussed in *Part 3 - The experimentation and becoming of a Lab of Collaborative Youth*, that is dedicated to methodology and data collection.

Nevertheless, advocates for achieving the highest level of youth participation which means fostering youth to take ownership and having adults eager to collaborate with them, I was tackling the issue by trying to establish conditions and an environment in which they may appear in real life situations.

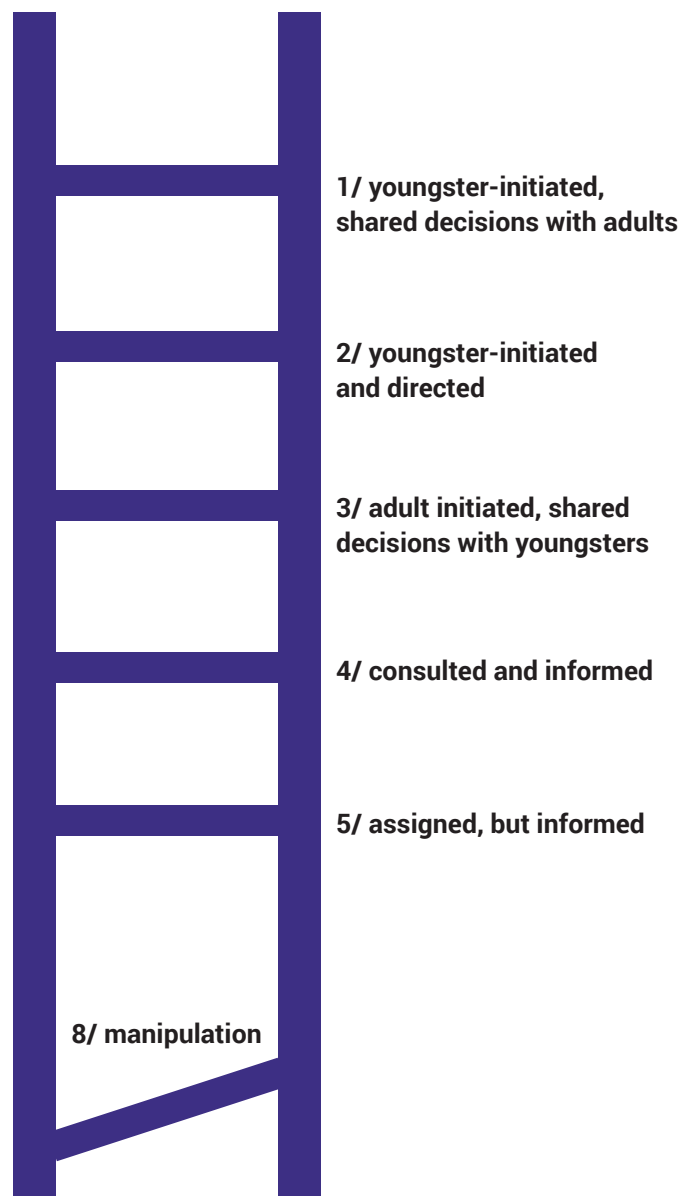


Figure 4 /
Ladder of Children's
Participation (Hart, 1992).

As meaningful participation
are considered 1/,2/,3/

7/ decoration

6/ tokenism

The possibility of intertwining the area of youth work and codesign practice emerged and I made an attempt to explain how in theory relate and translate to each other. Giving an example of Lee (2007) who also describes three possible relationships between designer and people referring to them as design **for** — when the designer studies and consults people as experts of design process; design **with** — when designer is sharing the design process with people, who become active participants in the work; design **by** — when designer acts as a mediator that capacitates people to make their own decisions.

Observing and comparing these two examples, both the *Ladder of Children's Participation* and the definitions given by Lee (*Table 1*) — but from a codesign perspective, one can understand that when it comes to young people and codesign processes, the more freedom youth has in addressing challenges and proposing ideas for collaboration, the more such freedom should be followed by the mediated support and understanding of either adults or/and other youngsters from the same local.

Table 1 / The highest level of youth participation and participant engagement in (co)design process being compared.

YOUTH PARTICIPATION	DESIGNER FOR, WITH AND BY YOUNG PEOPLE
(Hart, 1992)	(Lee, 2011)
Youth initiated, shared decision-making Young people led and initiated	Design <i>by</i> young people – codesigner as mediator that capacitate young people to make their own decisions
Adult-initiated, shared decision making	Design <i>with</i> young people – codesigner is sharing the design process with young people, who become active participants in the work
Consulted and informed	Design <i>for</i> young people – when designer studies and consult young people as experts of design process

In practical terms and reflecting on this research through codesign practice, it can be observed that in order to reach the highest level of youth participation, there is a need to provide someone with the highest level of freedom when it comes to codesign.

Codesign by youth should be established as a practice, but, before reaching that level, usually, youngsters might need to understand better the process of codesign and raise self-awareness on how they perceive the world and what are their priorities to act upon it. Therefore, firstly it is needed to establish codesign practice with young people, which is the process of youth citizenship through codesign. This is usually done by somebody with (co)design expertise — it may be an adult or a young person. Depending on a case, it can be either an adult-initiated or a youth-initiated-and-led process.

This parallel of having divided youth and adults as two opposites is a direct outcome of the aforementioned lack of social inclusion of youth and the constructed role of youth in the society that is slowly shifting and being addressed even through this PhD thesis. However, not to be misunderstood, in one collaborative project, the levels of youth

engagement in the decision-making process may vary. Simply, at some points, youth will be the leader of the initiative, and at others, the codesigner might facilitate some lead that youth will follow and add to it. This implies that the power-sharing should be balanced, depending on the comfort it brings due to a level of competency and self-efficiency engaged.

Design for youth is a precondition to codesign with or/and by youth. It demonstrates the designer's intention to become engaged as a citizen by applying one's competences and allowing oneself to address issues that influence young people's lives by reaching out to the same youth. However, standing on its own, design for youth process doesn't yet require active youth participation and therefore it is not codesign practice.

It requires only punctual exchange of information, where youth is informed and consulted regarding design intervention but is not engaged in decision-making and ongoing design process.

Design for youth can be a great starting principle for anybody who wants to work within codesign practices towards addressing the contemporary challenges of young people. This principle requires from the practitioner to know more about young people and their local context in order to narrow it down and determines what becomes a part of action plan for participatory design.

Integrated into the context in which I was conducting the research, this meant that, as a responsible citizen and reflective practitioner, I would firstly need to be aware of myself and establish relationship and connection with my target group (Akama, 2012) by learning more about them from them and their realities.

Codesign in active citizenship

Codesign in active citizenship is a term formed to recognise and encourage the expansion of civic participation through codesign processes that create conditions for collaboration and learning environments to occur, not leaving the responsibility of the process to the codesigner as a facilitator. It reinforces the idea that (co)design is a political practice and of interest for every citizen that is eager to use it as a democratic tool. For example, participatory design is known for its democratic potential being constituted from a need to support democratization at work and today is concentrating towards 'broader democratic matters on citizenship and civic engagement' (Binder, Brandt, Ehn & Halse, 2015). The good examples are codesigned models of practice such as design labs (Binder, 2007), fablabs, democratic design experiments (Binder et al., 2015), among others that are good examples of its implementation.

As a reflective practitioner that exchanged various roles within the conducted research project (researcher, PhD student, facilitator, coach, youth worker, member of a non-governmental organisation - NGO, among others), it was natural to undertake the responsibility of design participation in citizenship. This means that I was to fully engage myself as another Porto's citizen, but also as a socially responsible codesigner who took an initiative and participated in a meaningful way. Starting off with this mindset, I was about to approach the topic of social inclusion of young people and active citizenship in the school context challenging myself to encounter conditions for social and sustainable practices. Thus, looking at the Porto's local community as an ecosystem and within the

more condensed ecosystem of Miragaia, it was obvious that it must concern various stakeholders' expectations and possible contributions to this project.

The focus, at first, is given to Porto's youngsters and their voices that can easily be overlooked by adults, especially in the case of minors. This project was for them because there aren't many codesign practices supporting bottom-up initiatives of young people in their local/school context. Here I don't speak of youngsters that already belong to some youth NGO because an NGO *per se* is already a mechanism in 'having a say' in local youth policy making.

Any voice of youth may be misinterpreted to please or benefit other community members. The values and principles of codesign/participatory design are well founded, however, the human factor of dishonesty may turn codesign practice into an agenda based on tokenism, manipulation and decoration. This is very common when involving children and youngsters in the projects, events and policy making. I have already mentioned *Hart's Ladder of Participation* but I haven't really spoken about **the non-participatory levels of youth engagement regarding codesign practice**.

The most unethical level of **non-participation** is indeed the one entitled **manipulation**. It happens to be based on the actions created through a non-transparent and non-collaborative way of dealing with the subject-matter. In case of codesign practice with youngsters, this would mean that adults invite youngsters to engage in the process of co-creation without informing them about the process or how the outcomes with their contributions are going to be used afterwards.

Right after manipulation comes **decoration**. This is a quite passive non-participatory form of engagement. In the case of codesign, to give an example, it would be the participation of youngsters through the contribution of their presence, as a kind of human resource for the promotion of the cause, in which they would neither have a say or be informed about the codesign process. Their contributions would be artificial and most probably substituted by the work of adults.

The last example is **tokenism** as a symbolic way of participation. The youngsters in the process of codesign seemingly have themselves represented, but actually don't have power over decision-making processes and their inputs are not recognised. In idea in codesign practice would be for the youngsters to participate and give their contributions, this would be helped if the youth had a clear idea of how their contributions are going to be used. However in Miragaia's case, if they have a second opinion, they would not be listened to.

Unfortunately, sometimes these kinds of practice are done by adults not being aware of what kind of unethical acts they are committing. Also, adults that work with children and youth, including (co)designers should be trained to work with them with an open mind and collaborative spirit. Otherwise, the impact they make by ignoring to youngsters' creativity, imperfection and playfulness, may decrease youngsters' self-esteem and self-actualisation. The collaboration and mutual learning are the inseparable part of any codesign in active citizenship. Moreover, the participation is a set precondition and a core of any transformation, individual, collective or social.

The aim of this research was to invite various stakeholders, that are interconnected to

Porto's/Miragaia's youth life, education and construction of youngster's learner identity, and encourage their reflection on how codesign as an inclusive process may support dialogue and pluralistic understanding of the matter that concerns all parties engaged.

Summary

This was a short overview of the applied principles, where citizenship and youth are the main components of this research while codesign is perceived as a democratic collaborative tool that brings together those components.

The topic of codesign in active citizenship will be further discussed in *Part 1 - Towards Codesign in Active Citizenship* through literature review and *Part 2 - Shaping a Learning Framework in Active Citizenship: Active Learner is an Active Citizen* through the application.

Research methodology: Programmatic design research through meaningful participation and co-creation approach

While the first approach was more connected to the content, its principles of intervention and the subject of the inquiry itself, the second approach is connected to the strategic implementation of certain methodologies and their organisation of implemented actions that occurred in different stages.

Towards programmatic design research

Design practice may be organised in various ways. Redström suggests that in case of exploratory approach, design research may be composed of design experiments that are founded and framed within a design programme (2011). In this sense, programmatic design research is structured both as a framework and a collection of experiments and interventions around the addressed topic/concern. This approach to research originates from Scandinavia (see also Binder & Redström, 2006; Brandt & Binder, 2007; Brandt, Redström, Eriksen & Binder, 2011; Eriksen, 2012) and it is considered to be an **exemplary approach** — it aims at constructing knowledge through an example and set of provisional recommendations to academia, rather than a template with rigorous rules.

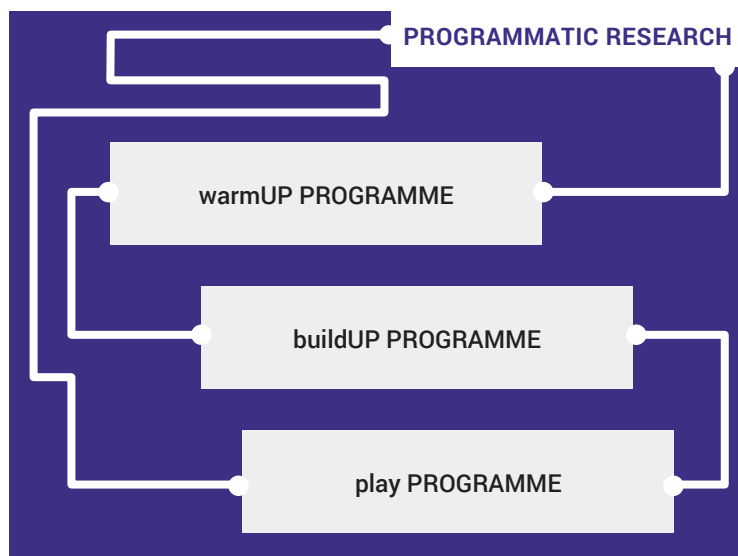


Figure 5 /
Example of programmatic
research conducted
through 3 research
programmes/cycles

This group of authors explains further that once the foundation is set, the idea is to design experiments through iteration until fulfilling the capacity within some pre-set constraints before implementing the programme. The programme may be re-formulated, depending on the outcomes gathered and when it reaches the end of the research cycle (see *Figure 5*).

Interestingly about this approach is that it is open to exploration from the perspective of research focus (it generates research questions through a reflection of the experimental and interventionist outcomes rather than having some pre-determined hypothesis that may limit its possibility and directions for a suggestive knowledge construction). It usually takes more design experiments (more methods) to confirm the programme; therefore during the research, it is important to stay flexible for unexpected results. Another possibility is to set the foundation and let an **iterative approach** with formulated and reformulated design interventions guide through the research topic which may result in collected outcomes that assembled together may create a design programme.

This was the case of this research project. I learnt that things have to stay open-ended when working with volunteers-participants within the school context. I decided to implement a more phenomenological way of designing and handling sessions and to work with occurrences and situations encountered along the way, providing more freedom for me to work and for youngsters to engage. I think that doing this enabled me to understand connections and drivers for collective participation.

Research through design

Knowing that applied research was conducted through codesign praxis, according to Jonas (2007), **research through design** aims to create new knowledge through an action-reflection approach pointing beyond the project solution. Through a synthesis of collected data, one can build the impressions of challenges to be addressed and intervened upon, rather than analyzing only one specific problem and searching for its solution. It is given higher value on reflecting upon certain issues that exist in the society through a filter of youth engagement and empowerment in a school context, looking from beyond the context of inquiry.

Meaningful praxis

At the beginning of this study, it was clear that this project was planned to be contextual, long-term and interdisciplinary. As such, it intended to intertwine theories coming from education, pedagogy, sociology, psychology, design and political sciences.

Local communities are complex systems and to work with them without mastering all these theories requires some efforts, especially for someone that doesn't have such a background or was never asked to master them before. I tended to learn along the way, in time of uncertainties and in need, by referring to the professionals in a certain area but also reading some literature that has been given as an advice or discovered along the journey. These were moments when I as a (co)design researcher and the person that intervenes in local as a facilitator would go outside of my comfort zone and be stretched to experiment and empower particular fragilities (e.g. skills of Portuguese language and knowledge of Portuguese education system, frameworks for active citizenship, history of Miragaia, knowledge on cognitive development of youth, among other things).

However, I was aware and certain of my other competences that very much influenced the chosen approach. Over the years, I have been experiencing and applying non-formal education methodology in the work of non-governmental and student organisations,

which embedded in my practice a certain level of expertise. Coombs, Ahmed & Israel (1974) define non-formal education (NFE) as an organized set of activities outside the formal education system framework, aiming to provide the necessary practical learning and addressing the needs relevant to specific subgroups of the population. In practice, it is organised through the principles of being a: non-hierarchical, participatory, voluntary, collaborative, learner-centred, transparent, and flexible approach to learning in which the activity programme is designed on the foundations of learning needs and expectations of each participant.

Therefore, I proposed non-formal education and **informal learning** (=spontaneous unstructured learning) to Miragaia school within my project as the educational part of the methodological framework — being aware of my practice and my values as somebody who works with and for people. Differently, I incorporated codesign as a process of co-creation of content, methods and tools being applied to our project activities, such as the weekly sessions.

Towards co-creation

In this research, codesign is also perceived as a process of co-creation among members of a formed community of practice in which situated learning takes place through participation and practice (Lave and Wenger, 1998).

In Miragaia, there was an endeavour to construct such a community with students of two neighbouring schools: Miragaia school and Árvore school. The two groups of students were invited to meet and collaborate through means of codesign and together co-create a learning tool that could be used in formal or/and non-formal learning setting. More about this example in the *Part 3 - The experimentation and becoming of a Lab of Collaborative Youth*.

Summary

This was an explanation of the second research approach dedicated to the description of the applied methodology and its frameworks that are founded on existing concepts and theories in design research. Further discussion dedicated to the methodology of research will be developed in *Part 3 - The experimentation and becoming of a Lab of Collaborative Youth*.

Thesis methodology: Assembling takeaways from an experimental and an experiential learning approach

This is the third approach of the bricolage methodology that is dedicated to assembling a theory as an outcome of a reflective practice of the experiential and experimental undertakings within the last three and a half years of PhD commitment in Porto.

Programmatic design research by participatory codesign practice can only generate knowledge through the certain pathway of discoveries and generating capabilities of the researcher. As Kilbourn (2013, p 69) would refer to

What is considered knowledge is generated within and through a particular style.

Every researcher's work is influenced by one's previous experiences on given subject-matter. Thus, how one involves and revolves around the people and communities one works with, has also a strong impact on what kind of competences one may apply and what kind of knowledge one may collect through acting, co-creating and observing.

One of the goals of this thesis is a woven knowledge synthesised and conceptualised to form a conceptual framework that serves as an orienting structure for future codesign events that are founded on participatory research with, for and by youth (possible scaling and evolving of its use is tackled in **Chapter 6** and in **Conclusions**).

However, its purpose is to recommend practice and inspire, rather than to become a template, due to many parameters that are humanly authentic, such as group dynamics, group consistency, time and resources invested, group culture, learning environment, competences embedded in process or an organisation, and that make an unrepeatable combination.

Summary

Ending with a description of the third approach, the part of *Research Positions and Approaches* has been concluded. The further analysis of a conceptual framework for pluralistic and open-ended educational programme such as Lab of Collaborative Youth is being presented in *Part 2 - Shaping Learning Framework in Active Citizenship: Active Learner is an Active Citizen*.



Photo courtesy of Olga Glumac.

PART 1/ Towards codesign in active learning, in active citizenship

This part is focused on highlighting both theory and practice of social and design sciences, interweaving its contributions to build a profound literature review within the interdisciplinary scope of this PhD research. Possible contributions come from educational, sociological, psychological, pedagogical and political theories, but also design science and its practice studies.

The literature review is organised by most meaningful content, such as:

/ Discussion of youth citizenship and its preconditions;

/ Evaluation of citizenship education and the role of the formal education system for citizenship practice;

/ Analysis of the school as a learning environment and criteria in organising one's learning in self-empowerment;

/ Reflection on the role of codesign in the process of co-creating learning with, for and by youth;

These concepts are respectively divided into three chapters and further examined through a perspective of European (meaning the European Union) and national and local contexts (Miragaia, Porto, Portugal) with a critical stance towards existing and applied policies for youth and education.

The concept of youth citizenship is analysed but in opposition to what usually youth citizenship stands for: preparing youngsters for their future roles as citizens and their rights to vote and dedicate themselves to political participation. Osler and Starkey (2005) underline how citizenship is being transformed from the viewpoint of education:

There is growing consensus that education for national citizenship is an inadequate response to growing global interdependence and that it is becoming increasingly important that everyone is prepared to participate in an increasingly globalized world. The challenge is to enable citizens to participate at a time when many people feel powerless and we are uncertain how to shape the future agenda. This sense of powerlessness and helplessness is magnified by our increased awareness of inequalities and injustice across the world.

Firstly, the enquiry on the topic of youth citizenship is addressed through various parameters that serve as orientations to what is called in this thesis preconditions for youth citizenship.

Citizenship is a concept that is merely, yet profoundly, translated into the possibility of conducting the practice of participatory democracy within the school context, excluding from its focus all discriminatory parameters that are related solely to nationality and religion, unless of course, they are the outputs coming from a direct discussion with youngsters.

For this project, the citizenship is more of a mindset to claim one's rights as a member of youth, adolescence culture and to understand how the position of this group in the society can be negotiated. At first, it seems it is about the discriminatory factors that surround youth as a concept, but rather youth citizenship is addressed as an inclusive parameter.

How are youngsters being presented and represented in a society by themselves and others; what is the social responsibility of community towards the self-development of a youngster; and how democracy may be participatory rather than representative are concerns that are embedded in design and design practice.

Secondly, in further discussion, I subscribe my view on **learning theories based on social constructivism and humanistic approach**, which propose the foundation of norms and values on how learning process should be organised in the formal educational setting. For example, John Dewey, as an American educational reformer for the 20th century, praises progressive education over traditional education as a better organisation for one's self-discovery and discovery of oneself within something larger — the society one lives in (see 1937; 1966 [1916]). Another important thinker for this approach to education is Brazilian educator Paulo Freire (see 1966 [1970]).

John Dewey and Paulo Freire speak of education as a power of transformation of the individual but also of the world one lives in. Orienting youngster towards their self-development path and keeping up with one's educational milestones in the school environment, as a school serving to individual and not the other way around is something that these authors affirm. Preserving curiosity and practising critical consciousness in order to keep natural instinct for studying and to be able to filter information and synthesise the learning concepts from it, is the second subject-matter that both authors strongly believe in. In order to become conscious of one's learner identity, each individual must learn how inner capacities foster participation and engagement in learning.

Not long after, introducing other possibilities of education, such as non-formal education and informal learning, due to the construction of its principles and methodologies, it can be taken into consideration a **constructive and humanistic approach to learning**.

According to American psychologist Carl Rogers, one of the founders of the humanistic approach to psychology and self-centeredness (1959), the self-concept of the individual is demonstrated by one's behaviour, and the role of the school community is to positively influence growth by allowing its students the freedom to meaningfully act in educational situations.

Thirdly, drawing closely the concept of learning with the concept of citizenship practice in the school context, the codesign practice is presented a tool for negotiating these two supposedly different processes.

Thus, by discussing the ways of intergenerational collaboration and organisation of the learning formats such as a laboratory for playfulness and exploration, this part of the thesis concludes with a discussion of the role of (co)design in “everyday politics” (Boyte, 2010). Seemingly, design research may contribute to revealing new connections and possibilities to be established when addressing topics such as learning and citizenship.



Miragaia students answer the question:

‘What should the city of Porto know about youth?’

Among the group of volunteers, we had other students spontaneously joining us from 6th and 7th-grade students. Their contributions are on this flipchart, too.

One of the 6th graders wrote **‘That we are intelligent.’**

Chapter 1:

Active youth citizenship

Introduction

Firstly, in this chapter of the literature review, the unit will be dedicated to (re)defining active youth citizenship through existing youth policies and their implementation in Europe and Portugal by an overview of the role of youth in society and their bottom-up initiative potential. Working with minors brings to question what kind of rights and duties they are given and expected to have, considering that they are excluded from political participation.

To support this overview, whilst discussing the paradox of how conditions and opportunities are created for youth citizenship from the top-down hierarchy, the recommendations will be given in favour of co-creating learning opportunities for and in citizenship that can be truly reached from bottom-up perspective, taking observations from the experiences contextualised the school context and with minors. Hence, it will be argued and stressed that the very same conditions are limited and selective when it comes to power/say of those young people. This implies that resolving the contradicting approach of educating youngster about citizenship while restricting their rights because they are ‘too young’ is very much needed. Citizenship is imprinted in the identity of any individual and this section speaks of claiming the equality and equity in the relationship youngsters-adults.

Secondly, it will be tackled the contemporary discussion about the relationship of citizenship and education. Dewey always considered democracy as an ethical ideal, rather than the just political system, and therefore saw an opportunity for youngsters to actively participate, starting from an early age, in compulsory formal education. According to Dewey (p 327-8, 1927),

From the standpoint of the individual, it consists in having a responsible share according to capacity in forming and directing the activities of the groups in which one belongs and in participating according to need in the values which the groups sustain. From the standpoint of the groups, it demands the liberation of the potentialities of members of a group in harmony with the interests and goods which are common.

As Dewey explained already in 1916 the aim of schooling is to support youngsters to develop themselves into effective citizens, the ones that are lifelong learners who know

how to learn, with responsible mindset who make informed (co)decisions and have the ability to adapt in uncertain situations, such as the global life setting of the 21st century.

(Re)defining youth citizenship

Wyn and White (1997) outline that youth is neither a single category nor homogenous group within society. Depending on the field of study, youth is defined variously. Accordingly, when it comes to youth policy making, youth is referred to as a target group within a certain age bracket that is located in a social context with certain features. Each local, national and international policy entity may define the age bracket of youth differently.

Citizenship is a complex concept, that has been understood in different ways in a variety of contexts. Osler and Starkey (2005) refer to citizenship as a conjoint of three elements: status, feelings and practice. The elements can be related to McLaughlin's spectrum of minimal to the maximal sense of identity (1992).

The minimal end represents the sense of identity founded on the legal status and law abiding practice, while the maximal end goes beyond state setting into cultural and global levels that promote participation based on social justice and critical thinking. Therefore, in the following text, the citizenship will be observed from minimal to the maximal sense of identity, going from status related to practice and feeling related components of young citizen's identity.

The **legal status** is a given by the birth to the individual, which recognises specific rights and duties either regulated by laws in a single country or by conventions and law regulations worldwide. In the essay *Citizenship and the Social Class* Marshall (1950) expressed citizenship as a status 'bestowed on those who are full members of a community' and explained it thoroughly through three dimensions: civil, political and social rights. According to the author, individuals have the status of a citizen and enjoy: **civil rights** that were constructed first, claiming the freedom of speech and equality towards the legal system; **political rights** provided with duties and responsibilities in accessing political institutions for expression of either personal or collective interest; and **social rights** which were constructed to provided basis in claiming welfare through education and social services.

Thus, the reinforced idea of social equality and commoning the concept further as 'a direct sense of community membership based on loyalty to a civilisation which is a common possession' (Marshall, 1950, p 40) that was always enjoyed variously by differentiated social classes. Today, citizenship is not only related to the nation-state, but to a **global view of interconnectedness**.

From a contemporary perspective, citizenship aims at supporting social inclusion and equality through an active participation in a society which is regulated by democratic governing. The participatory culture stands as 'a central and essential element of democratic citizenship' (Biesta & Lawy, 2006). From this stance, democracy supports not only politics and decision-making in the life of a citizen but also collective civil participation in its 'construction, maintenance and transformation' (Biesta, Lawy & Kelly, 2009). Furthermore, as Dewey (1966, p 87; 1937) adds that democracy is an

‘associated way of being, a conjoint communicated experience’ in which each citizen may ‘discover and rediscover, remake and reorganize’. In a democracy, each individual is confronted of not only being identified as a citizen but also located within local, regional, national or international contexts in which may practise citizenship identification through addressing common concerns (Biesta & Lawy, 2006).

Although, France (1998) argues that citizenship is more often than not taken as an adult experience. Being young is perceived as a **transitional stage between childhood and adulthood**, in which young people learn to take certain responsibilities in advancing with their individual and social life.

Jones and Wallace (1992) refer to this as the school to work transition and from family life to independent life, in which young people develop their competences of being more autonomous. Yet, even in the process of growing up, young people are deeply dependent on expanding their **sense of belonging** from the circle of families and friends to the school and wider community life in which the familiarity with the context might provide them with a **sense of security and safety**.

In this respect, the local community at large may also be responsible for acknowledging the wellbeing of young individuals and take responsibility in supporting the same individual within a safe environment for experiencing these transitions and encouraging active participation in society (Hutson & Jenkins, 1989; Kerr, 2005).

Thus, the challenge of neglecting the times of ‘being young’ is, according to France (1998), either the lack of recognition of the cultural context in which the youngsters’ citizenship is situated and practiced (Blackman & France, 1998) or the exercise of social relations in which youngsters’ rights are endangered (Taylor, 1989). The value of youth participation is also taken into question.

Within the scope of this thesis, the biggest concern of democratic citizenship is how does it relate to the existing conditions for its participatory practices by young people. Democratic citizenship speaks of equality but at the same time discriminates young people and their position in society, that results in a limitation of their meaningful participation. Hart (1992, p.5) stresses that

It is unrealistic to expect them (children) to become responsible, participating adults at the age of 16, 18 or 21 without prior exposure to the skills and responsibilities involved.

Lister (2007) reflects upon this at first counting that being a citizen is enjoying limited rights and duties through social and political participation which would also allow the youngsters to act as citizens when fulfilling capabilities of the citizenship status through owned processes and in a responsible manner. Consequently, there is a requirement in this research to understand and discuss how the perspective of adults/various stakeholders influences the position of youth and invariably reflects in the limitation of youth participation and power in the school and local contexts; as how youngsters perceive their own participation in the social transformation and what are the benefits of their meaningful participation inside and outside the school context.

Conversely, youngsters are usually not so much engaged in politics and institutions' decision-making. They are inclined to a certain level of distrust when it comes to politicians and their political parties, local authorities and institution representatives (Azevedo & Menezes, 2008).

Furthermore, there is an intergenerational gap which deals with perspective of adults having an idea that if they enable youngsters to participate in politics, they should participate in a way adults do, while youngsters considerations and interests are more related to their daily experiences and living their social circles of family, friends, school and other informal contexts. The influences of the contextuality in a life of young individual are presented in the Bronfenbrenner's *Ecological Framework for Human Development* (1979), as seen in *Figure 6*.

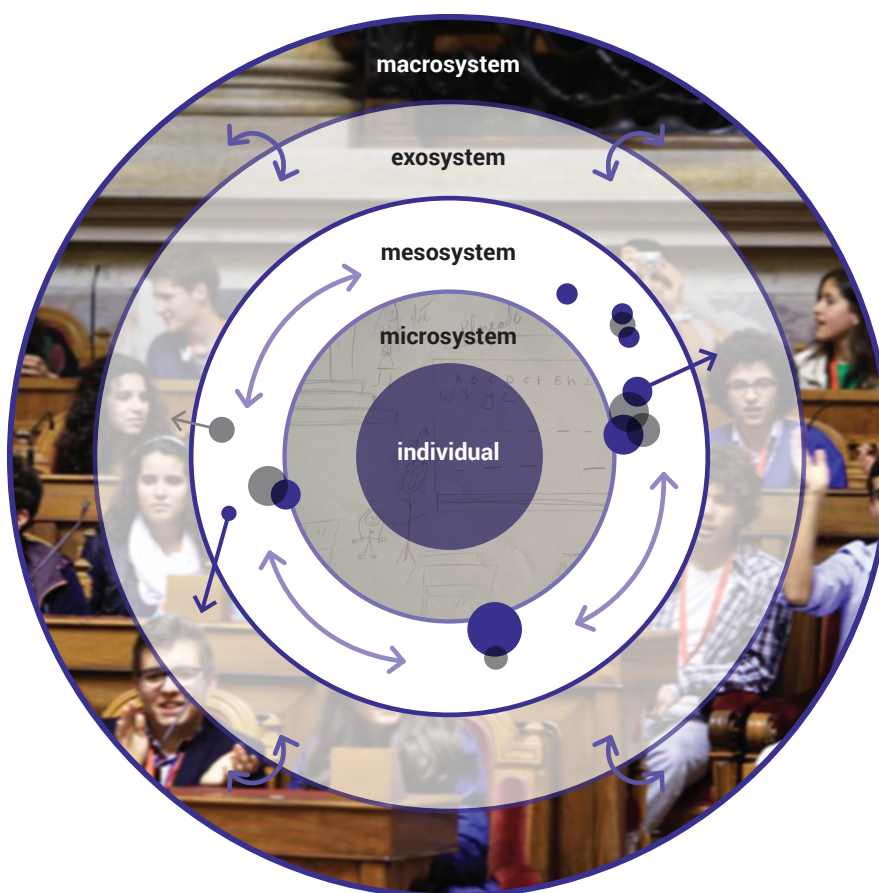


Figure 6. Illustration of Bronfenbrenner's *Ecological Framework for Human Development*. Photo courtesy of *Parlamento dos Jovens* 2013.

The most direct influences in everyday life are presented in the **microsystem**, such as the element of family, **school**, neighbourhood, among others. The second level is the **mesosystem** which is based on interactions and interconnectedness between elements of microsystem (e.g. family and school, neighbourhood and family, **school and neighbourhood**). **Exosystem** represents a social setting in which youngster lives but it is not actively engaged, therefore it has an indirect impact on one's development (e.g. the parents' workplace and wellbeing the workplace fosters among the parents so when they interact with their child, the influence is transferred to the young individual). Finally, the **macrosystem** represents the widest scope of the ecosystem in which the youngster lives and it is modelled through specific social, political, economic and cultural parameters (e.g. **city**).

As Percy-Smith (2015) adds, **the nature of youngsters' participation on daily basis is defined mostly by issues of identity, agency and self-determination**, opposed to issues of voice and representation, which are the signs of its deinstitutionalization process. This also implies that, for youngsters, political participation is less important than social participation, which is characterised by their choices, actions, contributions and relationships in the everyday school context and local communities.

Therefore, youth citizenship is not only about voting and fulfilling civil rights and duties but is also based on participation in everyday life, in which school plays its role. As Cockburn (1998) adds, citizenship is negotiated in relation to others, by expressing social and personal identities, which again stresses the importance of positive collective support to (self)development which makes the individual socially aware and connected to others.

In this way, thinking of possible ongoing democratic processes (deciding about the school organisation and management) in the school context, would mean that the youngsters invited to contribute might not show any will in collaborating if the process does not fall within the scope of their interests and everyday life. Therefore, the question is how established democratic processes may be adequately owned by youth and how can youth see the benefits of collaborating with adults.

For this research, there are a few possibilities to consider: whether the youngsters are aware or should become aware of their role and power in case they are encouraged to gain it in the hierarchical system such as the school context. Thus, and, if it is not possible to gain any power in a hierarchic system, whether their actions within reasonable limits should be outside of adults' control and considered as citizenship practice by the school community.

This is to speak about general organisation and management of the school community. When focusing solely on education and learning processes through citizenship practice, the question of autonomy should be addressed when thinking about the units in which class coordinators may collaborate equally with the students of the same class and together co-create guidelines for the school community in order to explain their needs and wants as a learning group and as individuals.

To clarify, citizenship is a social practice, but we need to understand how youngsters as individual citizens may organise their lives and their learning within schools as educational environments which may apply individual experiences of informal contexts within their curricula.

In this way, youth citizenship will be reflected throughout various levels of participation, control and empowerment processes of youth, but most likely, it will be always connected to the social participation and collective learning of individuals, keeping in track with individual self-development and self-determination.

The next section will tackle the preconditions for active citizenship of the target group within school context and the wider local community whose actions have a direct impact on the youngsters' identity.

(Pre)conditions for active youth citizenship

Youth citizenship is preconditioned and triggered by the practice of youth participation and engagement in formal and non-formal education; the status of youth power in youth policy and education co-decision-making; any active learning acknowledged by the youth via (self)empowerment processes where youngsters are encouraged by adults.

Youth participation and engagement as a precondition for youth citizenship

In a democratic society, there is no alternative to participation. It is the basic idea of democracy, to participate. Of course, historic fights for participation, are historic fights for democracy. To be able to take part in our society, on each level, in each situation (Fezer, 2015).

The concept of youth participation is directly connected to a meaningful engagement of young people in their local context (In this project case: school context and the wider surrounding) when they have the rights, the means, the space, the opportunity and the needed support to act and influence subjects that matter to them (Congress of Local and Regional Authorities of Europe, 2003).

These five elements are part of the RMSOS framework model (Goździk-Ormel, 2008, p. 38) which represents the approach and means to measure to which extent each of all five parameters influence youth participation within various forms (e.g. youth initiatives, local co-management between adults and youth, community projects among others). In the Manual *Have Your Say!* is stated that without fulfilment of all the five elements, youth participation cannot happen (see *Figure 7*).

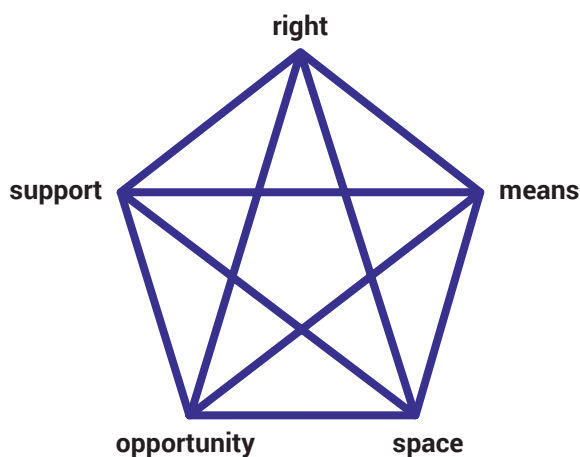


Figure 7. RMSOS approach to young people's participation (Goździk-Ormel, 2008).

For this project, youth participation and engagement are defined as a long-term process through which youngsters practise their active citizenship. These processes are mainly based either on learning or addressing the local/social needs, and initiated by individual/collective motivational drivers.

If seen through the RMSOS framework perspective, this would mean that within the scope of this project each student has:

/ The rights to education and being part of the community/school learning processes, as to have a say on the learning needs;

/ The means as the fulfilment of the basic needs and an access to the school and educational practice;

/ The space of the school which is respecting and fulfilling the needed conditions for learning to occur in safe and more flexible ways;

/ The opportunity in structure of an open call to join a group/community for an educational activity or, when in a group, to create their own initiatives for individual or group learning;

/ The support is given by adults to provide with necessary financial, institutional and ethical support.

By implementing everything stated above as the preconditions for meaningful youth participation is one of the arguments for ensuring the active citizenship in a school of the second and third cycle of basic education from the viewpoint of society.

However, without individual engagement being on a voluntary basis when all conditions are accomplished, the practice of participation and citizenship is going to fail. Consequently, another framework model takes into consideration a more citizen-centred approach rather than societal. It is designed by Jans and De Backer (2002) who argue that there are three dimensions in the learning process that are necessary for balanced youth participation in the society. Those are the **challenge**, **connection** and **capacity** as seen in *Figure 8*.

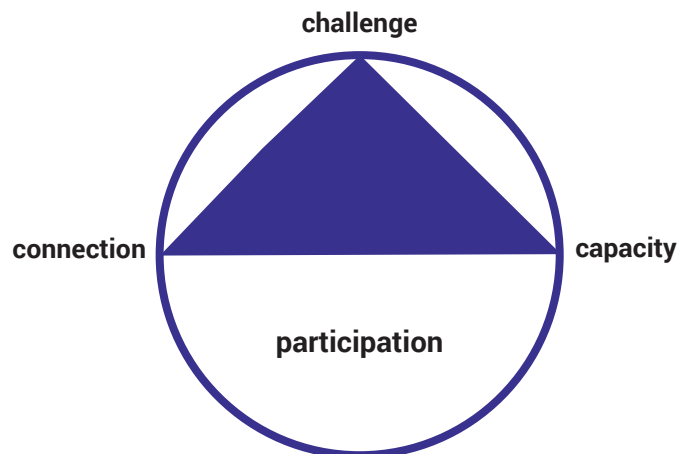


Figure 8. Youth participation framework model by Jans and De Backer (2002).

In the example of this project, the challenge would be determined through an experience of youth and based on their interests and needs in loco. Following, it would be necessary to estimate the individual and group capacities to address such challenge. The connection would define and negotiate conditions of addressing that challenge and cooperation to overcome it. Usually, youngsters are more eager to grasp challenges within the scope of the capabilities they feel comfortable with, not going directly towards the unknown but rather getting involved one step at the time.

According to the authors of this model (Jans & De Backer, 2002) it is important to

stress that the lack of capacity (lack of competences, lack of self-efficacy) may provoke in individual/group a sense of powerlessness and frustration, while the lack of challenge (the individual/group doesn't identify with the defined challenge) can develop a sense of insignificance and disinterest in individual/group. Both results make an impact directly on the third dimension, connection. This dimension is important for the development of an individual sense of belonging and group/community recognition of individual efforts and contributions for a common goal. Both parameters have a strong impact on the long-term engagement of individual/group.

From the perspective of school hierarchy, this would indicate that, in the school context, it is required to have adults and youth collaborating on the highest level in order to fulfil all elements as preconditions for youth active citizenship.

There should be a balance between youth-initiated (youth-driven) and adult-initiated (adult-driven) activities which correspond to the needs and interest of the youngsters. If the objective of the school is to provide any youngster with educational practice, then the process of mastering active citizenship will be mastering learning itself. In this sense, the individual or group (school class) can be facilitated to master participatory process through participation inside/outside of the classrooms, having participation both as a mean and as an object of learning. It has been shown that individuals with greater experience and interest in active participation will be more keen on learning about themselves and the world through continuous engagement along their lifespan.

According to the *United Nations General Assembly* (UNGA) held in July 2001, young people have the opportunity to be involved in economic participation, political participation, social participation, and cultural participation. These are possibilities predicted and provided by the society in general and refer to a complex system of engagement which can be defined in detail on the local, national, regional or international level. Yet, there are two challenges to this matter, for the target group between 12 and 16 years old.

Firstly, looking at the local level (but not only at the school ecosystem), the youngsters of a certain age have very restricted rights comparing to the other citizens. Their political and economic participation is very limited and therefore their social and cultural one. The resources and support they usually have beside their family and schools are the ones made by local/national programmes and voluntary projects of NGOs that might take them in as active members (usually NGOs accept youngsters of age 14 or 15 and above due to European Youth policy aforementioned which states young people from 15 to 29 years old.).

Secondly, young people need lots of time to understand themselves beside fulfilling their duties as regular students, in order to be more or less aware of where they want to go next after concluding each stage of their life. For example, some of them after concluding school of the second and third cycle of basic education are likely to enrol on a secondary school in a vocational course, so they could be working during and after their compulsory education, and thus, become from an earlier age economically autonomous members of the society. The unemployment rate and other circumstances directly influence the prolongation of their autonomy.

Hence, the school is a very important setting for democracy and learning how society's systems work (voting, lobbying, collaborating, debating and advocacy), but school also has to prepare each individual for real-life situations and support them in defining its own life path, providing them with autonomous participation in all the aforementioned four spheres.

Secondly, while going to a school of the second and third cycle of basic education, the youngsters are mostly expressing their interest in the society in various ways, which are not necessarily recognized or understood by adults. Youth usually gladly participates in the things that are comprehensive and playful, such as sports, theatre, dance, school radio and other kinds of thematic school clubs. They perceive adult's perspective on politics, economy and civic participation at times as something too abstract and not so interesting to grasp the level of their neighbourhood or town/city they live in. However, they show their concern and empathy for the society through social media they are fond of sharing and expressing their views on specific matters.

The youngsters spend the vast amount of daily time learning subjects they have not chosen and that are being transmitted by their professors in a classroom. They usually also need to complete their homework and family duties after classes finish, which leaves them with some free time they will gladly spend in activities that occupy their interest, such as the ones listed above.

Many activities accomplished by the youngsters of this age are not necessarily non-citizenship practice. It is believed that through them, young people can learn and practise:

/ How society functions on macro level through micro level (school context);

/ How they are connected and interconnected to various groups (school, family, friends, informal, social, among others) which raise the awareness towards the complexity of their social identities (mesosystem, exosystem and macro system).

In the elementary schools, youngsters are engaged in the process of raising their self-awareness and self-recognition through self-empowerment (self-confidence, self-acceptance, self-respect) provided by formal and non-formal education, but also in the process of understanding how they connect to the society and what is their role within it. They might have different local and learning needs from the ones of the adults, and they might even have different interests to collaborate and interact with the rest of the society, but this doesn't make them non-citizens or citizens-in-making. Local needs are identified gaps that affect the quality of life of individual/group/community within the specific area (parish council, municipality, district).

Thus, in case the school, as for as an ecosystem known to youngsters, applies participatory democracy, then it may already allow young individuals to build the capacity themselves as full citizens and learn how to be involved in all four kinds of participation mentioned by the UNGA. It is up to the administration and school community to implement in the reality these strategic matters and have an eye for what youngsters aspire to.

Youth power as a precondition for youth citizenship

Youth power (= **Youth control**) is defined as a practice of young individuals' rights to co-decide and influence processes that have a direct impact on their daily life in political, economic, social and cultural dimensions.

The power is formulated in various ways, but there are four different expressions defined by Veneklasen and Miller (2007) matching concrete examples for the context in question:

/ **Power over** (power of one excludes the power of other, hierarchic): e.g. when adults have control over life of minors;

/ **Power to** (person-oriented, inclusive): e.g. it is when the youngster is learning within their own rhythm and has the power to share their own competences with their circle of friends, family, colleagues and other community members;

/ **Power within** (person-oriented, internal): it is inner strength based on self-knowledge, self-respect, self-acceptance and self-confidence that youngsters develop over time;

/ **Power with** (collective, shared, non-hierarchic): e.g. when youth and adults recognise the common goal and work together on it, sharing decision-making and efforts of implementation.

In the following text, it will be given few examples of exclusive and inclusive forms of expression of youth power, depending on the level of collaboration between adults and youth.

Firstly, while minors, young people are often discredited as citizens by policymakers and not invited to participate in planning and implementing local youth and education policies, subjects which influence daily the youngsters' lives and wellbeing. This is so-called the powerless position of youth as 'citizens in the making' (Marshall, 1950, p. 25), in which minors are not given the benefit of enjoying the rights and duties that are exercised by adults or youngsters that reached the age of majority.

Thus, youngsters are not given shared control over their development phase, when family members and other adults (in school, local community) decide on youngsters' behalf ('Commonwealth Values and Youth Development', 2011), justifying their act with being acquainted with youth interests and knowing what is the best for youth, not recognising the potential for possible autonomy and influence in decision-making youngsters might have.

In this sense, young people's power is transformed into practice of limited possibilities such as through memberships in youth and student's NGOs, school councils, but also through other 'networks and action groups, through media and the Internet, through cultural expression, forms of resistance and lifestyle choice' (Malone and Hartung, 2010, p 26).

According to Devlin (2006) young people are aware of this situations and they do feel as second-class citizens for not being eligible to vote. Consequently, the author stresses

that youth claim that politicians don't care about them. The feeling of abandonment is great in this aspect and, therefore, it can be read as disempowering the rights given to youngsters by the *UN Convention on the Rights of the Child* (UNCRC), which protects any child and youngster below 18 or the age of majority. The convention defines that in decision-making processes for anything that is directly influencing children and youth, it has to be taken into consideration what is the best for them (*Article 3* of UNCRC) but by taking into account their opinions on the matter (*Article 12* of UNCRC).

Often the impact of youth voices is limited by not being heard or understood as relevant when it comes to improving the conditions in youngsters' everyday school context. In this way, they feel undervalued from teachers and other adults of a school community which neglect their efforts and leave them outside of further decision-making, whose process and final outcomes might not be even shared with the youngsters. This is a common way of organising youth participation and placing it within the framework of adults' agenda, while ignoring the possibilities for participatory and learning culture in which youngsters are included from the beginning until the end (Percy-Smith, 2015).

Secondly, according to Lalor, De Róiste & Devlin (2007, p 4) there is a common image in Europe in which young people are portrayed as problematic by various stakeholders (academic community, policymakers, media), and whose focal point in argumentation is that youngsters have many challenges such as 'alcohol and drug use, early school leaving, early sexual behaviour, pregnancy, STD (sexually transmitted diseases) and delinquency' (e.g. bullying). The issue of presenting young people as the problem or the ones having a problem (Devlin, 2006, p 47) is reinforcing stereotypes of youth labeled as the social group 'at risk' or 'in trouble' or 'in need' (Davies & Marken, 2000; Pain, 2003), which may lead to even greater gap of intergenerational relations.

Consequently, the EU White Paper *A new impetus for European youth* (European Commission, 2001) claimed that youth may be perceived as a capital, rather than a problem. However, this new approach also risked in prolonging the potential of instrumentalisation by the society, in which young people were still identified as a problem if observed from their role of the resources and when there are challenges to its attendance. For example, according to European Commission (2001) youth may be blamed for not being adequately applying its human capital for economic or societal purposes. Hence, the adults may disempower the collective mind of youth as of the ones without enough experience (to deal with the issues) as subjects of their own lives.

Thirdly, there is a great risk that even when the youngsters are participating or being represented by the representatives' peers, there might be a chance of direct manipulation and tokenism by policymakers. For example, policymakers may inform and consult young people in a way that their saying would be later taken as an opportunity for manipulation and legitimising local and national policies. Jones (2009) refers to this issue as the youth being perceived as a political resource and therefore, children and young people's contributions may be found in numerous governmental and international policy reports. However, there is a lack of examples in which youngsters are the ones 'initiating a policy change at the heart of government' (Loncle, Leahy, Muniglia & Walther, 2012).

Portuguese reality provides the examples of various patterns that I have become aware of within this research. At the meeting of *Concelho Municipal de Juventude do Porto* -

CMJdP (Porto's Municipal Youth Council) held on the 23rd of September 2014, one of the youth workers/NGO representatives tackled the issue of not having directly engaged young individuals that don't belong to any youth or student NGO. In addition, there are no student associations representatives coming from the primary and secondary schools that could officially participate in *CMJdP* (proposed and received in the *CMJdP*'s internal regulation).

The membership within *CMJdP* is regulated by internal agreement and usually, information on *CMJ* gatherings and its agenda is shared through an internal mailing list, so the information of each agenda and possible impact on daily life of youth doesn't necessarily reach every actual local young person. This formality prevents inclusion of individuals outside of the third sector and not having these meetings disseminated to the general public creates a gap that gives *CMJ* members too much power to 'democratically' represent youngsters' majority. In addition, young people from 12 to 18 years that are in primary and secondary schools are usually not so much engaged in NGOs in the first place, so they might not even have their representatives.

This example is given to remind of the weaknesses that representative democracy demonstrates and to further stress the right of young people in being entitled to receive direct information about agendas and decision-making in their local context.

However, since 1995 Portugal has conducted an initiative called *Parlamento dos Jovens* (Youth Parliament), representing the needs and interests of youth from national primary and secondary schools, yearly hosted by the Assembly of the Republic and supported by the Portuguese Ministry of Education and Science and the Portuguese Institute for Sports and Youth. The aim of this initiative is to promote education for citizenship and civic participation among youngsters between 12 and 18 years of age.

In academic year 2016/2017, 454 primary and 438 secondary, national and international schools voluntarily engaged in the process. That year Portugal celebrated 40 years of adopting present *Constitution of Portugal*, therefore the topic for students coming from schools of the second and third cycle of basic education was *Young People and Constitution* (see *Figure 9*).



Figure 9. Call for participation in the national project *Youth Parliament*, in academic year 2016/2017.

Image courtesy of
Parlamento dos Jovens.
www.jovens.parlamento.pt

The prepared recommendations have been presented and taken into consideration through different stages: at local, regional and national level. The final outcome were ten proposals approved on the 23rd of May on a plenary session by the Assembly of the Republic. One of such recommendations especially connected to the topic of this thesis is

A creation of a youth assembly, at a local level, to enable [young people's] participation in a decision-making with respect to their geographical areas.

[Free translation from Portuguese to English]

However, it is not clear how the proposals are strategically implemented, and if and how the youngsters further participate in the execution of those strategies on their local level. Do they stay in a national/international network where all the students from the same edition/academic year can exchange further the ideas? How the students stay in touch with the government and see if some of their proposals were implemented? Are they encouraged to reach local authorities and how is that facilitated? These are some of the questions that stay with me to stress in future and understand better the level of engagement of youth.

Overall, youth councils represent an adult-controlled environment and for few may serve as a starting point to gain experience of being more involved in the politics (McGinley & Grieve, 2010, p 258). Even if perceived as an empowering structure for the majority of youngsters and their meaningful participation, according to Matthews, Limb & Taylor (1999), youth councils don't have a lot of influence on policy making which strategies are going to be implemented and how.

The case that describes and recognises local youth power is the one of *Jovem Autarca* (Young Mayor) by the Municipality of Santa Maria da Feira. It is an annual project in which youngsters from 11¹ to 17 years old vote for their representatives between 13 and 17 years of age who will participate actively for a year in a co-management of the budget by designing and implementing youth initiatives based on the logic of dialogue and sustainability.

With this example there is a clear evidence that young people may take control over their lives on a higher level and become active in local development of social and civic structures when adults encourage them to 'feel that they are a genuine part of the process, by specifically acknowledging their needs,' ('Development Progress', 2015).

Finally, at times there is motivation from policymakers and other stakeholders to directly inform and consult youngsters about youth policies. Still, in Portugal, there are not so many local examples that advocate for a higher level of youth participation in which youngsters are actually included in the developments and implementations of those youth policies at local, national or international level.

¹Not to stay unnoticed, here the age limit starts from as early as 11 years old, which is another example for the practice of everyday local youth participation and engagement.

Youth empowerment as a precondition for youth citizenship

Youth empowerment is defined as a conceptual model for youngsters' capacity-building processes through meaningful participation, engagement and practice of their personal, interpersonal and sociopolitical power in the groups, the organisations and the communities. For this research, **youth empowerment as a process** is defined as a capacity building for the youngster in the **role of a lifelong learner** who is encouraged to develop the competences, beliefs and understand the value of learning in order to participate in the school context and wider society, by recognising those learning environments as safe and flexible places to express and learn with and from others. Conversely, **youth empowerment as an outcome** signifies that the youngster is self-empowered with the aforementioned competences, values and beliefs that allow him to act accordingly for personal and social transformation on a long-term path.

The difference between youth power and a youngster being empowered is that, in the former case, the youngsters are recognised as citizens who have their say in the organisation of the society, the school system or the educational activity, and they are encouraged to co-decide, co-manage and co-learn with the others. The latter is concerned with the aspect of youngsters' self-recognition and the process of self-development, as the youngster is the one who has the power to empower oneself (e.g. by being active in learning and acquiring the competences). Yet, the youngster may also give power to the other (peers, family members, professors, among others) and allow their facilitation of the educational activity that individual recognises as a personal benefit for developing/advancing one's competences, beliefs and improving one's wellbeing.

Accordingly, the school community's role is to provide the necessary positive youth development support and organise an empowering structure for each individual. The authors Maton and Salem (1995) define four characteristics of empowering organisations that coincide with school community as power-sharing organisation, which are:

/A culture of growth and community building (e.g. encourage youngster to be a learner, co-learner, contributor to the community among others);

/Opportunities for community members to take on meaningful and multiple roles (e.g. youngster's identity correlates to execution of multiple roles as the ones of a: student, peer educator, learner, co-designer of learning process);

/A peer-based support system that helps members to develop a social identity (e.g. raise awareness among youth towards their roles as citizens, peer educators, collaborators and facilitators);

/Shared leadership and co-decision making with a commitment to both members and organisation (e.g. determine and follow common rules and understandings of the organisational structure; youngsters and adults determine and co-decide the learning aims and objectives for specific disciplines).

Within basic education, the youngsters need to develop their social identities through psychological/personal empowerment while taking an active role as students with externally given duties.

At the age of 12 years and above, their building of self-concept emerges by experiencing different identities through social interaction with peers, families, professors and others (Wong, Zimmerman & Parker, 2010). The processes of **self-awareness** and **self-knowledge** are still influenced by interaction with the other, but from this moment strongly they are founded on the intrapersonal level of exploring self (Wong et al., 2010).

By the end of basic education, the youngsters should build the capacity of their **self-efficacy** (belief that they can achieve their goals) and therefore the ability to deal with real life situations: they need to gain certain knowledge, skills and attitude for continuous participatory learning, for exploring and for understanding the world; they should be aware of various types of sustainability and of how to act for their individual and collective wellbeing; they need to apply logical and creative skills in various situations; but they also need the ability to decide where and how they want to go forward.

At this level of youth empowerment, the school community and the family also need to support in an empowering way the youngsters' curiosity, playfulness in learning, right to fail and learn from each experience, that would stimulate youth self-esteem to assess endeavours in achieving future goals and aspirations.

To assess potential risks in establishing empowering processes throughout the years of education, I would like to analyse the critical theory of youth empowerment (Jennings et al., 2006) which offers six dimensions that are preconditions to establishing youth empowerment and collaboration between youth and adults:

/ A welcoming and safe environment;

/ Meaningful participation and engagement;

/ Equitable power-sharing between youth and adults;

/ Engagement in critical reflection on interpersonal and sociopolitical processes;

/ Participation in sociopolitical processes to affect change;

/ Integrated individual- and community-level empowerment.

Welcoming and safe learning environment defined as a physical and psychological setting in which youngsters are valued, respected, encouraged and supported to participate and learn through experimentation and experience.

However, youth empowerment is sometimes not possible, even when a youngster is open to its educational transformation, due to constraints imposed by the learning environment that provides the training.

For an example, when adults, even parents, don't recognise youngsters as the individuals and subjects of their own lives, the objectification of youth raises a barrier to youth participation and may prevent learning opportunities based on their true needs and interests.

Lansdown (1995, p 20) deconstructs those obstacles into:

/ Giving children and youngsters rights questions the parents' authority and stability of the family;

/ Imposing responsibilities on youngsters distracts them from the period of their life in which they should be free from concerns;

/ Children cannot have rights until they are capable of being responsible.

In the first case, adults tend to see themselves working in the best interest for the youngster/student (Qvortrup, Bardy, Sgritta & Wintersberger, 1994) and being the ones with more years of experience and social responsibility before the law.

For the second argument, youngsters are influenced by the reality shared with adults, and the concerns of adults are everyday concerns of youth. They cannot be excluded from the surrounding influences, therefore it is important to allow youngsters to give their opinion and ideas on how to address certain issues.

Finally, the last argument is invalid, especially when applied in the school setting. At school, young people are usually overwhelmed with many kinds of duties and responsibilities from different school community members and parents on a daily basis. The learning school environment needs to be closely co-created by youth and adults. As Heath & McLaughlin (1991) state, it may create opportunities for youngsters to freely share their feelings, ideas, perspectives, emotions; to take challenges and to reflect upon them; to feel the ownership and belonging to the school community. Thus, the freedom to be oneself; to express one's creativity; to voice the opinions in decision making; to have fun along the way adds to the indicators of what Wong et al. (2010) claim are the essential qualities of such environment.

Accordingly, a flexible learning environment with focus on experiential learning and facilitation processes of situated learning may become a strong tool for sustaining and improving one's self-esteem and self-efficacy while in these processes the adults are concentrated on recognizing the individual efforts, rather than just on those outcomes that in formal education are mostly based on providing the right answer during a class. Adults in such environment need to support youth in honouring their failures/mistakes as valuable steps in learning and encourage challenges that might lead to them. As Hodgkin and Newell (1998) agree:

Our society is in some danger of infantilising children, of assuming an incapacity long past the date when they are more capable. It is a matter of common sense, and the instinctive good practice of many parents living with children and many professionals working with children, to listen to children and to encourage them to take responsibility for decisions wherever possible. The outcomes are usually better and, even if things go wrong, learning from mistakes is an essential part of development.

The second dimension of **meaningful participation and engagement** is something that has been addressed in this thesis since the beginning. For this section, there are two possible

novelties directly related to youth empowerment concept, that could be mentioned. Firstly, as I explained above, in learning processes a youngster can only empower itself and give power to other to provide one with educational training. In the other hand, if the youngster chooses not to participate for whatever reason, it means that it does participate but in a passive way. This **non-participatory way of participating** is also important and influential, for individual and for the society.

If observed from the aspect of formal education, in the individual case, it may, deliberately or not, have a negative impact on its learning throughout one's education which may bring a wider scope of challenges in the future (unemployment, lower self-confidence and self-esteem, lower level of wellbeing). In a societal way, the individual's lack of competences (because of the absence of learning and active participation in education) may also result in further passive participation when it comes to actively being engaged in civic, political and social participation in one's lifetime.

Usually, general reasons for non-participation may be:

/ When youngsters don't have interest, need, will, aspiration to participate or/and their priority is to choose to participate in something else (e.g. work and support family; don't see direct benefits and value in taking part in formal education);

/ When youngsters have an interest, but they don't have power in decision-making processes, like in the example of non-participatory types of youth participation - tokenism, decoration and manipulation (Hart, 1992).

Both of these cases can harm the possibilities for youth empowerment and both sides may be held responsible for them: young individuals and the society. To address the matter of youth disinterest, there are many youth empowerment programmes that deal with early school leaving and lack of motivation to be educated throughout the formal system. However, even with strategic implementation, many times these programmes are more socially exclusive than inclusive for the students and their self-determination, especially the one of PIEF. The students of age 17 and 18 years old may still be attending school of the second and third cycle of basic education in the class specially allocated for them with different curriculum than regular. From the aspect of social integration, in case of need, it would be better having those PIEF candidates in the regular classes with other non-PIEF students and allowing them to be guided by the group of individuals who are motivated to study and attend basic education. Considering that they need stronger incentives to conclude basic education, along with the regular classes, they could be offered with vocational courses for preparation to enrol in the vocational schools.

PIEF classes usually serve to prepare students for students enrolment in vocational courses, yet they fall in the trap of not understanding that the purpose of education is not only to train an individual with a set of competences but also to develop an individual who is a self-worthy and independent thinker and activist. Therefore, my question is if the practice of PIEF could be transferred to extracurricular (students attending regular classes plus the classes for professional development) or extracurricular offer (students attend courses by their choice in their free time, offered by the local school, NGO, institution).

Conversely, one example of good practice is the NGO *AE2O*¹ that promotes “second chance” education, in which young people have an opportunity to access educational training addressing their needs, encouraging their social reintegration by the acquisition of the needed competences.

Secondly, captivating one’s attention towards the benefits of learning and being educated (formally and non-formally) is best done by making sure that each engaged youngster knows what is the participation in; what is in any kind of offered participation (youth-driven, youth-adult led, adult-initiated); and how it is going to be done (the level of participation by Hart’s ladder).

To execute it correctly, the adults may need an iterative flexible approach in explaining and negotiating the objectives of participation and the impact it might have on individual and collective. Also, the youngsters need to express a feedback on a certain approach and process of participation, especially on the long-term such as the one in formal education.

The third dimension of **equitable power-sharing** between youth and adults is going to be introduced through the *Typology of Youth Participation and Empowerment* pyramid framework (TYPE) which provides five different types of participation that express diversified degrees of power-sharing and positive youth development. By analysing this framework, it can be seen what equitable power-sharing is, and what certainly isn’t. In *Figure 10* we can see the TYPE pyramid with three possible engagements: youth driven on the right end, shared/pluralistic control on the top in the middle, and adult driven placed on the left. Depending on the degree of control, there are five types of participation.

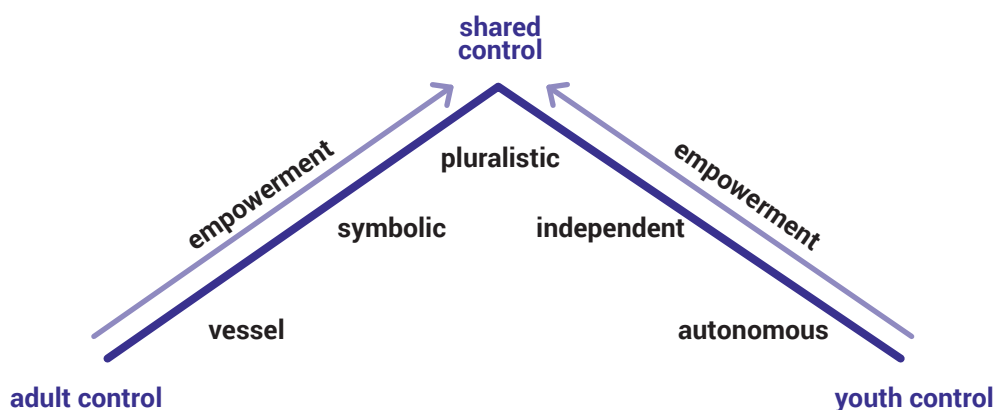


Figure 10. TYPE pyramid by Wong, Zimmerman & Parker (2010)

Adult driven has two degrees of participation: *Vessel* and *Symbolic*. The application of the degree of *Vessel* is equal to traditional formal schooling through which knowledge is transmitted to the youngsters by their authoritative professors. All the decision-making is in the hands of adults. Youngsters, in this case, don’t have any voice or participation, except to obey the rules and management of adults.

¹ www.segundaoportunidade.com. Retrieved November 15th, 2017.

Furthermore, the Symbolic degree of adult-driven participation provides the youth with some voice. Youth may be informed and consulted on certain issues, but may not be able to participate in the decision-making of agendas/curriculum.

On its top is placed a *Pluralistic* approach to sharing the power which recognises the inputs coming from both sides. In Hart's ladder, this is the highest level of youth participation looking from a democratic perspective, because neither youth or adults work in the bubble that is excluding the other part.

Shared power is endangered in formal education since the schools are ecosystems usually based on hierarchical and authoritative models of organisation and control, which are strong barriers for a meaningful engagement of youth and their true potential of self-empowerment. Yet, it doesn't necessarily mean equal participation from youth and adults, at all times. It might mean that with the common agreement the whole group may decide that youngsters may be simply more adequate to address certain issues and the adults other (Wong et al., 2010). Also, it is understandable due to bureaucratic reasons that some tasks are strictly adults' responsibility, and the youngsters would not necessarily enjoy or be interested in taking part in those very same ends. This is to explain that the tasks of co-creating a learning environment and co-facilitating learning processes should be shared and not equal for youth and adults, but rather based on equity of experience and interest to accept responsibilities for implementing them.

By recognising each other's strengths (Libby, Rosen & Sedonaen, 2005) the complementary participation is being founded on the transparent and informative communication, while both sides are being open to assertive feedback and negotiation of actions in times of co-decision making.

Youth-driven participation is divided between *Independent* and *Autonomous* degrees. In both cases, their main characteristics are youth having the voice and active youth participation. The difference is that Independent degree of participation means that adults give youth the most of control to work with, and in Autonomous is the youth who has all the control and can act without the interference of adults.

The image of this framework is always from the eyes of an adult, therefore, the argumentation is also given as such. So, the endless trap is that adults are giving the power to youth while asking youth to work on things independently but also rely - in case of need - on adult's help and support for all kinds of tasks and activities. Yet, it seems that Independent degree should be more about promoting youth to give power to adults so they could support youth causes and actions.

If observed as such, in case of Independent degree of youth-driven participation, throughout these experiences in the school context, the youngsters should be able to propose initiatives among themselves; organise, co-decide and co-manage educational activities inside/outside the classroom with the support of adults in case of need. This encourages recognition but also reinforces the sense of ownership of their learning processes and the social responsibility towards the school community. Through group work, the establishment of empathy and mutual trust (Freire, 1996 [1970], p 72) in participatory projects may indeed empower the individual, and also raise awareness in the very same individual towards one's connection with the world and one's complex role in the educational system.

In the example of Autonomous type, youth may still count on available resources and space provided by adults, free of use, in which they can organise activities for themselves and their peers, such as for an example a school radio broadcast with programme and agenda managed by youth. Or it can be an organised conviviality moment, a football match or a dancing practice. Yet, if there is an established common understanding on how it should be done together with adults (e.g. time of event; common rules to follow), then it is more of Independent or even Pluralistic type of participation rather than Autonomous.

In the school context it is hard to reach this Autonomous type of participation, because the schools are usually being run by adults on hierarchic level and their expectations towards what youngsters should do and how they should do it have usually limited flexibility and, moreover, prevent the youngsters from acting without the consent of adults and their monitoring. The need for a wider scope of flexibility in these two types is highly recommended and it will be assessed in Chapter 2, in a section of learning theories that nurture youth empowerment and youth-adult collaboration (Freire, 1996 [1970], p 56) and equity.

Finally, knowing the differences between these five degrees of youth-adult power-sharing and collaboration, it is deduced that only two of them may contain the quality of being equitable and empowering in a school context. **Those are the Pluralistic and the Independent degrees.** While the argument for the former one is quite obvious (looked from the perspective of adults who recognise youth and their contribution by providing them with an opportunity of shared responsibilities), the latter is also accounted eligible since, from the perspective of youth, they might start initiatives but along the way recognise adults as desired allies who may support and contribute to them, which can also be an example of equitable power-sharing.

Discussing the fourth dimension entitled engagement in critical reflection on interpersonal and sociopolitical processes in the school context would imply discussing the process of individual's critical empowerment which relates to the competence of critical consciousness (Jennings, Parra-Medina, Hilfinger-Messias & McLoughlin, 2006) within the school community. As Freire (1996 [1970], p 64) would stress, critical consciousness is achieved when 'people develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality, but as a reality in the process, in transformation.'

Jennings et al. (2006) apply this argument from the perspective of critical youth empowerment in the school context, stressing the pertinence of youngsters being critically aware of their social identities and roles, and interdependence between them and all tangible and intangible structures and its processes that school organisation and practice consist of. School community usually has two issues related to critical reflection:

/ The students are mostly overwhelmed with depository approach to education when students are receiving and storing knowledge transmitted to them by their professors and not being exposed to practice in which they can critically understand its application in everyday practice.

This challenge might be addressed through the transformation of methodology in the classroom itself, which would stimulate critical thinking and more active role from youth. The educators in that sense have to be highly qualified and possess the know-how skills to stimulate a participatory process of learning.

/ The curricular and extracurricular activities in the school are done in a way that usually leaves no qualitative time and space for reflection. This is mostly related with ambitious agenda of curriculum for which it is important to see how many activities have been implemented, but maybe not so much how was their success and what are the opinions of people engaged, most of the students.

In my experience, another reason for not having moments of reflection when conducting an extracurricular activity is also related to the fact that adults are overwhelmed with bureaucratic issues of school management, which leaves them with less time for implementing the activities with and for youngsters' needs, wants and aspirations. The very same adults are suppressed with an indefinite number of reports, meetings and other logistics throughout the academic year, so at the moment of implementation, they only conduct the activity itself, not taking any time for feedback and reflection from either youth or adults engaged. The process of reflection indeed requires commitment from everyone, as it requires continuity to observe the long-term impact.

The fifth dimension is focused on participation in sociopolitical processes to affect change which may only result when youth in the process of empowerment become capable of addressing the structures, processes, social values and practices of contemporary socio-political issues (Jennings et al., 2006). This dimension promotes youth to gain these abilities: to be able to critically observe, understand and act accordingly to their beliefs for social transformation. In addition, Zimmerman (1995, 2000) states that the empowerment is based on participation, control and critical awareness. In a school context, this refers to youth having the voice and power, which will be practised by advocating and influencing the quality of learning environment for their and collective wellbeing.

Lastly, the sixth dimension speaks of the integrated individual- and community-level empowerment which is closely related to establishing mutual trust, recognition, power-sharing and collective/mutual learning in the process of community empowerment, in which individuals become empowered as co-learners (when one gives the power to another, allowing mutual learning to happen).

Zimmerman (2000) enunciates that this includes access to resources, intercultural learning and non-linear and non-hierarchical structures. In education, this would mean that the school may open its doors to the local community in which it is situated, by establishing stronger connections with a wider community, which may also bring new collaborations for youngsters, further creating a sense of social responsibility among individuals and addressing the local needs of the community at the same time.

All the six dimensions as the preconditions to youth empowerment are equally important for establishing sustainable and long-term cooperation between youth and adults, in which equity and equality remain strong parameters for quality in organising learning and education processes.

Summary

This chapter aimed to look into the concept of youth citizenship, and redefine it as a critical stance that sets the foundation for this thesis. Followingly, the preconditions for such a concept to exist and how the elements of youth participation, empowerment and power relate to one another are discussed through literature review based in Portugal and Europe. The role of education and the argumentation towards the intergenerational partnerships and power-sharing has been built. From onwards, the connection between citizenship and education will be further accented in Chapter 2. In addition, the main idea behind will be to look at individual student/learner and recognise what benefits formal education may foster and provide in order for the individual to become an active citizen.

MIRARÁDIO

A large rectangular area with horizontal lines, resembling a writing board or a page from a notebook, intended for text or drawings.

Chapter 2: *Educating young citizen*

Introduction

This chapter is dedicated to analysing the relationship established between education and citizenship. What kinds of policies and strategies have been developed in Portugal/ Europe that are relevant for education for citizenship? What kind of social mechanisms were established for education in citizenship? Finally, what kind of social awareness and integration youngsters have undergone so far, in order to practice their citizenship, when active participation in (formal) education is observed as active citizenship?

Firstly, in the process of looking for the connections and identification between concepts of education and citizenship, I will point out the two key competences such as learning to learn and social and civic competence, both recognised on a European level.

Secondly, when analysing learning to learn as a process and a goal of (formal) education, the nature of learning, the organisation of learning processes, as well as techniques for learning will be introduced and discussed.

Thirdly, learner identity as a concept will be introduced and deconstructed, finally related to the sense of academic achievement. It is to prove why deconstructing the learner identity is important both for the student and educational community.

Lastly, the literature review in this chapter is setting another layer to the theoretical foundation and determines better the focus of this enquiry.

Education for citizenship

National educational policies in Portugal are submitted to the regional and international educational policies, such as the ones of the European Union and the Council of Europe. For example, the Council of Europe has been developing policies and platforms to foster dimension of *Education for Democratic Citizenship* among other dimensions less relevant for this thesis. The year of 2005 was the **European Year of Citizenship through Education: *Learning and Living Democracy***, announced by the Council of Europe.

Both European Union and Council of Europe have been developing and advocating for specific frameworks when it comes to education. In 2000, the *Lisbon Agenda* was signed and active citizenship was one of the three principal pillars of lifelong learning and the main objective of the future educational activities (European Commission, 2002). The outcomes of this agenda were a range of follow-up activities and policy statements such as the ones enlisted by the authors Keating, Orloff and Philippou (2009):

/ The Education Council statement on the relationship between education and citizenship (Education Council, 2004);

/ Report on ongoing Active Citizenship Education practice in Europe, tackling the life-course good practices and achieving an understanding of how educational practitioners and researchers understand this concept (European Commission, 2007);

/ 2008 *European Year of Intercultural Dialogue* (announced by the European Parliament and the Member States of European Union);

/ The development of a European *Reference Framework of Key Competences for Lifelong Learning* (Education Council, 2006);

/ The development of indicators for measuring the progress of the civic competences (Hoskins, Villalba, Van Nijlen & Barber, 2008).

Consequently, the *Reference Framework of Key Competences for Lifelong Learning* (Educational Council, 2006) enlisted eight key competences, including learning to learn, and social and civic competence.

Social and civic competence is defined as a mix of knowledge, skills, understandings, values, attitudes, dispositions and requires the sense of identity and agency, so that the individual may become an active citizen (Hoskins & Crick, 2010). Consequently, being an active citizen means that with right learning outcomes one may make informed decisions and contribute to critical thinking about social change.

Learning to learn competence is a mix of knowledge, skills, understandings, values, attitudes, dispositions and incorporates the concept of self-awareness and agency for the necessity of one being able to engage with learning throughout one's lifespan, both formally and informally (Hoskins & Crick, 2010).

In Portugal, national recommendations and guidance to Citizenship Education (Further in text: CE) were provided firstly by Santos and colleagues (2011) in form of a proposal for a curriculum with a set of learning establishments and acquired competences, and

later by Portuguese Directorate-General for Education (2012) in a more concise form, liberated from the set of learning outcomes/competences, but by introducing CE's dimensions through learning themes to be tackled by school community in a transversal ways^{1 2} (e.g. sustainability, human rights, entrepreneurship among others). In 2017, the Portuguese government adopted *Estratégia Nacional de Educação para a Cidadania* (National Strategy for Civic Education) as the attempt to update the Civic Education plan. The document promotes a stand on a civic attitude of each individual; interpersonal relationships; and intercultural and social relationships. While the strategy will be further discussed in Part 2/Chapter 4, it is relevant to mention that it mostly promotes the student's capacity-building for the *21st Century Skills* such as communication, collaboration, problem-solving competences, among others, that are relevant for the case of social and civic participation. This is coherent to the *Portuguese Basic Law on Formal Education* which

[...] promotes: the development of democratic and pluralistic spirit; respect for others and their ideas; open dialogue and free exchange of opinions in order to develop citizens capable of a judge, with critical and creative thinking; the social context in which they are involved and engage in its progressive transformation.

[Free translation from Portuguese to English]

Young people can learn and practise citizenship in various contexts, but the formal education system is usually obliged by national laws to organise CE throughout various measures and reinforce strategies of teaching citizenship to young people in primary and secondary schools. The CE for youngsters' active citizenship in Europe is mostly consisted of acquainting four set of attributes which will ensure that young people become active citizens with a capacity to contribute in the further development of society (Eurydice, 2012, p 17)³:

/ Political literacy;

/ Critical thinking and analytical skills;

/ Shared attitudes and values towards democracy;

/ Active participation.

According to the aforementioned output from a report based on European Union countries' study, the main approaches to implementing the teaching of citizenship refer to it: as a stand-alone discipline, as part of another discipline or as a transdisciplinary dimension. Many countries have a strategy of applying more than one approach and CE may be taught between one to several years, depending on the country's legislation. Even if CE on the European level is being influenced by educational policy making of European Union and builds upon European curriculum (Nóvoa, 1996), each country is strategically adjusting curricula through their national policies.

¹ Dec-Lei 139/2012, de 5 de Julho

² The changes introduced by the Dec-Lei 91/2013, de 10 de Julho

³ European framework for CE is taken into consideration as a foundation for Portugal, since: Portugal is part of European Union (EU) and it is directly influenced by EU's youth policies and law legislation; this PhD project is contextual and its tendency is to further focus from European to local implementation of youth policies and strategies of CE.

In Portugal the first approach to civic education was through *Personal and Social Education (PSE)* constructed as a cross-curricular agenda to be addressed in a multidisciplinary way and through *Personal and Social Development (PSD)* offered as a specific subject and as an alternative to *Moral and Religious Education*, which Portuguese Ministry of Education and Science approved in 1995 and directed towards the students from 7th to 9th grade (Menezes, 2003a).

However, Menezes (1999, 2003a) states that the practice of such strategic programme was present in very few schools, due to a lack of trained professors and training opportunities, and, therefore, it reached an impact of nearly 1% of the students in basic education for the academic year 1996/1997 (CNE, 1998).

The vision behind the programme was either to promote the values and moral principles through education in the school context (autonomy, responsibility, solidarity, goodness, justice) or to focus on a capacity building of social competences for active participation in life, starting with a participation in the school as a democratic community (Bento, 2000; Santos et al., 2011). The latter was more widely accepted but had asked for a thorough approach to transforming school's pedagogical and institutional processes (Menezes, 2003a).

In 1997, the Department for Basic education defined that each school can organise the learning processes autonomously, depending on the competences and learning needs of the students. At the centre of such curricula were the competences: learning to learn, learn to deal with a change, learn how to collaborate and engage in social transformation through an exercise of informed and active citizenship (Alonso, Peralta & Alaiz, 2001, p 9). Consequently, in 1998 citizenship was assumed as an ultimate goal of education (Menezes, 2007; Azevedo & Menezes, 2008).

After an experimental phase with few schools, in 2001 a national law⁴ enabled school of the second and third cycle of basic educations the right to be more autonomous. Following, the revised curriculum for primary education continued to nurture CE as a cross-curricular agenda (as it happened to PSE in a reform of 1989) and as a non-disciplinary curricular area *Formação Cívica* (Civic Education) being facilitated by a class coordinator during one class per week. It was aimed to be the space in which individuals could capacity-build their civic conscience for further self-development as critical, responsible, active and engaging members in the life of a class, school and the local community.

In the following subsection, I would like to introduce strategic approaches to organising and conducting educational activities and acquiring competences applicable to social and civic participation, such as formal, non-formal and informal way of learning/education that may be practised within and outside curricula.

Formal, non-formal and informal

In this section, I will dissect the meanings behind the terms formal, non-formal and informal, since there is occurring lack of consensus not only between academic and non-academic

⁴ Dec-Lei 6/2001, de 18 de Janeiro

representatives (e.g. third sector) but also amongst members within each division.

Firstly, within the scope of ongoing discussion, the term **formal** is usually attributed to the word **education** and together forming the concept of **formal education** which carries a meaning of **hierarchical, systematic, structured, time-constrained cultivation of learning** in the educational setting that can be either private or public entity. At times formal can be attributed to the word **learning**, together creating a meaning of a **formal learning**, the type of intentional and systematic learning, mostly related to knowledge planned and categorised through a curriculum, in the educational settings such as schools, faculties, institutes⁵.

Secondly, the word **informal** is usually attributed to word **learning** from which derives the concept of **informal learning** that can be described as unintentional/spontaneous, unstructured, a lifelong way of learning for which a learner never sets a learning objective⁶. Yet, when attributed to the word **education**, the concept of **informal education** is understood differently by various groups of academics and non-academics.

Usually, by non-academics informal education means a type of education outside of the curricula that cultivates learning ‘through conversation, and the exploration and enlargement of (daily) experience,’ such as observing, reading, sensing (Jeffs & Smith, 1997, 2005, 2011). Conversely, academics, especially here at the University of Porto, seem to consider informal education as a type of organised learning inside school context but based on a higher level of student freedom to organise one’s learning process through projects, peer to peer learning and co-teaching⁷.

Thirdly, the word **non-formal** is attributed easily to **education**, where **non-formal education**⁸ is considered an organised, structured, non-hierarchical, open-ended, voluntary, learner-centred way of cultivating learning outside the formal system. Accordingly, the learning objectives should be based on the learning needs of the ones engaged and learning can occur as many times throughout life.

Non-formal learning is a concept that can be defined as a self-directed learning conducted by oneself or by somebody else through the application of non-formal education methodology.

The biggest differences between these three concepts of education are the elements such as time constraint, and if the education is systematic, planned and power-shared when undergoing learning. Therefore, informal education and non-formal education are very close to each other and sometimes it is hard to separate them. Yet, when participating in the seminar about informal education and a new paradigm of education in Portugal,

^{5,2} www.oecd.org/education/skills-beyond-school/recognitionofnon-formalandinformallearning-home.htm. Retrieved March 9th, 2017.

⁷ This example comes from the final report of the **9th event about the New Paradigms in Education** entitled **Seminar about Informal Education** (Porto, April 2015) written by the **Rede para o Desenvolvimento de Novos Paradigmas da Educação** (Network for the Development of New Paradigms of Education) whose founder is António Barbedo de Magalhães. paginas.fe.up.pt/~novosparadigmas/index.php/debates-iniciativas/item/47-programa. Retrieved March 9th, 2017.

⁸ Non-formal education was introduced in the late 60s through an international discourse on education policy when addressing a particular necessity to advance with learning opportunities as a lifelong goal always improving one’s competences in order to keep up with the training for advanced job market and new approaches to business. Consequently, it was a strategic maneuver to find a complement to the formal education (Smith, 2001). [infed.org/mobi/what-is-non-formal-education. Retrieved: March 9th, 2017].

I received the impression that what academics were naming informal education, from my experience, should be called non-formal education. In this specific case, it might have happened that they categorized education to formal and informal, where informal meant any kind of activity that is not based on the traditional way of teaching and learning, where students have a more inclusive role in their educational situations.

Nowadays, even the actual Portuguese formal education system already has imprinted a methodology that originated from non-formal education and it has appropriated and applied it in the classrooms. However, this practice is usually adopted by individuals (teachers/professors/educators) or a community of practice (group/network of educators) that understood that the student-centred approach is more effective, even if subverted to the constraints of formal education curricula.

From my experience, I believe this is due to subject-matter being more interlaced to daily life, and attaining the focus of students to learning by providing more interactive activities that are based on different learning needs, styles and preferences.

The differences in divisions between formal and non-formal education are slowly disappearing, and at some point the formal education system should be reworded as education system only, applying the best practices that come from these two categories.

In addition, the Portuguese Ministry of Education and Science already recognised approach through the variety of applied methodologies and educational settings⁹:

/ Public/private schools (traditional and progressive way of teaching; democratic schools) that operate as the 1st to 3rd cycle of the primary, and/or secondary schools;

/ Vocational schools as secondary schools;

/ Learning communities as the alternative to schools;

/ Home-based schooling as the alternative to schools¹⁰

/ Distance schooling¹¹;

/ Itinerary schooling (preschool, 1st cycle of school of the second and third cycle of basic education and possibly until the end of compulsory education);

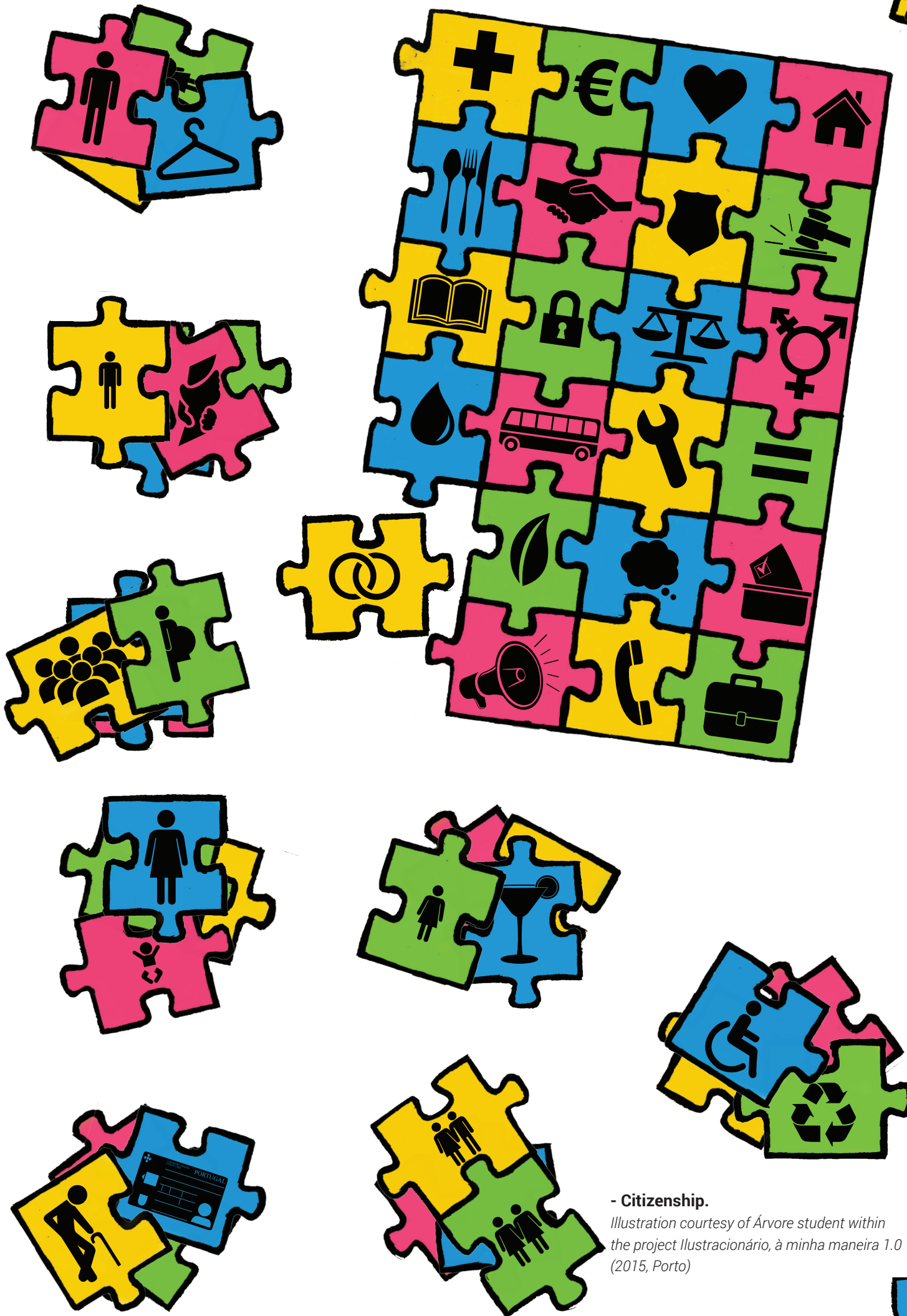
/ Articulated schooling (parallel schooling at regular school and musical/dance conservatorium).

This was a short overview on conditions and legislation of compulsory education in Portugal, underpinning the formation of more inclusive education, based on a complexity of already established formal, non-formal and informal approaches to education and learning. After the set framework for compulsory education, the next step is to approach the concept of citizenship and how it is practised in the school setting.

⁹ The categories are listed and classified on the website www.educacaolive.pt. Retrieved March 10th, 2017.

¹⁰ Approved by *Decreto-Lei n.º 152/2013, 4 de Novembro*.

¹¹ Regulated by *Portaria n.º 85/2014 de 15 de Abril (D.R. n.º 74, Série I de 2014-04-15)*;



- Citizenship.

Illustration courtesy of Árvore student within the project Ilustracionário, à minha maneira 1.0 (2015, Porto)

Education in citizenship

The relationship between formal education and citizenship is two-sided. Firstly, citizenship may guarantee the right to education. Secondly, education is an empowering mean to the more constructive citizenship of a young individual (McCowan, 2009) on a long-term path. Finally, democratic and participatory citizenship practice may be an organisational approach to conduct formal education and learning processes within a school context. The school community is a gateway towards the society for any child and youngster (e.g. see Counts, 1978).

Beforehand, the individuals are learning to live in smaller and private communities such as the ones of family and friends, but become overly exposed when they step into the schools from an early age forward. The individual's life trajectory is being oriented and guided by the considerable amount of time they spend in compulsory schooling (Weller, 2007, p 25) which is 12 years in Portugal since the academic year 2009/2010. Through this period, any individual is confronted with personal growth through formal and informal social participation (Eurydice, 2005, 2012; Schulz, Ainley, Fraillon, Kerr & Losito, 2010), public communication and relationships built with their peers, teachers, directors, parents and other community members.

Considering that school culture is a 'system of attitudes, values, norms, beliefs, daily practices, principles, rules, teaching methods and organizational arrangements' (Eurydice 2005, p 28), it is important to be aware of its power and how the specific community acts develop it.

Thus, the school should aim at guiding community's actions towards democratic principles that may provide students with an opportunity to engage and collaborate internally and externally in decision-making of things that affect them (Eurydice, 2012, p 59). This implies that the school context is seen as a set playground to practice youth citizenship that 'invariably has to do with individuals-in-context and individuals-in-relationship' (Biesta & Lawy, 2006).

Conversely, Biesta and colleagues (2009) explained that including CE to formal curricula 'served to mask a deeper and more profound problem concerning young people's citizenship and their learning'. Their doubt was set on an idea that the crisis of democracy may be overcome by (re)educating young citizens to be active and to be participating democratically. They counted three main issues and stated their argumentation on the subject.

Accordingly, the first issue is that the approach is largely **aiming at the individual as somebody who requires more knowledge and skills** which would affect its dispositions and values **in order to become a 'good'¹² and contributing citizen.**

The aforementioned authors stress that this kind of statement and approach is not only placing social responsibility on an individual for encountering possible solutions to improve society by improving oneself but on the other hand, conditions democratic citizenship as being on a right track only when each citizen has acquired certain competences. As Crick (2000, p 106) structures it:

¹² The 'good citizen' arrives from the times when school had an essential role in advocating for the 'ideal' citizens meaning that school was presented as a vehicle for the 'creation' of the national identities (Habermas, 1992) during institution of the nation state.

If we teach to induce the correct substantive attitudes (whether ‘respect for the rule of law’, ‘proper individualism’, ‘the classless society’, or whatever), it is not politics or citizenship we are teaching: it is something at best paternally approved, our quasi-autocratic friend, the ‘good citizen’, say rather ‘good subject’.

The youngster as a citizen already has competences in use which should be acknowledged and recognised as efficient, although on the long-term path, one can expect that the scope of individual’s competences will widen up. The society, in general, should be more worried on fostering learning opportunities and creating conditions for that learning to happen.

The second issue is the perspective on **citizenship as an outcome of educational and developmental trajectory**. It concerns the issue of citizenship as a status being achieved after one has passed a certain trajectory (concluding a certain level of education). This was already discussed in Chapter 1. It implies that this kind of thinking dismisses the recognition of young people already being implicated in all the aspects of the society (Faulks, 2006) and that their participation is tangible as one of adults’. In this thesis it will be always stressed that young people are already contributing citizens through their forms of participation, sometimes not easily spotted by the adults.

The third issue raises the question of learning and **not having any guarantees that what is taught will be identical with what is learnt**. While the schools have an autonomy in defining strategies for its methodology and implementation of CE to support the provided framework, Biesta and colleagues (2009) identify a great challenge for monitoring the actual learning processes and the impact it has/will have on individual and social lives. Unfortunately, all known proposals still regard the citizenship concept from the perspective of society, defining the learning needs and the expectations that the formal education system has placed upon an individual. This implies that the only challenge would be to monitor and evaluate the set of learning objectives for common knowledge on democracy. However, in the case of citizenship practice as a process of individual self-empowering active participation, there is the possibility of a phenomenological (based on individual/group needs, interests) way of organising learning through experience and experimentation.

Consequently, it is not common to take into consideration the success factor defined by the feedback of learners who have to make sense of curriculum and activities in which they are engaged. In this way, citizenship cannot be presented as an abstract category through CE in the school system and as a subject/attributed learning outcome after certain period of being educated, but has to reach the level of life setting that will demonstrate the ways in which situated learning occurs and supports youngsters to comprehend their role and themselves ‘implicated in the wider social, cultural, political and economic order’ (Biesta et al., 2009).

Subsequently, the acknowledgment of having support for individual, it is necessary to understand how the school’s duty is actually to bring everyday practice of democracy and what kind of opportunities one has within ‘school’s structure and organisation. It is about comprehending the relationship between the school and the community, the power resources, the hidden curricula, risks becoming a measure of compensatory

legitimation with no implications in the rest of the curricula, and thus in the life of students' (Menezes, 1999, p 32). The dialogue between the individual and school community requires encouragement and facilitation on various levels, by applying participative/participatory methods, when working with and for young people.

Additionally, schools' tendencies to establish external networks with their local communities and various stakeholders (civic, political, familiar and not only) influence on a great scale any youngster's perception towards relationships with wider community and identifying their role within it (Annette, 2000, 2008; Potter, 2002; Torney-Purta & Barber, 2004).

For example, the relationship between parents and their children expands to the new territory of support and understanding when the parents are invited to actively engage in the school life and give their saying regarding the education practice of their children and their own. Many public schools in Portugal offer training for the parents to follow and learn more about education process and development of their children. Some parents do claim their right and duty and respond to these opportunities for active engagement.

The good practice of such engagement is the Portuguese school *Escola da Ponte*. The school has developed and implemented a participative and democratic model of organisation and management, which recognises and highly values the participation of children and youngsters between 6 and 16 years of age. In this school, the processes of mutual learning among all members of the educational community (school staff, professors/facilitators, students/learners, parents) is encouraged. The mutual learning is based on a common understanding of everyone being the author of their own educational and learning paths which are constructed through continuous exchange and engagement in decision-making at all levels (Day et al., 2015).

Still, at times, some of the parents might decide not to engage deeply in the education process of a child in the school, claiming that it is the responsibility of the school members (teachers, social workers, among others) by declining their own at the same time. However, citizenship is being learnt in formal and informal settings. To learn and understand better how youngsters' learning is situated and related to a community wider than the school context (see Ribeiro, Rodrigues, Caetano, Pais & Menezes, 2012) implies that the educational responsibility goes beyond schools and teachers and extends to other community stakeholders at local, national, regional and global levels.

To summarize, in order to commit to the high level of youth citizenship stated previously, there is a need to advocate for shifting the focus for research, policy-making and practice from teaching to learning democratic citizenship (Biesta et al., 2006). This implies shifting focus from the theoretical content of CE with its learning objectives set by the state towards the individual approach to the concept and the way CE is learnt and practised in a specific local context that fulfils the right preconditions.

Consequently, the focus of the next section is shifted from teaching to learning citizenship. Being that the main aim of education and schooling is citizenship, it can be said that the aim of citizenship within the school context is to support the individual in its self-empowerment through situated youth participation.

To clarify, in the existing literature active learning is defined from a perspective of teaching as a ‘student-involved learning continuum’ (Weltman, 2007, p 7). It is a method which beholds different levels of students’ engagement through exploration and experimentation of their learning processes.

In the case of this PhD, active learning from collective perspective may be perceived more as a strategic approach, while for the individual it presents a mindset based on specific attitude and values, so as to address it as an acquired competence.

Therefore, this PhD project tends to further deconstruct the role of the school as a learning environment and role of education as a systematic approach to facilitating individual and collective learning processes by assessing preconditions of situated and participatory learning through codesign practice.

In the following section, the learning process of citizenship will be assessed and discussed through the complex identity of a learner and participatory learning strategies that come in hand when working on this matter.

Existing guidelines provided by adults and educational system are a fair demand for common knowledge but not enough to fully understand the concept of youth citizenship. By analysing specific content such as the already implemented citizenship education in Portugal, further opportunities were counted to address the democratic practice of youth citizenship in schools as learning environments.

Education as citizenship

Learning through and for citizenship practice in formal education might be mostly about strategic preparation of each youngster/student for their lifelong learning and the process of self-empowerment that will enable and encourage individual of learning to be, learning to act and learning to learn on their own and in collaboration with others (Delors, 1998).

Active learning as an approach to active citizenship

Active learning is seen as the main driver for citizenship participation, which means learning and citizenship participation are interdependent actions.

Firstly, the more one learns about the society, the better citizen may become in sense of knowing how to address certain issues in the community and how to transform these issues according to one's needs.

Secondly, the more engaged in participation, the more learning outcomes gathered directly and indirectly, consciously and subconsciously, about oneself and the world, that sets the foundation for any type of action. Not only the knowledge, but the determination for action is necessary. The tendency to put oneself in comfortable surroundings is always provoked by the offered and taken opportunities to participate in certain areas of interest in which there was no secure path already built for self-efficacy. Finally, Hoskins and Kerr (2012) acknowledge that:

An engaged citizen has higher levels of educational attainment, a greater number of expected years of education, higher performance on a civic knowledge and skills test, higher rates of participation in lifelong learning, more informal learning through watching politics on the television and discussing political and social issues with parents and friends. For adults, education and lifelong learning have a positive relationship with all forms of participation.

One of the main enquiries of this project is to learn about learning processes amongst youngsters (how do they learn and how do they register their learning) and become more aware of it. Thus, to understand how they can recognise a value of their ongoing learning path (importance of lifelong education and learning, learning as curiosity instead of duty) in order for them to appreciate their personal identities as the learners and social identities as the members of a society. And finally, how can codesign encourage the facilitation of youngsters to reach those objectives?

To understand how the learning processes can be organised by application of the co-creation process, in this case, codesign, it is more than relevant to understand not only the nature of learning but also an individual's conditions to construct mindset (values, beliefs, dispositions) in which one could observe oneself as the active learner. In the following text, learning citizenship will be deconstructed to:

/ Learner identity,

/ Learning theories that provide with insights to participatory methodological approaches on how youngsters actually learn and are fostered to learn,

/ Main competence learning to learn.

How do young people learn

The school's mission is to awaken and promote intellectual curiosity and create citizens who, throughout their lives, value knowledge¹³.

[Free translation from Portuguese to English]

Learning is at the core of the life of each human being. Since birth, we feel, observe and interact, building our learning capacities onwards until we no longer exist. In the light of the nature of learning, it is important to obtain an answer to the question how can young people transform their experiential outcomes into learning outcomes? And when referring to the nature of learning, what are the crucial parameters that will encourage critical awareness and reflection towards the connections established between learning outcomes and learning processes employed to reach those ends intentionally?

With my focus to understanding the path from having an educational experience to actual learning achievement I want to stress the intention as a *criterion* element to learn something (Smith, [1999] 2008):

/ Implicit learning which consists of us learning without having an intention to do so;

/ Reactive learning is an effect of past experience contemplated in the presence;

/ Deliberative learning in which we consciously allocated a specific amount of time, subject-matter and interest to learn.

All three ways of contemplating learning outcomes upon experiences are differently active in past, present and future. Eraut (2000) explains it clearly through the typology of non-formal learning (*Table 2*):

Table 2. Eraut's typology of non-formal learning (2000).

TIME OF STIMULUS	IMPLICIT LEARNING	REACTIVE LEARNING	DELIBERATIVE LEARNING
Past Episode(s)	Implicit linkage of past memories with current experience.	Brief near-spontaneous reflection on past episodes, communications, events, experiences.	Review of past actions, communications, events, experiences. More systematic reflection.
Current Experience	A selection from experience enters the memory.	Incidental noting of facts, opinions, impressions, ideas; Recognition of learning opportunities.	Engagement in decision-making, problem-solving, planned informal learning.
Future Behaviour	Unconscious effects of previous experience.	Being prepared for emergent learning opportunities.	Planned learning goals; Planned learning opportunities.

¹³ In *Perfil dos alunos à saída da escolaridade obrigatória* (Student's profile upon concluding compulsory education), prepared by the working group under the *Despacho n.º 9311/2016, de 21 de Julho*

The objective to show and discuss Eraut's typology is to highlight all the learning underpinnings we as educators need to take into account when we are learning with and from the students. By recognising the implicit knowledge, we already recognise that somebody may have potential knowledge of importance for what is being discussed in present or what is going to be discussed in future. Thus, if we know that at any time and place, what is being discussed can be influenced and connected to the past experiences and transformed into the new individual and collective knowledge. There is a possibility for both spontaneous and planned learning as well, but firstly each student needs to understand their own nature of learning and all undergoing processes. Hereby, I am also thinking about the learning styles and preferences which are the matter of discussion for themselves and I am not going to deconstruct them directly in this thesis.

Many of the answers are already present in the existing learning theories, each of them claiming a standpoint that is not exclusive but complementary to one another. Consequently, it is not sufficient to choose one learning theory as a model for approaching young people's learning through and for citizenship, therefore, the authors that contributed to various learning theories will be mentioned and their models will be analysed subsequently.

Active learning

The most important attitude that can be formed is that of desire to go on learning.
(Dewey, 1938, p 48)

Active learning is a learner-centred method, yet social process encouraged by active participation, self-empowerment process and practice of power of each youngster that is engaged in lifelong learning. As a citizenship, learning can also be perceived as a desired learning outcome (a product) and as a conducted practice (a process).

Learning as an outcome usually refers to a change/acquirement of competences (e.g. knowledge, disposition) which is something often measured in the schools through tests and assessment, and leads to a qualification (Smith, 1999, 2008). However, when observing learning as a process, this project is more interested in self-knowledge and self-determination discoveries, a learning path that any youngster goes through in their adolescent period.

Going back to intention, it is important to speak about self-regulation (Kozlowski, Toney, Mullins, Weissbein, Brown & Bell, 2001) as a determinant for attention, direction and efforts, which is influenced through cognitive, emotional and motivational dimensions of each individual learning process.

In the time of enrolling to basic education and stepping into the institutions of formal education, youngsters already come with a pre-established set of competences and concepts, that have a direct impact on how they perceive and engage with the new learning environment (National Research Council, 2000).

Many times youngsters are being educated inside the school context, but they are not aware of what they are actually learning on a daily basis. Sometimes it is easier to

understand the fact of learning as an outcome when the students are able to reproduce taught material. Still, they tend to dislocate the focus from the process of learning those facts and not question their own preferences for learning and how the learning outcomes were acquired. As Smith (1999, 2008) observes and reinforces the idea of implicit and reactive learning, the ‘education is a conscious activity; learning isn’t necessarily,’.

According to Alan Rogers (2003), the learning process can be organised as a task-conscious (acquisition learning) or learning-conscious (formalised learning) activity. The task-conscious learning is the implicit learning, the one that could happen without awareness and intention as already mentioned. It seems compelling for a learner because it is situated in the context and organised through events across a lifetime in an informal, yet active way of learning. This kind of learning is particularly interesting as it includes a variety of approaches such as imitation, play, exploration, experimentation, and trial and error into discovery (Rogers, 2003).

Conversely, formalised learning is according to the author (Rogers, 2003, p 23) ‘often content-oriented rather than process- or problem-oriented,’ therefore the set objectives are being followed through its delivery. For an example, it can be applied in the schools, but also in non-formal contexts such as trainings, seminars, distance learning programmes and other learning environments.

In addition, besides Dewey, both Jean Piaget and Lev Vygotsky agree that affirmation and sense-making of new knowledge is based on the established foundation of the previous learning experiences (see Piaget, 1952, 1978; Vygotsky, 1978).

According to Bloom’s taxonomy (Bloom & Krathwohl, 1956), the learning processes could be directed through 6 stages of acquiring certain competences and achieving certain learning objectives, one after the other. This step-by-step approach is hierarchical and doesn’t necessarily refers to learning something as going through all of these stages at once (see *Figure 12*).

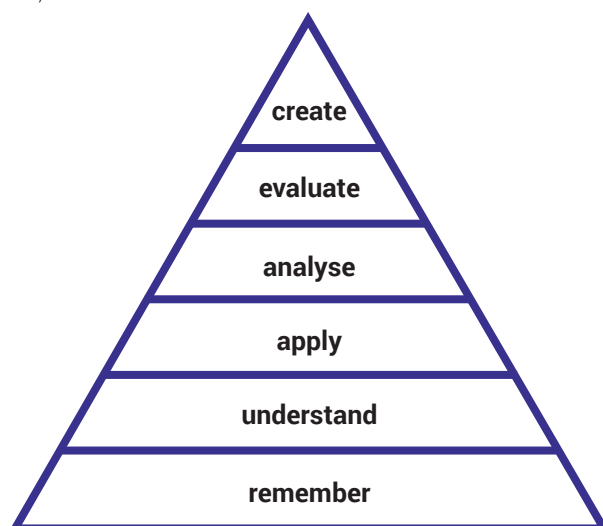


Figure 12. Revised Bloom’s Taxonomy (Anderson & Krathwohl, 2001)

There are singular units of learning outcomes for each achieved stage, and there is a group of interlinked learning outcomes that may combine couple or more stages. This implies that young people need to understand the subject-matter in order to make the connections between past and present learning situations. The model has been revised and appropriated by the co-author of the original model for the 21st-century learning.

Furthermore, any youngster needs to apply strategies on understanding and acquiring new knowledge based on motivational drivers (National Research Council, 2010) incentivated by one's needs, desires and actions. Motivation to learn can be nested in the challenge that is fitting the observed level of self-efficacy in the individual. It is relevant to support initiating, guiding and sustaining self-regulation of the learning processes (Schunk & Zimmerman, 2012). As long there isn't frustration or fear of failing involved, the individual will be motivated to learn by nature. The intrinsic reward as self-regard, or extrinsic as a good grade at school, may enrich self-motivation. An awareness towards intrinsic motivation is a competence to be acquired by learners while establishing a dialogue between learner and educational context is a necessary achievement for catalyzing capacity building of youngsters through addressing the right motivational driver.

The strongest motivational drivers for the youngsters tend to be according to the National Research Council (2010):

/ Social opportunities for the engagement in which youngsters can help community for a cause;

/ Usefulness of the mastered subject-matter which can be disseminated and applied beyond situated context;

/ Challenges that fit youngsters' strengths and curiosity since they are learning oriented, or as known as 'competence motivated' (White, 1959).

Therefore, either youngster is going to self-organise one's learning or initiate the self-regulation based on the opportunities the environment provides one with.

In case of Miragaia, it was observed that youngsters deal with motivations to overcome challenges of academic achievement; to support social causes: and some of them are concerned with the subject-matter being taught that doesn't fit their learning interests. For example, in the participatory processes established in Miragaia school with volunteer-participants, one expressed his disagreement of reading a book proposed by the curriculum, and instead desired to give attention to another title from the same author, that wasn't part of the curriculum. He was motivated to learn something new in an open discussion in his class, but from the content, he would have chosen. Also, the unawareness of having the right to negotiate subject-matter being taught, and express the learning interests was something taken for granted by the student.

Teaching as an approach to learning

Teaching is an approach generally used in the school context which attends the formalised learning process of any young individual. There are three known perspectives on teaching: **teaching as transmission, teaching as a transaction and teaching as transformation** (Miller, 1996).

Teaching as the **transmission is a teacher-centred method** related to the organisation of learning through traditional compulsory education that belongs to a model which was preparing youngsters for labour and acquiring the routine of persistent working habits. Today, obtaining those habits and its practice appears as a necessity of the classrooms.

Youngsters in Miragaia school spend approximately six hours in the classes with extra hours at TEIP and afterwards doing compulsory homework at home. They don't necessarily find joy and recognition of this hard work in case it is demanded in a strict way by which personal motivation, feelings and needs (including learning needs) are not met or taken into consideration.

Through an approach of teaching as transmission, students are basically asked to know how to replicate and retransmit what is learnt while being evaluated orally and in written form for their academic achievements (Johnson, 2010 [2006]). Clearly, it is based on a value of learning as a final product that can be quantified and presented through quantitative analysis.

Could this kind of view on academic achievement have a devastating influence on the individual since it gives learning a bad image amongst children and youngsters?

Paulo Freire has argued since the 1970s that students/learners are not 'empty vessels' waiting to be filled with anything and everything without any filter made from their side, without a possibility of questioning the given knowledge.

There is an outstanding difference between the process of learning as something imposed by someone else, and another kind of learning inquired from personal motivation and curiosity. Additionally, Dewey (1997 [1910], p 34) addresses curiosity as something that already exists in the individual and teachers are in need to protect it, and not contribute to its obstruction:

With respect to curiosity, the teacher has usually more to learn than to teach. Rarely can he aspire to the office of kindling or even increasing it. His task is rather to keep alive the sacred spark of wonder and to fan the flame that already glows. His problem is to protect the spirit of inquiry, to keep it from becoming blasé from over-excitement, wooden from routine, fossilized through dogmatic instruction, or dissipated by random exercise upon trivial things.

Dewey (1997 [1910], p 29) also adds that "teaching and learning are correlative or corresponding processes, as much so as selling and buying". It is about teacher teaching only when a learner gives the power to accept things being taught and takes initiative to things being learnt in such organisation of learning.

Other authors agree that knowledge cannot be actually transmitted but only facilitated (see Aspin, Chapman, Hatton & Sawano, 2001) because 'learning is always an act of self-search and discovery; [...] one may be stimulated and assisted, but cannot be taught' (Rahman 1993, p 219 - 222).

In case there is no interest on the subject-matter from the side of the individual, the imposed learning under a method of teaching as transmission in the process of examination will be delivered through recalling of memorised and not purely comprehended knowledge. In addition, there will be no encouragement to practise critical thinking competence in order to understand how to apply acquired knowledge in the real life. Teaching as transmission fails to see the true nature of learning. That is why teaching as transaction and teaching as transformation play a more pertinent role in the 21st century.

Teaching as the transaction is the constructivist approach to learning in which youngsters are invited and encouraged to extend their knowledge by intertwining learnings from the previous experiences with contemporary ones (Santrock, 2004). This implies that academic achievement is accomplished when students reach an understanding how their new learning outcomes fit into the larger image of theory and practice when confronted with experiences in everyday situations. In addition, teachers are seen as facilitators/assistants of learning, a mindset which is supported by Piaget’s cognitive constructivism and Vygotsky’s social constructivism.

Teaching as transformation goes beyond constructed and negotiated learning. According to Johnson (2010 [2006]),

From this perspective, teaching is creating conditions that have the potential to transform the learner on many different levels (cognitive, emotional, social, intuitive, creative, spiritual, and other). Transformational teaching invites both students and teachers to discover their full potential as learners, as members of society, and as human beings.

The latter underlines this change in learning and assimilation of the new knowledge into known by the influence of the built relationships with others (in a class with peers, larger school community, etc.). In this way, everybody is a co-learner and the teachers are responsible to create this kind of learning opportunities in the school context (Gauvain & Parke, 2010). The academic achievement is close to self-actualization Johnson (2010 [2006]).



Figure 13. With knowledge of how people learn, teachers choose techniques to accomplish specific goals (National Research Council, 2000).

Each approach requires a choice of a technique or group of techniques to apply when constructing the learning design of the educational activities. Subsequently, I will present and discuss the diagram of teaching techniques in *Figure 13*. The lecture-based technique

is an informing and advising technique used by educators in order to brief students about the learning of specific subject-matter. This technique is placing an educator in the position of decision-maker for what one considers learners should be instructed with (the complementary technique to others).

However, of the four remaining, especially the **enquiry-based** and the **skills-based techniques** may propose the subject-matter or method, but they give more freedom to individuals to organise and implement their learning on their own by monitorization and mediation of the educator. This implies the situated way of constructing educational experience.

The techniques that foster collaboration and collective learning are building the social component narrative in the process of learning. This means that besides tackling learning as situated, it is also based on the values of collaboration and communication of group members that together share context and power of decision making on how things should be assessed and learnt. The authors Dumont, Istance & Benavides (2010) prioritise elements of effectiveness in learning as situated, self-regulated, constructive and collaborative.

However, in any learning process within the education context, there is no clear division when applying teaching techniques, because they are complementary and they fulfil their function at certain times.

Enquiry-based learning

In Portugal, the employment of techniques through enquiry-based learning is higher at universities than at the primary and the secondary levels. The acquisition of knowledge through multidisciplinary projects is popular teaching technique in a Portuguese formal education system.

This approach is recognised since 1989¹⁴. The legislation stated that non-disciplinary curricular area nominated *School Area* was to be implemented annually from 95 to 110 hours and given autonomy to the schools to decide the distribution, content and coordination. It consists of learning by a discovery which is considered to be an open-ended method that encourages knowledge construction by the learner oneself.

The learners have the power not only to construct knowledge but also to acquire competences for real life by knowing how to address authentic, contextual and meaningful challenges; to research and construct argumentation on the chosen subject matter, alone and together with other collaborators. The responsibility acts strongly upon the learner, aiming at developing profound intrinsic motivation and self-awareness to establish self-initiative.

Hence, the experience of learning through a project may foster self-empowerment in communication, collaboration, reflective critical thinking and project management. The strongest attribute of this approach is that the learner has the choice of freedom for playfulness and expression.

¹⁴ Dec-Lei 286/89, de 29 de Agosto

The self-assessment is how individuals evaluate their efforts, yet, the final evaluation is lead by the class council through a specific meeting that aims at assessing all contributions of the projects to the educational achievement based on the evaluation made by the engaged teachers¹⁵. Finally, there are pros and cons of this approach. Previous Portuguese Minister of Education Nuno Crato before coming to his function argued that this method is less effective than the one of lecture-based teaching ('Educação e Trabalho de Projeto - Wikipedia'). Later as Minister of Education Nuno Crato recognised the need for diversity of methods and approaches in learning calling it *pedagogical equilibrium*¹⁶. Consequently, as there is miss practice in traditional teaching, there is also existing miss practice in active teaching. This implies that without having trained educators (facilitating and coaching skills) with needed resources (safe physical learning environment, resources to implement learning - tangible and intangible support), there is no opportunity for great organisation of learning through a project-based approach. Moreover, with the crisis in Portugal, elementary and secondary schools were left without *Project Area*¹⁷. Conversely, in 2017 Portuguese government is eager to return this non-disciplinary area back to regular curricula of the primary and secondary schools.

To conclude, the organisation of youngster's learning in the school context has suggested the following elements¹⁸:

/ Safe and open learning environment that encourages learning by doing, learning by trial and error, learning by experimentation and encouragement through mechanisms of reflective practice;

/ Reflective learner is encouraged to participate in a constant process of self-discovery and the process of learning to learn (process of attributing meaning to learning and encountering the strategies to learn);

/ Opportunities to participate in learning, which means not only co-decision making but also opportunity to be recognised and accepted as the learner with one's own learning rhythm. The same individual may feel comfortable to initiate other learning opportunities once they have a high level of self-efficacy and support of the community;

/ Educated and trained educators (reflective youth work practitioners) who are open to social transformation through facilitation and coaching of youth;

/ Supportive and co-constructed educational context in which formal, non-formal and informal way of learning can co-exist;

/ Learning methods, techniques and tools that can support the learning process and establish the dialogue between learner and teacher, fulfilling co-created learning objectives one can reach.

¹⁵ All the guidelines regarding *School Area* are given through *Despacho n° 142/ME/90, de 17 de julho* (D.R. II Série, 1 de Setembro).

¹⁶ "Nuno Crato: The Politically Correct is Intellectual Terrorism" (Interview). Retrieved on March 14, 2017.

¹⁷ *Dec-Lei n° 18/2011, de 2 de Fevereiro*

¹⁸ The statements on learner's requirements have been written with the support of the Handbook for facilitators: Learning to learn in practice (Taylor & Kloosterman, 2010) and by reflection on the previous personal experience, both as learner-participant and educator in the educational events of non-formal education.

The suggested elements are a wider overview of the preconditions to reach quality in the educational context, from the learner-centred position, but with taking into consideration elements of social integration (established a dialogue among community members) and social cohesion (relationships built in the process of co-creation of learning).

Following sections will be dedicated to learner identity and one's capacity building of competence such as learning to learn.

Constructing learner identity

Usually for a youngster to become and to be recognised as a functional part of something bigger than oneself (society, community, etc.), an individual needs to understand what is the role within. And to understand one's role, the youngster should also understand oneself within that role. This applies to each youngster that needs to become and be an active learner (might be demand from society, community, institution, parents but also from within the individual) but in order to fulfil that role, one needs to become self-aware and what it actually means to become and be an active learner. Subsequently, several questions are raised from this challenge.

How does a youngster interpret own identity as a learner? How is learner identity being constructed in a school context? What are the influences the individual has from interaction with their surrounding environment?

These are some of the questions that come to mind of a person that works closely with youngsters but doesn't have a background in either cognitive development psychology or educational sciences. This is a so-called competence handicap, that as a researcher, there was a need (and it is still ongoing) to invest in theoretical deconstruction.

Few things have been done: investment of time in the literature review; contacting the school psychologist and social worker, as other academics and professionals that work with young people; and reflective efforts through my own 10-year-old practice that was conducted within the scope of non-formal education. I believe that this theoretical overview may help and support (co)designers.

Following the meaningful discussion and line of thoughts of two authors, César Coll and Leili Falsafi (2010) in their scientific article entitled *Learner identity. An educational and analytical tool*, I will take a stance on the matter and stress key concerns and views in their presented work. I believe that learner identity as a conceptual artefact needs to be thoroughly deconstructed in order to learn how it can be positively constructed as part of evolving sense of self within the school context.

By taking into consideration the experience and debate of the authors, their definition of learner identity will be adopted for this project. As stated,

(...), learner identity is the conceptual artefact that contains, connects and enables reflection over the emotional and cognitive processes of the experience of becoming and being a learner, in the past as well as in the present and the future.

In various literature, usually, self-identity that refers to school context was referred to

academic self-identity that is very much interrelated with an academic achievement (see *Box 2.1.*). In the case of Coll & Falsafi, the viewpoint is different. While academic self-identity refers to the self-esteem and self-efficacy one youngster might construct in the educational context, such as an institution of formal education; in the case of Coll & Falsafi, it is related to interconnectedness one may create between learning, meaningfulness and sense making of oneself within society and participation in the very same society.

The dissimilarity is that the theory of academic self-identity explains the general vision of society towards the construction of temporary identity for the academic success (cognitive & behavioural approach); while Coll and Falsafi theory integrates the perspective of self-directed learning, to the learner identity that grows and lasts for a lifetime (social constructivist approach). Conversely, these viewpoints do have some similarity, both give pertinence to (cross)situated development to the sense of self.

Going back to the perspective of Coll and Falsafi, their statement ‘situated construction of oneself as a learner is a fundamental part of the educational experience,’ refers to the institutions of formal education as responsible for encouraging youngsters to develop, claim and own their learner identities. Yet, learner identity is something that doesn’t get enough attention from the educational system and therefore it is not fully reflected throughout schooling (Coll & Falsafi, 2010).

There are many investments from the viewpoint of identity concept, but research and policy-making are usually directed towards other types of identities, such as gender, ethnic, cultural, among others (Coll and Falsafi, 2010).

Accordingly, another important affirmation authors make is that “learning forms identities and identities shape learning.” The existence of interdependence between learning and identities is true. Placing learning at the base of any construction demonstrates that learner identity is the first level of individual’s self-construction, consciously or subconsciously performed, in any educational situation.

If learning is active participation in the construction of learner identity, then the exercise of learner identity through meaningful participation aims at reaching meaningful learning outcomes. Meaningful learning, according to Coll (1988), regards to “the construction of meanings and making sense of these meanings.”

Any youngster needs to make sense of the subject being learnt, but also to make sense of oneself in regards to the subject and how it is beneficial for one’s development as a learner, as a citizen. In each educational experience, the learner can comprehend more about oneself and attribute that knowledge to the previous learning outcomes, acknowledging the process of search and development for oneself.

Schools mustn’t fail in sharing educational objectives and pay an extensive attention to the reached understanding of the individual about the application of subject-matter in practice, and in one’s process of self-development as a lifelong learner. This is a very important task to do, considering that belonging to a community means that both the individual and community need to recognise the individual as the learner (Bernstein & Solomon, 1999).

Box 2.1. Self-identity for academic achievement

The **self-identity** (also known as self-concept, self-construction and self-structure) recognises the one's beliefs that aim at answering the question "Who am I?" (Baumeister, 1999; Leflot, Onghena & Colpin, 2010), creating a 'mental picture of one's abilities and uniqueness' (Barongo & Nyamwange, 2013). According to the author of the *Theory of Self*, Carl Rogers (1959), the self-concept is defined by three psychological constructs, such as: **self-esteem**, **self-image** and **ideal self**. The latter refers to a construct of something the individual longs to become, while self-image explains how learner sees oneself, how others see the individual and what does one think others' perception is. All those beliefs construct positive or less positive self-worth, depending how much self-knowledge one has and how much the opinions of others matter. Actually, to be aware of the self-concept, it is necessary to become self-aware and self-conscious. These are the elements that build self-knowledge and refer to one's capacity for introspection and knowing how to differentiate oneself from the environment.

The second construct, self-esteem defines how one feels about oneself and how oneself evaluates its worth. At school, individual's self-esteem is balancing between what one desires and what one thinks it can achieve with the support of others (Rosenberg, 1965). Self-esteem is understood to be the foundation for learning as various authors (Marsh, Byrne & Shavelson, 1988; Phye 1996; Sheykhjan, Jabari and Rajeswari, 2014) speak of the influence self-esteem has on academic achievement:

Implicit in this assumption is that feeling good about one's abilities in academic area fosters academic striving behaviours (e.g. persistence) that can maximize and even change academic achievement (Phye, p148, 1996).

More concretely, youngsters are to profoundly develop their self-image in the primary and secondary schools. Starting from 10-11 years of age the influence of environment and 'positioning among peers' (Rubie-Davies, Hattie & Hamilton, 2006) may bring a higher level of self-awareness and self-image which directly has an impact on academic self-concept. The academic self-concept consists of beliefs one has towards their academic competency (Trautwein, Lüdtke, Marsh & Nagy, 2016).

This implies the process in which an individual gains beliefs towards one's self-worth, which can be questioned by the strength of resilience towards the opinions other peers might have. In a competitive learning environment such as a school, individuals need to be aware of their self-acceptance, both in moments of academic success and failure. Another element that influences the identity of a learner is already mentioned, self-efficacy. At schools, academic self-efficacy is related to personal beliefs about '(...) ability to organize and execute actions to attain desired levels of academic performance' (Zimmerman, 1995). To enhance these processes of achieving goals, the learner needs a motivational driver that will support the right attitude and warm feelings about oneself. On occasion, to strengthen and widen its self-efficacy one needs to be challenged by taking a path to achieve a goal for which the individual doubts one's capacity. The connection between self-efficacy and concrete abilities one poses is in fact reciprocal. If an individual is not completely self-aware of the strength in abilities one seeks to achieve a goal, and one's self-efficacy is therefore high, but slightly lower than the abilities, then there is a greater chance that this youngster will be encouraged to take a leap and gain experiences (Csikszentmihalyi, 1997, p 30). The academic self-efficacy positively influences academic achievement when the conditions of psychological school climate are perceived as task-oriented, rather than 'sportsmanship- and ability-oriented' (Høigaard, Kovac, Øverby & Haugen, 2015). Self-efficacy also raises in the school climates that are task-oriented.

For an example, in one longitudinal study on academic self-concepts, the authors concluded that academic self-concept is an outcome of academic achievement, and not the other way around (Bridgeman & Shipman, 1978). Thus, the healthy self-esteem and self-concept among youngsters can be nourished by open communication, being shown respect and given responsibilities and support to act accordingly. To protect individual self-concept, youngsters should be placed to work in diverse groups, to avoid comparisons that might harm their self-acceptance.

Looking from the perspective of collective, educational self-concept is important because it gives a foundation of learner identity, while self-esteem is a motivational pillar linked to self-concept and self-efficacy, both related to the category of educational achievements. The self-concept is important to understand the development of a youngster and how an individual can achieve the level of self-actualization. According to Moghaddam (2016), students that reach the level of self-actualization may be recognised by certain sorts of behaviours. It is a level in which the individual is organised, responsible to take control into one's own hands, to organise one's learning from the new perspectives and through discoveries. To reach self-actualisation, learners need to be fully aware of their development processes by applying self-reflection.

The identity construction is a genuinely subjective experience. However, the social component cannot be neglected, since sociocultural influence through attributed constituents, values and facilitating the function of identity (Coll & Falsafi, 2010), derives from established relations that occur on a daily basis. Wenger (2000) prioritize the need to make sense of the system and one's position in it by establishing connections of identification that can translate across the whole system. There are three modes of identification that the author applies to position learning inside the system (in this case, educational system):

/ Engagement:

Engagement is about immediate responsiveness through action which can achieve 'direct experience of regimes of competence', either passive/ non-participatory or active/ participatory competence of identity.

In the case of learner identity, this implies that the learner may engage into the process of learning, depending on internal parameters: how much motivation or interest one has (if does recognise the benefit of involvement), how high is one's level of self-esteem and self-efficacy; or by the external parameters: if one has the power in the organisation of both content and process of learning.

The competency of active learners reflects in the self-initiative and self-regulation of their learning, in both an autonomous and collaborative way. Yet, lack of competency amongst passive learners displays in lack of self-awareness towards recognising the value of active learning, depending on the recognition both learning and academic achievement have in their closest nucleuses (family, friends). Thus, passive learners tend to have lower self-esteem which directly influences their self-efficacy.

At Miragaia school, students of PIEF tend not to engage to any new learning experiences but to follow the appropriated curriculum, which will allow them to achieve academic success and continue with their adulthood by either enrolling into a professional school or by investigating the job market.

/ Imagination:

Interaction with the surrounding transforms the interpretation regards to the individual and potentially guides the individual's sense of belonging within. Constructed images about surrounding can help an individual to reflect and imagine externally the position of oneself within; to explore past and present experiences; to reach an understanding of one's social participation, at local or any other level.

Learner identity is based on reflection and conceptualisation of experiences within a social sphere. In case of positive experiences, the individual can foster creativity and positive attitude towards their self-growth, while in non-stimulating occasions, an individual may find oneself with not so optimistic perception of the world and their role within it.

Students of Miragaia school tend not to have a strong perception of all the influences they have and may have on their lives. They tend to keep an image of the school and learning inside the school as something compulsory where they are not entitled to give much say regarding what they learn. Their imagination raises when it comes to

informal contexts when it comes to volunteering or helping friends in need. They do recognise themselves as dancers, magicians, musicians, football players, but not as much as learners, but more as students.

/ Alignment:

Alignment serves to balance the effectiveness of one's engagement with the context (e.g. coordination of activities; following the laws; assertive communication). It is a two-way process of negotiation and assertiveness between the individual and the social context, that may result in different forms of responsiveness of the individual to achieve one's expectations (e.g. participating for a change of local policy).

In the case of any learner, this is mostly about the practice of power. When shaping learner identity at the school setting, some parameters already aforementioned (see *Chapter 1: Youth power as a precondition for youth citizenship*) may prevent alignment for the benefits of the hierarchic act of imposition and become a threat to the individual's sense of recognition and belong in the educational environment.

There should also be an alignment of assessments between learning objectives that are being taught and the learning outcomes that are being learnt by students-learners, so the initial desired impact may be evaluated. Lehrer & Shumow (1997) draw attention to the possibilities of students learning something that is not being assessed but still can be recognised as valuable to the system of education that has extended curricula with embedded learning needs of communities.

Indeed, learner identity is co-created by different educational contexts, both formal and informal. The individual's learner identity should be as important to professors as to the parents of any youngster. The recognition of somebody's capacity to learn is a fundamental condition of identity construction.

Hence, this project is focused on the school context and school community, and how much this environment does influence the creation of learner identity.

In Miragaia, it could be observed that basic education for youngsters is a leap to reach further in their lives. This implies that the motivational driver to finishing school of the second and third cycle of basic education since it is a milestone to advance with training in a professional high school.

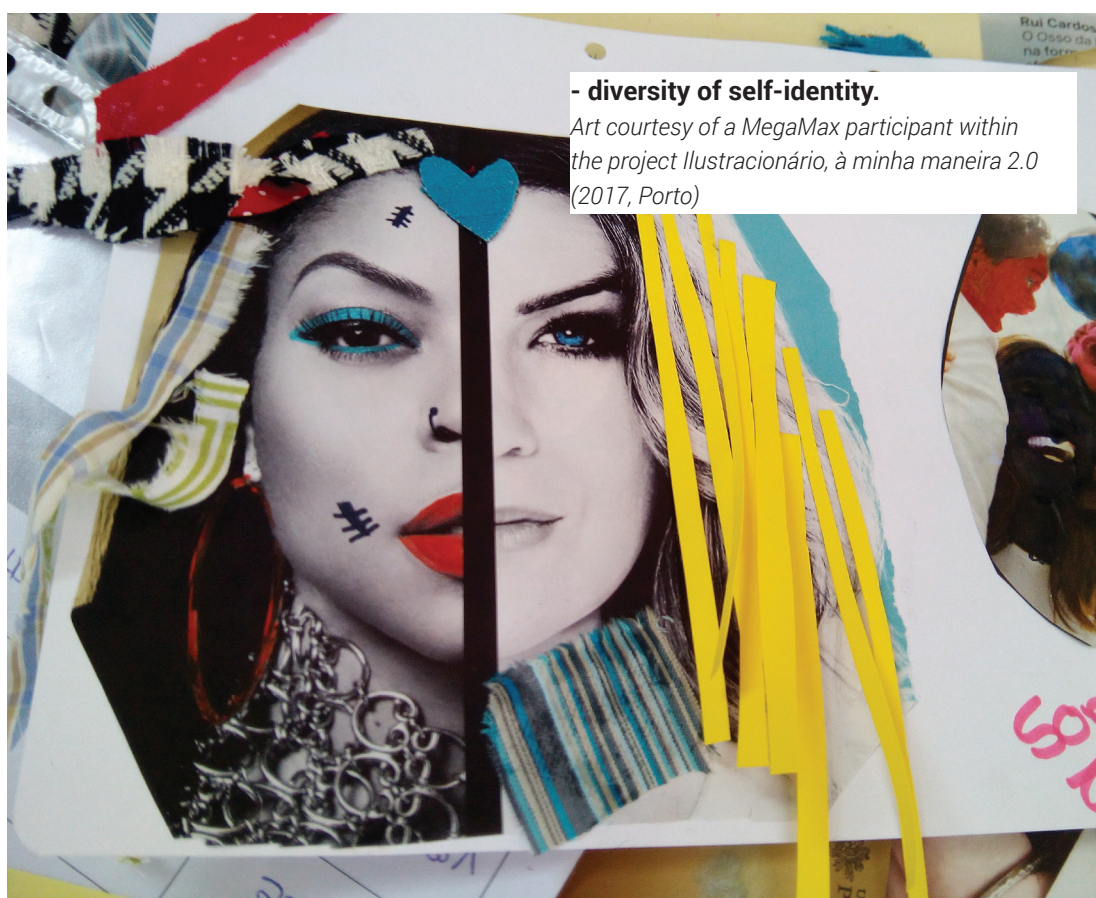
Professional high schools are popular because they can provide an individual with concrete tools for the employment market and support an individual to become more autonomous within the family nucleus and generally in their life. Consequently, the psychological school climate may have had more tendency to focus on retaining youngsters at school and fostering their compulsory engagement to prevent academic unsuccess, rather than embrace sociocultural and socioeconomic characteristics of their students and invest in the deconstruction of awareness towards their identities as lifelong learners.

The absence of reflection on the topic of the nature of learning and learner identity is obvious. Youngsters might become more aware of their academic self-identity and how to foster self-efficacy through achieved positive grades, but in the meantime, they are being excluded from learning how to debrief their emotions, feelings and their perceptions of the world in a conscious and reflective way.

I believe that an educational transformation is active and becoming quite visible in Portugal. In 2017, the Portuguese government advanced with a new curriculum for the academic year of 2017/2018¹⁹. I would like to stress that in the new framework of ten competences the competences of critical thinking, body awareness, empathy and working in a group are the most related to the learner identity. The Portuguese educational system for a long time has an awareness towards more inclusive methodologies in education and reflection stands in the adopted legislations with proposed guidelines of the student's profile in compulsory education (2017).

However, in practice, there might occur the lack of competency on how educational activities that aim at answering proposed learning objectives for primary formal education should be implemented. At times school of the second and third cycle of basic educations fail to implement predicted measures in their learning environments due to the lack of trained staff, conceptual framework and established dialogue with their students.

Portuguese education strategy is yet to encounter the practice models **how a student's awareness towards learner identity can be mindfully incentivized through a curriculum and educational units**, so this strategy could 'improve the management of the interplay between the individuals' learner identity, the educational activity and its outcomes'. The learner identity as the main facilitator of meaningful participation in the learning processes 'allows educational systems to address and understand participation in learning situations, and how individuals become learners within and across different situations,' Coll and Falsafi conclude.



¹⁹ *Despacho 9311/2016, de 21 de Julho*

Learning to learn

Learning to learn is a pivotal ‘meta-competence’ (Taylor & Kloosterman, 2012) of learner identity that aims at assessing, identifying and empowering any individual with an awareness towards one’s learning (see *Figure 14*).

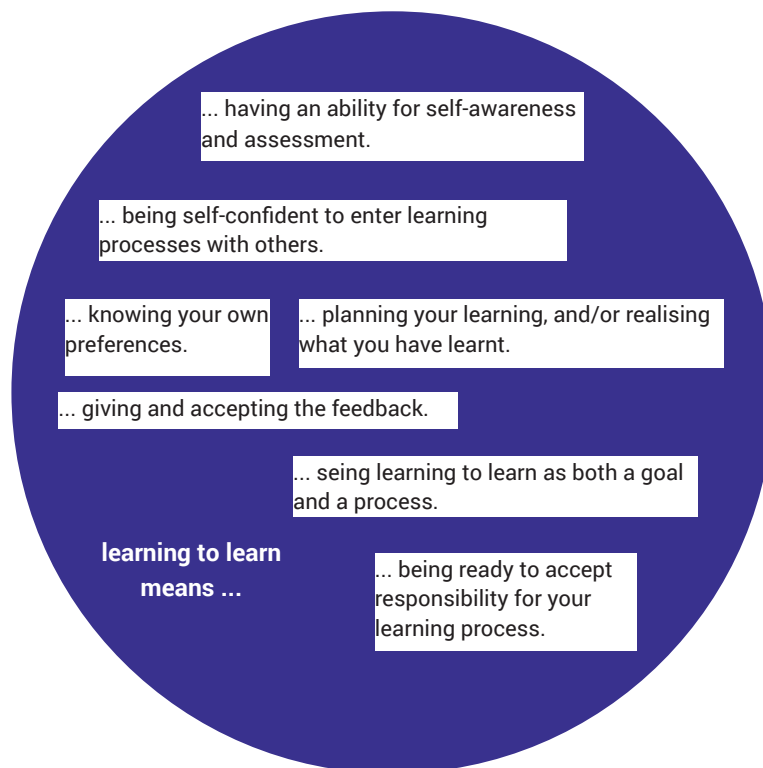


Figure 14. Defining learning to learn (Taylor & Kloosterman, 2012)

Having explained earlier how learner identity is being built, it can be said that learning to learn as a process is a driving component of learner identity while learning to learn as a goal is an acquired competence of self-awareness and self-knowledge (or self-evaluation) about one’s learning preferences, styles and aspirations. Learning to learn is very much about knowing how to construct the knowledge web in which previous and present insights are interlinked and transformative continuously for life. This implies that the learner always needs to update one’s contemporary knowledge and be open to change²⁰.

When youngsters are aware how they learn and what fosters their capacities, they should be able to participate in the co-creation of educational situations that suit those preferences. In this sense, any individual will be able to self-direct one’s learning. The term self-direction means that the learner is capable to assess one’s learning needs, to organise and implement learning, to monitor and further reflect upon learnt subject-matter (see Tough 1967; Knowles 1975). Knowles (1975) outlines that self-directed learners are usually more aware of purposiveness in learning and therefore, more eager to take initiatives and be attentive to their curiosity that further triggers their stimuli to learn.

²⁰ According to authors Taylor & Kloosterman (2012) ‘building on and/or relating to previous learning experiences’ is preconditioned to efforts of ‘allowing time and space to unlearn previously acquired ways of doing specific things’.

Consequently, Brookfield (1994) suggests two main features of self-directed learning:

/ Learner's self-directed practice of 'authentic control' in decision making in regards to one's learning;

/ Learner's self-directed competency to access, appropriate and perform with the resources at hand.

How much control and resources one youngster as a learner in the school context may have is at stake (Candy, 1991):

Learning to learn involves entering into the deep meaning structures of material to be learnt and, in its most advanced forms, may lead to critical awareness of assumptions, rules, conventions, and social expectations that influence how people perceive knowledge and how they think, feel and act when learning.

Self-directed learning and learning to learn are interlinked. **Self-direction is the learning product of learning to learn competence.** If the individual has this competence and the preconditions for youth citizenship are fulfilled (see *Chapter 1 - Preconditions to Youth Citizenship*), the youngster has conditions to enjoy self-direction throughout compulsory education. Conversely, it will always depend either on content imposed by curriculum and teachers, or the difference between resources needed to complete learning processes and resources provided and available to reach that learning outcome.

At times, self-direction in the school context demands creativity in dealing with available resources and reaching those in need. Many times in the school, materials are not available, and students together with other members of school community may have to reuse existing, fundraise new or adjust the approach with another type of resource that is promptly available.

The teachers being aware of collective and individual learning preferences can also reinforce co-creation of learning environment optimising resources and adapt the methodology to the learning styles of their students²¹. Appropriating a methodology is gradual and iterative. Both the individual and the teacher, in this case, need to be aware of how learning occurred/s, why it occurred/s, and what stimulates/ed it. It is more than goodwill and responsibility, it is about taking ownership and dealing with unexpected situations in the best common way.

Finally, learning to learn in the school context as a reflection on active learning, when the student has the awareness towards one's learner identity, is incentivised by:

/ Established relationship with other members of the same context (e.g. school) based on mutual trust, openness, understanding and learning;

/ Time and space to share one's reflection, in order to debrief learning processes and to be able to conceptualise learning outcomes with the collective support and feedback;

²¹ There are various existing theories that define concepts such as learning styles and preferences of learning, however, in regards to this thesis, they will not be fully addressed. In **Part 3**, that describes the methodology of the project, the learning preferences will be addressed without theoretical boundaries through reflection of conducted fieldwork and levels of understanding of individuals.

/Trained educators that know how to guide learner in a non-intrusive way (coaching) to reach by oneself the conclusions of what happened in the process and how one learnt in that process, what one likes about learning and what kind of learning is more effective. Each educator needs to remember that oneself is also a learner (Taylor & Kloosterman, 2010) who was/is in a similar position.

Learning to learn in the school context is a situated cognitive and sociocultural process. By default individual endeavours to share, evaluate and discuss one's knowledge with others. Perception of learner may profoundly change in communication with other. Simply, by self-directing oneself without an influence of the context and community, one risks staying unaware of one's competences and lack of the same, just because it hasn't been challenged through educational situations, critical feedback and different perspective on the same matter. Therefore, it is important to learn how to learn in collaboration with others, so one can allow others to show the characteristics of one's learner identity that oneself wouldn't reach without needed support. The most common reasons why people learn together according to Taylor & Kloosterman (2012) are shown in *Figure 15*.



Figure 15. Defining learning with others (Taylor & Kloosterman, 2012)

In practice, this means what Vygotsky calls Zone of Proximal Development (Vygotsky, 1978, p 86):

[...] the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers.

The students of Miragaia expressed their interest in learning with and from others so

they could collaborate and work with familiar (friends) and new people (from another school), while stressing that their actual main interests were to participate for the purpose of fun and new perspectives. The students are not being challenged to reflect upon their learner identities. They are not being asked to work on its construction and place foundations so later in adulthood to be able to adapt or/and organise the environment according to their needs. With the lack of time and space to its dedication, in Miragaia individuals are left to a partial collection of their identity building. In case they are more aware of who they are, and where and why they want to go to school (intrinsic and extrinsic motivational drivers), they might be more open to proactively made self-inquiry for their self-development. Otherwise, many individuals feel incapable because they don't reach the level of autonomy of their decision-making processes and they are not ready to decide what they want to do afterwards, following once they conclude the primary cycle of formal education.

Learning to learn is as important for self-determination and lifelong learning (ongoing self-directed learning) as for youth policy lobbying and policy creation. Many investments have been made to foster youngsters capacity-building opportunities through various educational programmes, containing both formal and non-formal educational contexts. It was and still is, implemented as an investment in youth education. Social demand for learners knowing how to learn as experts of their own learning, claiming one's self-determination is something that public institutions would like to see in their context. For example, the competence of knowing how to learn in a self-directed way can be crucial to somebody's employment skills, openness to change and transformation to one's higher levels of performance.

Summary

Active citizenship is presented as active learning practice in which young people are preparing themselves as lifelong learners who acquire a certain set of skills along the development path which encourages them to act accordingly to their needs, as one of the collective to which they belong to. Learners need to become aware of one's learner identity and increase their understanding of how they learn. This implies not only cognitive or behavioural efforts but also social. Youngsters have strong cultural backgrounds that come from different circles of family, friends and school.

To clarify, formal education has a responsibility to foster construction of learners' identities and to create conditions for students to experience their learning and learning to learn. Yet, through national and regional strategies, mentioned at the beginning of this chapter, mostly it is mentioned the pertinence of lifelong learning and learning to learn, while the learner identity and capacity-building of individuals to become more self-aware and raise self-knowledge until they reach self-determination is ignored. There is a gap between the strategy of learning to learn and what is implemented in practice. This thesis aims to address this gap by applying codesign as a tool and systematic organisation of learning.

The following chapter reflects upon a learner and one's establishments of connections and intergenerational relationships through the process of co-creation/codesign.

Chapter 3:

Codesign in active learning, in active citizenship

Introduction

School as a setting is composed of people, cultures, curricula and tools conducted by values, principles and educational approaches, and as such it is complex designed learning system that consists of:

- / Student and one's learner identity;
- / Learning opportunities and processes;
- / Learning environment;
- / School community members and teachers' competency;
- / Adult-youngster collaboration.

The aforementioned division goes in line with the authors Placklé, Könings, Jacquet, Libotton, van Merriënboer & Engels (2017) who suggest student-design orientation to learning and teaching in a school system, based on few principles:

- / Challenging and authentic learning environments;
- / Opportunities for the development of the key competences;
- / Adaptive learning support that teachers aim to offer;
- / Positive and safe learning community in which former three principles are embedded.

How these principles can be applied in the formal education system through codesign? What is the connection between the designed learning environment and its learning opportunities? What are tangible and intangible designed things that may be found in the school context? How are youngsters included in the codesigning learning or/and educational activities? These are some of the questions that are going to be tackled in this chapter.

Shernoff, Csikszentmihalyi, Schneider & Shernoff (2014) stress that the levels of student engagement in the learning environment are associated with the principles that define that learning environment.

The discussion is oriented towards design which is concerned with an approach to working with youngsters on designing their learning environments within school

context (participatory design, codesign/collaborative design, social design) and design that is about organising and implementing learning processes (instructional design, meta-design, learner-centered design, learning design) through designing collaborative learning environment.

In this section, I would like to reflect on how codesign projects are initiated regards collaboration with youth and democratic practice and therefore try to map the existing cases that are based on relating youngsters' codesign with participation, empowerment and citizenship concepts. Hence, the idea is to map existing cases in which codesign has contributed to the awareness of learning processes and learner identity.

In addition, it is necessary to frame certain aspects of learning in the school context. Firstly, the relationship between youth engagement and empowerment to codesigning of learning processes is going to be addressed. Secondly, there will be discussion focused on the aspects of designing the learning environment in which learner is located and asked to learn. Finally, the engaging and inclusive formats that support learner-centred co-creation of the learning processes in which mutual empowerment is possible. *The Part 2 - Staging an Active Citizenship Framework: Active Learner, Active Citizen* of the thesis will further speak of organisation and implementation of learning processes together with youngsters through a deconstruction of specific dimensions as the key concepts of the learning framework based on co-creation.

Engaging youngsters into codesign process

Historically, children and youngsters have been included in the participatory urban planning of their cities, starting in the 1970s through Kevin Lynch's (1977) *Growing Up in Cities* project. The minors had an opportunity to assess their circumstances, to define priorities of addressing issues, as to contribute with ideas on how their lives could be improved in intergenerational and inter-sectoral community partnerships.

Their participation has extended to other countries in the 1990s (Chawla, 2002; Derr, 2013) through a joint initiative with UNESCO's *MOST* programme (*Management of Social Transformations Programme*). This is a global endeavour conducted with many municipalities, child advocates and urban planners who are eager to incorporate the voices of minors and develop more responsive urban policies and practice ('Child-Friendly Cities', UNICEF. Retrieved 26.12.2017.).

Subsequently, collaboration in design practice with children and minors became reality in the mid-1990s when Allison Druin invited children-youngsters to become design partners in the *Kidsteam* project based on cooperative enquiry highly related to the design of technologies. This type of intergenerational collaboration is sustainable and ongoing and the minors have contributed to building ideas and prototyping techniques that may support advancements in learning.

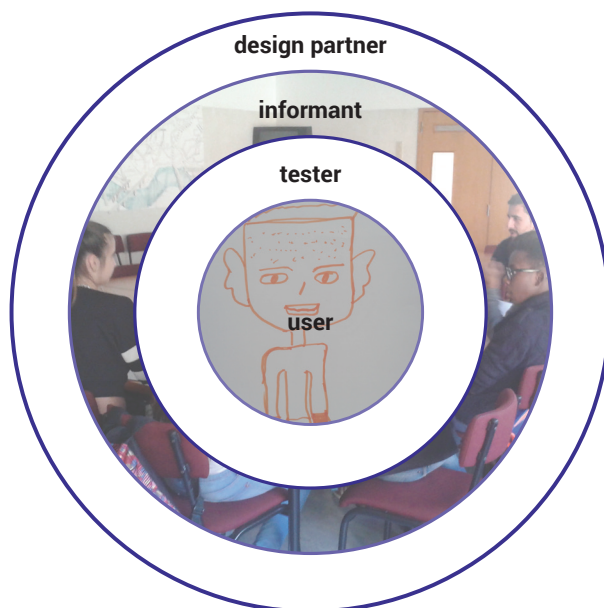


Figure 16. The role of children in the Design of New Technology (Druin, 2002).

Today there are many projects targeting youngsters that are either design-based or conducted through the design of socio-cultural and socio-economic value. According to Mazzone, Read, & Beale (2008), there were more studies with children between the ages of 7 and 11 years old than with youngsters between 12 and 16 years old.

Druin's onion model of possible child-youngster engagement (2002) is a good example of the roles children-youngsters may have in a design process (*Figure 16*). As described by the author, the roles are levelled by the engagement in decision-making and defined through the parameters such as knowing what is the objective of the design process and what is the expected children engagement.

For example, the users are considered to be children-youngsters who can contribute to the research and development process of design by using the product/service in question, so the researcher adults can observe the interaction. Their goal is to understand the impact one product/service has on the users.

Secondly, the testers are the users who test product/service in the ongoing process, while research adults are enhancing its properties and moreover, when the product/service is designed, to validate its functionality. Thirdly, in the role of informant, the children-youngsters may have an active role throughout different stages of design process, based on the moment when researchers find their inputs and feedback are needed and meaningful. Finally, the role of a design partner, as children-youngsters enjoy the highest recognition as stakeholders in the design process from the beginning until the end.

The author explains that the role of design partner recognises children-youngsters as equal stakeholders in the project and as such, children-youngsters can contribute to the process 'in ways that are appropriate for children and the process' (Druin, 2002).

For example, while in the process of designing product/service for and with children-youngsters as design partners, it is possible for the children-youngsters to experience the role of a user, tester and informant as the development milestones and objectives. Conversely, the authors Scaife and Rogers (1999) claim that children-youngsters cannot be on the equal level of participation and power-sharing because of their limitations of knowledge, experience and availability. On the other hand, Greenbum and Kyng (1991) address this challenge by stressing that meaningful participation of users/partners in the process demands both capacity-building and active collaboration, oppose to token representation.

While agreeing that participation level and active engagement may diverse depending on the level of motivation and interest in the collaborative project, the power-sharing shouldn't become a question in these kind of adult-young relationship if true active citizenship is the main goal (highest levels of meaningful involvement, youth empowerment process and power-sharing based also on equity).

Recently, the newest upgrade of this model was implemented by Iversen, Smith and Dindler (2017) when they united union model with Dorn's (2016) perspective of differing **co-researcher** from design partner as a next level and contributed with the role of a **protagonist** as a youngster-centered way of collaborating with children and youngsters in design process. In relation to the thesis, the protagonist role is the one of authorship and autonomy, as self-empowering. According to the authors, the term protagonist signifies dualistic sense. Firstly, it relates to recognition of children and youngsters as the main agents in design processes with authentic design problems. Secondly, the role suggests that youngsters have the opportunity to self-empower their competences in designing and reflecting on design, so they can make informed decisions in future about the subject-matter in question (e.g. use of technology).

This process of role enhancement is based on defining three dimensions that further explain each role, and they are:

/ The objective of participation;

/ Participatory process;

/ Outcomes measured from participation.

The biggest difference between design partner role and co-researcher is that the children-youngsters as design partners are mostly working in controlled environments - laboratories - to construct new technologies, while co-researchers are being contextualised in familiar environment, surrounded by familiar peers whose habits and culture they investigate (being at the same time researcher, participant observer and participant-user). Hence, the co-researchers have the freedom to organise and arrange investigation upon their peers which leads to enriching collected data and knowledge co-production about the environment in which they are situated.

The difference between the 'child as protagonist' role and others is in the process- and competency-oriented goal rather than a tangible outcome-oriented goal.

Children-youngsters may develop their design competences and abilities to reflect on the role of subject-matter, rather than focusing on the quality of the tangible outcome (Iversen, Smith & Dindler, 2017). The authors affirm that the desired outcome is not of a good product but the extent to which children-youngsters have been developing their insights into subject-matter and enhanced their reflective abilities of the impact subject-matter has in their lives.

To conclude, comparing the levels of participation in the design process through Hart's ladder of participation, it would be clear that co-researcher and protagonist roles provide opportunities for higher engagement as active learners, and that of design partner bring about the initial change when it comes to youngsters' citizenship and contribution to socio-economic advancements.

Intergenerational collaborative design practice

Design-based research and the research through design projects are always initiated by adults or youngsters with an experience. Depending on what and how adults want to collaborate, as the group of authors (Vines, Clarke, Wright, McCarthy and Olivier, 2013) further explains:

[...] we by necessity need to ask questions about the motives of involving people in design —, particularly who initiates participation, and who benefits from it.

Adults are usually the one that initiates the project either through proposal submission for funding or by contacting the schools with proposals to collaborate. Proposals may vary from defined, to semi-defined to open and flexible to change (thematic, but not closed).

In the process of better definition, to have it fully developed with youngsters as partners, it is needed to reach for the target group (children, adolescent, young people) and develop it with them. Sometimes, this is the harder thing to do with minors, because the aim and objectives need to be shown to school administration and parents, in order to receive permission to work with children and minors.

The expectations of the ones that gave permission to work with their students/children is also a risk to be taken into consideration when reframing the project framework in a collaboration with teens and requesting for more open-ended experimentation.

Moreover, the organisation and engagement in the process of adult-initiated activities are always asking more lead from the adults, at least in the beginning. This is somehow the viewpoint of adults that have been present in codesign processes with youngsters as seemingly adults have great challenges in raising awareness and orientation of the youngsters to take ownership and act as socially responsible due to their insecurities and lower level of self-efficacy:

The difference is that participants (minors), while experts in their own experience, often do not recognize their own expertise. Instead, they need to be engaged in a reflection exercise that helps them better understand what knowledge they have and then effectively communicate it (DiSalvo, 2016).

In addition, going back to the empowerment model of intergenerational partnership by Wong, Zimmerman & Parker (2010), it can be recalled that even if adults have initiated the process, the parameters of the programme have to stay open and flexible to change, and transparently presented to youngsters at the beginning of collaboration so they could mold the process, negotiate the aim and objectives. For this to happen, youngsters need to be sensitised and given power by adults first, through establishing trust and shared understandings of what is at stake: the reasoning of why youngsters are in the project, what is in it for them, as far as what exactly their participation is about (what are the consequences for individual and collective).

Working with teenagers as a target group is different than working with children or young people (Iversen, Dindler, & Hansen, 2013). The minors are also in need

to become recognised as capable and successful, to increase dissociation from their parents/guardians (Fitton, Read & Horton, 2013), and receive more recognition from their peers (Iversen, 2014). This is the prevailing motive of youngsters — to be accepted by peers, and it is superior to any other incentive (Iversen, 2014). Thus,

Teens are a very diverse and highly contextualized population that are influenced by a large range of factors, making it very challenging to generalize in terms of their opinions and preference (Fitton, Read & Horton, 2013).

As a consequence of not being fully socially recognised, youngsters may lean towards doubting the projects and ideas behind the proposal given to them. However, if recognised among group and the proposal is presented in a clear way, adolescents proved to be able to understand the context and the social impact of their engagement in research and they can ‘develop their own moral values which they should be able to exercise if appropriate’ (Fitton, Read & Horton, 2013). Frauenberger and colleagues claim that in participatory design projects, children-youngsters need to be evaluated not only in relation to the final outcome but also in relation to established project values, learning outcomes and founded epistemological perspectives (2015). In the process of codesigning with youngsters where youngsters do feel the ownership and sense of belonging, it is very important to respect levels of equity and not only equality. The roles should be divided according to the interests and learning needs, and not by the age differences.

To stress better the features of intergenerational partnership practice in and through design practice the cooperative enquiry, co-research and collaborative design practice will be further examined and discussed in the following section. Subsequently, they will be analysed through the research categories of **goal, methodology, level of power-sharing and participation, youngster’s role, youngster’s profile and local of enquiry**. These categories come from mapping the content of literature review obtained in Chapter 1 and specific cases of these three approaches to intergenerational collaboration.

Cooperative enquiry with youngsters

Under cooperative enquiry is considered a research done with people (Heron, 1996) through the experience of decision-making. Guha, Druin & Fails (2013) state that their application of cooperative enquiry as a model is to be specifically modified for intergenerational design team collaboration with children-youngsters, explained further below (see *Table 3*).

The practitioners of this method state visible challenges in power-sharing and therefore ownership of the design process by youngsters. The authors Guha et al. (2013) also reveal that adult design partners are the ones planning the basic flow of design sessions before and in between the sessions with children-youngsters.

Adults are the ones taking more responsibility in the facilitation of the process that is constructive and efficient. It stays unclear until which point children-youngsters may be autonomous and responsible in general project flow and decision-making processes. The adults claim responsibility since they are the project-initiators and may feel more overwhelmed with possible risks and expectations created upon and within the design

team and their co-production with youngsters.

Table 3. Cooperative enquiry format analysis through research categories

COOPERATIVE ENQUIRY WITH YOUNGSTERS	
(Heron, 1996; Reason & Bradbury, 2001; Guha et al., 2013)	
Goal	Focus on designing new technology; The outcome is tangible and aims at global consumption.
Methodology	Non-formal education methodology is applied, e.g. technique such as the "Bag of Stuff".
Level of power-sharing and participation	Adult-led and facilitated design processes; shared responsibility on equity level, yet decision-making mostly is done by adults, and young people are consulted and informed.
Youngsters' role	Youngsters are invited to support design process by giving ideas and feedback to design team experts, by also conducting some observation on other children-youngsters as users. Yet, I think that even if the authors call youngsters partners, it is more of a long-term consultancy & power with rather than strong ownership and co-creation process.
Youngsters' profile	Young design partners are a diverse group of representatives of the wider target group (youngsters may come from various schools, classes, etc. and they represent their peers who are potential users of new technology being developed).
	Age bracket: 4 - 13 years old (longterm collaboration with 7 - 11 years old)
Local of enquiry	Designing in the controlled laboratory environment; Testing in real context/outdoors;

Taking this model as it is practised in the context of basic education and the school ecosystem, it is visible that while there is some recognition made towards the student-learners, still they are not let to be in charge of the learning content and possibly the main drivers of the process, which leads to observing this more of a teaching opportunity as a transmission. However, if thinking of the original idea of cooperative enquiry, then minors deserve much more recognition and to have the role of equal co-researchers as described in the following subsection.

Co-research with youngsters

According to Doorn who is the promoter of co-research approach, the role of a co-researcher is focused on knowledge production that may eventually draw on the design of new artefacts (2016). The author also uses the clear division of power-sharing between adults and children-youngsters in the process of design, allowing children-youngsters through this new role to own and enrich knowledge production in research through design (see *Table 4*). As Iversen and colleagues (2017) observe, ‘the outcome of this process is a strong conceptual understanding of children’s praxis that can be used to design better products.’

Table 4. Co-research format analysis through research categories

CO-RESEARCH WITH YOUNGSTERS	
(Doorn, 2016)	
Goal	New knowledge that may lead to designing new technology.
Methodology	It borrows from the concepts of participatory action research (Reason & Bradbury, 2001), research through design (Stappers, 2007) and grounded theory (Charmaz, 2003).
Level of power-sharing and participation	Adult-led and co-facilitated design research processes; shared responsibility on equity level where youngsters are invited to own and lead the project components.
Youngsters’ role	Youngsters are invited to support design process by giving ideas and feedback to design team experts, by also conducting some observation on other children-youngsters.
Youngsters’ profile	Co-researchers and participants are children-youngsters who originated from the local of enquiry and they may be acquainted with each other before the project is initiated.
	Age bracket: 6 -13 years old
Local of enquiry	The physical setting is real-life context, either micro (family and friends) or macro (collaborating with other local stakeholders coming from the same city).

The biggest difference between cooperative enquiry and co-research is that children-youngsters who are in the role of co-researcher may actually be conducting project within a familiar real-life context and with familiar target groups — either their peers, friends or acquaintances and they belong to the same subculture, or with their peers’ parents. The aim of this method lies in the learning takeaways from research efforts and less in the design of a product.

The added value of co-researcher in the process is that belongs to the socio-cultural ecosystem and as such, may better understand the perspective of the participants in the process of investigation.

In the school context, the student-learners might enjoy the benefit of researching the content that is instructed by teachers, while having the opportunity to establish critical thinking and discussion in the class, with the peers and the teacher. This would be possible through the method of teaching as a transaction.

Both cooperative enquiry and co-research are done based on initiated and co-facilitated investigation from external members of the design research team.

In the aspect of the school context, this would mean that external factors influence the initial collaborative practice among students-learners and their teachers (granted projects; directives from the hierarchic structure above the administrative school management) and that subject-matter and participatory practice depends on the mutual agreement, openness and availability of the external collaborators.

Collaborative design practice with youngsters

In the participatory design, either the designer-researcher is going to join the existing world of participants-learners or the participants-learners of the project are going to be invited to design laboratory (Iversen & Brodersen, 2008) that will create conditions for transformation of the learning environment. Yet, in both cases, it is a learner-centred conduct and aims at co-creating learning processes driven by youngsters as the main agents-protagonists. Thus, the student-learners are free to be taught by transforming the knowledge and learning by doing; organising their learning by interest through the availability of resources and networks; and understanding better the links between previous and present experiences through self-reflection (*Table 5*).

Table 5. Collaborative design practice format analysis through research categories

COLLABORATIVE DESIGN PRACTICE WITH YOUNGSTERS	
(Iversen et al., 2017)	
Goal	Give people chance to directly co-decide on priorities and accordingly codesign for themselves.
Methodology	Collaboration is founded on a co-creation process in a community of practice that fosters mutual learning, shared expertise and co-decision making: “building on discourse, conflict and negotiation” (Simonsen & Robertson, 2012, p 68).
Level of power-sharing and participation	Strongly relies on power-sharing and through the participation of all stakeholders involved; fosters the values of ‘autonomy, democratic self-realisation, self-organisation and solidarity’ (Simonsen & Robertson, 2012, p 68).
Youngsters’ role	They are in the main role of a protagonist and a learner, being recognised as the co-authors of the learning process and with the power to self-direct their learning according to their needs and interests.

COLLABORATIVE DESIGN PRACTICE WITH YOUNGSTERS

(Iversen et al., 2017)

Youngsters' profile	Co-researchers and participants are children-youngsters who originated from the local of enquiry and they may be acquainted with each other before the project is initiated.
	Age bracket: 12-16 years old
Local of enquiry	The physical setting is real-life context, either micro (family and friends) or macro (collaborating with other local stakeholders coming from the same city).

In this sense, the biggest difference between cooperative enquiry and collaborative practice is of a bottom-up approach where youngsters are recognised as equal citizens who may explore and come up with the new concepts and artefacts, not be overwhelmed with productivity but rather with reflection and critique of their thinking process through doing.

Also, when observing co-research approach and the collaborative practice, it is clear that in co-research youngsters may be given power/empowered (as in cooperative enquiry), given the chance to orient and conduct the process (working with peers on their own initiative) but they are not given the chance to aim at production of knowledge coming from their needs, but the needs of their group in general.

Therefore, it is believed through this project experience that conditions for youngsters' (self)empowerment are given through sincere collaborative design practice in which plurality and conflicts exist and are accepted in the process of intergenerational partnerships.

This section was to explain youngsters engagement in design process founded on power sharing and participatory and collective empowerment opportunities. Further, there is a need to explain the environment in which this engagement is possible as the formats in which their involvement supports the design of learning processes.

Designing learning environment

Designed learning environments can form a physical setting that may or may not foster collaboration and communication; as the systems design and implemented designed strategies of organising and conducting established learning practice as an educational approach; and designed relationships and senses of power and ownership that may foster interconnectedness and sense of belonging as a cultural dimension of the school community.

The quality of the learning environment is important because it may influence learners'

motivation to learn, the individual/collective wellbeing, ownership and sense of belonging. According to Könings, Brand-Gruwel, & van Merriënboer (2008; 2013), the students' perceptions of designed instructions (suggestions, directives) are crucial for determining their learning behaviour and the effectiveness of the learning environment. Thus, the aforementioned authors enlist five main characteristics of the effective learning environment that should be met:

/ Learning environment should contain challenging and realistic learning tasks;

/ Learning is directed towards an active process of sensemaking of the subject matter and creating mental models that can be useful in new problem situations;

/ Self-directed and autonomous way of learning and thinking is gradual transfer of the responsibility from an instructional agent to the student-learner;

/ Through the opportunity of collaboration and group work, the students enjoy active and constructive role in the learning process;

/ Learning goals and objectives are clear as they navigate the learning strategies.

From a participatory design perspective and not only, each school ecosystem should stress the educational value and reconsider the perspectives from inside-out and look through the eyes of the people that the school community consists of, and worry less about school as a public institution adapting to the general standards and objectified representation of the formal system.

In addition, from (co)design perspective, it is curious phenomena to understand why there is so much negligence from the school community of how designed things influence the wellbeing of the community members?

Consequently, three dimensions of constructing the learning environment will be discussed: physical setting, culture and approaches.

Codesigning learning environment as a physical setting

What is usually the physical setting and division of spaces in a public school? What is the division like in Miragaia school? How does the intergenerational conviviality happen? How the designed spaces encourage interaction in leisure time?

Many public schools in Portugal still use the traditionally designed formats of physical space that doesn't foster the reciprocity between teachers and students inside and outside of the classroom. The most of educational activities usually happen in traditional classrooms, however occasionally the class is implemented in another kind of classroom format - workshop, gym, outdoor yard, garden etc.

Inside Miragaia school, there is usually the space meant for conviviality in the intervals, but the one is mostly occupied by the students, while the teachers are either in their teacher's room or in the open but isolated part with movement restriction for their students. The indoor places where students and teachers may informally meet are the canteen, hallways, mediation room and the library. The aforementioned indoor spaces might be co-shared among teachers and students. The other possibility is outdoor, that

is mostly inhabited by the students in their playtime. The division is always present in the design of the school space.

The culture being fostered through observed design speaks of these events and habits as a regular thing. Neither teachers or students worry too much about having more space for intergenerational conviviality. The doubt of enquiry whether or not one should intervene and work on social transformation in this context for the sake of intergenerational dialogue in the school community is something I have been asking to myself as a social codesigner.

It is understandable that teachers want some space for silencing their mind and regaining the energy because the teacher's work is very demanding and exhausting — being mentally and physically fit to facilitate learning and respond to all bureaucratic requests that formal system demands. Youngsters urge for play and informal conversations in a free way, away from the authority of adults.

Still, what would happen if the concentrated efforts given by the class units could be dispersed throughout united efforts of teachers working with the same students, combining learning units together throughout the working school hours in a more transdisciplinary way? It is clear that physical designed setting dictates the certain way of movement, collaboration and learning.

Being able to co-create open learning environment throughout all designed space of the school, and beyond, within the local community in which school is contextualised, would be possibly more engaging and motivating environment for all actors involved. Teachers wouldn't feel overwhelmed since they wouldn't have to pursue all the agendas student-related only at the specific times and alone, but the engagement would be balanced and supported by other teachers and students themselves, and by the infrastructure of the school context. In traditional school setting and conduct, often the teachers are working in their bubbles (subject programme, individual organisation of the events and decision-making) and even if they collaborate with other teachers it is based on asking for support in the specific actions (informing students about something, substituting each other, using each others class to wrap-up some content that they are missing, among other things).

The first step of overcoming less inclusive and pluralistic partnerships in the school system is actually adjusting designed of the physical setting to comply with the principles and values of collaboration.

Codesigning learning environment as culture

The organisational and working culture of the school context is being dictated by intergenerational relationships and hierarchical order. When thinking of the school spaces as learning environments, it may be visible the intergenerational differences between members of the community, their roles and senses of belonging.

What is the culture in which youngsters are being driven to and what is their contribution? How are they valued in general?

For the thesis, the most important content is related to responsibilities and duties of the student within a school system, such as collaboration, social responsibility, empathy

and solidarity, as much as individual self-growth and learner's identity. The question is how these duties and responsibilities may be embedded into the practice of more pluralistic structure? Thus, everyday culture amongst students and their own 'likes, dislikes, curiosities and needs that are not the same as their parents or teachers' (Druin 2002) is something that always depends as much as on each school ecosystem as much as on the family culture from which each learner comes from.

Könings and colleagues (2013) stress that students' views are largely acknowledged but not yet incorporated in designing daily instructional practices. Parnell, Cave & Torrington (2008) add examples when schools have initial fear of engaging students in the design process for the variety of reasons, such as the one of not knowing how to engage all the children in the open-ended process and not knowing where it would take them, considerably questioning the control they would have. Moreover, the authors (Parnell et al., 2008) stress:

Accommodating the unpredictable nature of design and construction into largely predefined school learning frameworks represents a significant challenge and potential clash of cultures. Building a culture of involvement, pupil's voice and even shared decision making may also take a long time in settings where this had not been the norm.

Consequently, this challenging transformation of the culture in a direction mentioned above is tackled in many public discussions, debates and pilot projects in Portugal, but at the same time, mechanisms to approach the topic through long-term action are limited by the lack of competency of the school unit who should self-organise and pursue to implement such strategies.

I believe that design is the important vehicle to start the discussion, organise the intergenerational group and establish more collaborative conditions to organise learning of young individuals. However, the learning environment as culture is the very much organic thing that is always transforming and performing an extensive number of possibilities. The people within school community need to be ready to open themselves for experimentation and try different approaches since each person engaged will bring genuine cultural influence, and in total, the culture of all will be ever changing and not possible to repeat with other school community members.

Codesigning learning environment as an educational approach

Consequently, from the perspective of this project and of what is being advocated, learning environment as an educational approach should consist of:

/ Active learning approach;

/ Learner-centered approach;

/ Teaching as transformation approach;

/ Education for, in and as citizenship approach;

/ Learning through co-creation approach based on real-life challenges.

All these approaches are content and context related and applied in a construction of learning environments through the learning design. Learning design describes in detail the educational process, a teaching/learning experience as a ‘pedagogical scenario that may or not follow instructional design model’ (‘EduTech Wiki’, retrieved 13.08.2017.). Thus,

It provides conceptual and technical tools to describe who is involved in a learning activity, what resources are required for the activity, how the activity is conducted, and most importantly, how a collection of activities are structured into a Learning Design (also called a unit of learning, sequence of learning activities, digital lesson plan, etc) (‘EduTech Wiki’, retrieved August 13th, 2017.).

There are design methodologies for the learning design, such as meta-design, instructional design, design-based learning, design thinking, universal design for learning.

Meta-design

Meta-design may be defined as a design methodology for co-creating learning environments in which learners are able to identify, explore and reassess their socio-economic needs throughout the time, and act as codesigners that can learn how to change their daily environment accordingly when needed¹. Do these needs may be enquired through designing learning design? In which stage the needs may be visible to the designing team that designs their learning process? Fischer (2003) underlines that

[...]problems cannot be completely anticipated at design time (when the system is developed), users at use time will discover mismatches between their problems and the support a system provides.

According to Wood (2007), meta-designers may catalyse change at a behavioural level which is particularly relevant when thinking that for each social transformation or redesign it is first necessary to change the collective mindset or the individual behavioural component in order for individual/collective to address the challenge from another perspective. To conclude, the most important quality of meta-design for formal education system may be its ability to establish design practice in which the formal education system may redesign itself, as a self-transformative practice.

Instructional design

Instructional design that aims at structuring the learner’s involvement with knowledge while practising critical thinking which will allow one to embrace new knowledge as their own is known as learning design (Koper, 2006; Laurillard, 2013).

Instructional design in this form fosters construction of the learning environment ‘by means of well-designed teaching materials and the social conditions in such a way that intended processes of learning are initiated and facilitated’ (Seel, Lehmann, Blumschein & Podolskiy, 2017, p4).

Nowadays, instructional design places emphasis on the learner (teaching as transformation and transaction) and goes beyond traditional forms (teaching as transmission) (Reiser & Dempsey, 2012). Consequently, the instructional design may be used as a reference and template in development of the curricula and lessons, in which

¹ The definition is inspired by the definition of meta-design provided by Boulder and Fisher (2012) who tackle meta-design environments co-created with users to support sustainable energy.

it aims at improvements of learning and sensitisation of a learner's self-motivation and disposition to new subject-matters (Seel et al., 2017, p1). In its application, one of the criteria is to organise learning units with knowing beforehand what are the learning needs of the individual and the group.

Design-based learning

In 1980s Doreen Nelson pioneered this approach when her findings suggested that learning as a kinesthetic problem-solving supports students to acquire, retain and synthesize practically information in the primary and the secondary formal education ('About Doreen, Cal Poly Pomona.' Retrieved March 16th, 2017.). This is the multidisciplinary approach to learning and organising educational activities, and as such, it is based not only on problem-based learning but also through project-based learning.

Design thinking

Design thinking is another specific pedagogical approach applied in education through a project-based learning process. In the primary and secondary formal education, design thinking fosters mastering *21st-century skills* such as creativity, critical thinking, problem-solving and collaboration, among others (Carroll, Goldman, Britos, Koh, Royalty & Hornstein, 2010).

It is mostly based on an iterative process of production and it aims at establishing a structural organisation of reaching those tangible outcomes rather than be concerned with a process because of the process itself. Subsequently, observing an application of design thinking in the construction of learning environment, design thinking would be the most concerned in bridging school system and community with external stakeholders (possible companies that could contribute) to construct learning environment as a physical setting that corresponds to criteria of open and safe space to learn. Thus, it is also about creating a culture that is more nurturing skills and adult - youngster partnerships in relation to their profession while building perspectives of entrepreneurship and future work. It is a limited approach to other kinds of possibilities, of learning preferences and needs.

Universal design for learning

Universal design for learning is an approach to learning in which learners' learning differences (Rose & Mayer, 2002) are respected and taken into consideration. It works on the principle of universality that can accommodate the curriculum to all students' learning preference (Burgstahler, 2011) and as such, overcoming cognitive, physical, intellectual and organisational barriers in the learning.

The methodology of the learning design dictates the format of the educational/learning activity. In the following subsection, the labs as learning formats are going to be introduced to the concept of formal education.

Codesign lab as a format for the learning environment

Laboratory education as an approach has been around for more than a half of a century. It aims at tackling complex human relationships and challenges (Argyris, 1967). John Dewey and Kurt Lewin pioneered the concept and in the 1960s it was widely discussed how this kind of approach to education can actually reinforce the learning capabilities by encouraging ownership of the responsibility by providing students with a greater

control and direction. Thus, another aspect of such an approach is that builds upon the social system in which the human growth is possible, by also looking at the nature of the human personality, both in the group relationships and as the individual dispositions (Argyris, 1967, p 154).

The example to describe better this perspective is the *School as a Laboratory of Education* - from Dewey's Laboratory School at the University of Chicago (1896-1904). Through his work, Dewey proposed to teachers just general suggestions and principles apply when constructing their innovative curricula, based on psychological, sociological and logical components. While the psychological component was focused on attaining the attention of the student (natural impulses and interests); the sociological aspect was about supporting students to learn about social practices and taking part in the social system; and the logical component was about encouraging students to apply methods and know-how abilities when contributing to development of the society².

According to Deweyan theorist Michael Knoll³, Dewey encountered four different interests that children possessed:

/ The interest to communicate and discuss;

/ The interest to make and construct;

/ The interest to explore and discover;

/ The interest to express themselves in an artistic way and to self-realisation.

This was the initial stance from since, the laboratories have been used as a favoured format and a 'vehicle for change' (Binder et al., 2011) in science and technology studies. Nowadays, laboratories or shorter labs have been applied as a common educational platform, social network or practice-based research in areas of education, industry, everyday politics and in building social organizations and infrastructure. Therefore, the basic division of the labs would be according to their area of interest and approach:

/ Laboratories that are designed to answer certain practices (e.g. science labs; engineering labs);

/ Laboratories that are designed and apply design practice in their organizational structure (e.g. design education, practical work with students);

/ Laboratories that are short-term gatherings and aim to apply design practice as a tool for its implementation (e.g. Futureplaces citizen labs);

/ Laboratories that are ongoing platforms/networks created to fulfil a shared goal of fabrication (e.g. fablabs - platforms for designed workshop with production unit, varying from digital to manual work);

/ Laboratories that are ongoing platforms/networks without beginning or end, which co-exist in everyday life (e.g. formal education system in which laboratories may bring change to the practice and practice will continue with or without facilitation/interaction of external members such as a codesigner).

^{2,2} Dr Michael Knoll is a Deweyan theorist whose website was used as a reference "Mi-Knoll.de" . Retrieved August 8th, 2017.

Additionally, Binder and his colleagues (2011) refer to a codesign lab structure as something different than a method, workshop, studio or another familiar format. The authors refer to the lab as a wider framework for cooperative enquiry composed of the ethnographic fieldwork, workshops and follow-up collaborative events. Subsequently,

Each event can be understood as a lens where participants with different expertise, interests and roles co-create new possible futures (Brandt, 2001).

Clearly, the focus of this thesis is to embrace codesign laboratories as the predisposition for a democratic and collaborative practice, along with ongoing networking and application of the negotiation processes among all actors involved.

As such, the lab as a format and an educational approach of a controlled learning environment, like a classroom in the school context, is providing with an understanding of the everyday practice (Wenger, 1998) and the opportunity to not only experiment but also discover ‘present and future explorations’ and application of the outcomes created within design space (Halse, 2008).

For this thesis, looking from Halse’s perspective, it is interesting to observe how codesign experiments are embedded into the laboratory practice and how do they foster probing of those practices in everyday life. In the school context, I see two possibilities of implementing democratic laboratory education:

/ Short-term laboratory through a practice-based project where codesign may be applied as a tool;

/ Long-term laboratory organised to foster learning through participatory design principles and approaches as an alternative to the formal education system, observing school ecosystem as a living lab in which everything is negotiated and co-created.

The latter is very much connected to the concept of living labs, which Bergvall-Kåreborn, Eriksson, Ståhlbröst & Svensson (2009) define as:

A Living Lab is a user-centric innovation milieu built on every-day practice and research, with an approach that facilitates user influence in open and distributed innovation processes engaging all relevant partners in real-life contexts, aiming to create sustainable values.

In real life, the process of negotiation is always present and all actors involved have their personal agendas. I consider that both short-term and long-term democratic laboratories may be designed and implemented in the school context, depending on the conditions created for this kind of change within the system with constant iteration and needed refinement. Yet, to transform the school into the innovative learning environment it means not only to have democratic processes established (meaningful youth participation and youth self-empowerment) but also to open the school for external collaboration in the area of education, business and social capital.

To conclude, this is the example from which it can be observed that these processes of designing and being designed are related to at least two crucial conditions.

The first condition is of school community members having the right to co-decide about the space organisation in order to become more participative. And as for the second, the need for sensitisation of the school community regards their right to adapt, adjust and transform the learning environment in the way it suits the effectiveness of collective learning among their community members (adults and youngsters).

Summary

This chapter served to unmask the contribution codesign might have in designing learning environments, educational activities and even intergenerational relationships. While youngsters are being recognised as protagonist, authors of their lives, youngsters should be more encouraged to learn how to apply codesign in designing their learning environments and their learning activities. The schools have already certain levels of autonomy⁴ in strategic, pedagogical, administrative, financial and organizational management, yet, they lack the seizing of this opportunity to raise the quality of education service to a higher level by also extending their capacities in organising the physical and mental space to be more supportive, motivating and convivial. It is believed this is possible only if the voices of all members are included in the process of sensitisation, and later in the planning.

⁴ The school autonomy regime described in *Decreto-Lei n.º 115 - A/98, de 4 de Maio* .



Photo courtesy of Olga Glumac.

PART 2/ Staging an active citizenship framework: active learner, active citizen

The first part of this thesis was about deconstructing the complexity of the concept of youth citizenship; drawing attention to how youngsters learn and what do they learn in primary compulsory education; and finally, looking at the relationship between design and education system on a more general level, as codesign and learning processes on a more specific level. Principally, it was about building a foundation to promote learning to learn and social and civic competence as complementary concepts that are highly relevant to learning outcomes of compulsory formal education.

To iterate, if active citizenship is observed from an individual perspective, one must argue that for a learner to participate and to become an active citizen, the learner needs to see the value, possibility of recognition, and sense of belonging to something bigger than oneself, for one to be connected to it. How can a learner do that if one doesn't truly understand oneself? To become active in learning about oneself (the process of self-discovery: self-awareness and self-knowledge, self-regulation to self-determination and self-realisation) either alone or in collaboration with others, it is a perpetual process that is highly relevant for the active citizenship. Only if we try to know and understand ourselves, our actions and the impact they have on us and others, we can claim to be active learners and active citizens at the same time.

That is why the question here is not about how an active citizen is an active learner, but the opposite: When is an active learner an active citizen?

Whilst attending compulsory formal education, one's duties and rights are first to understand oneself and comprehend the world through oneself, because any which way it is bound to happen, since we are situated in a context that is always directly and indirectly compromised by external influences (people, culture, geographic location, social demands, among many other things). I think we can more easily mirror our change through the change of our environment, but not as easily get to know and accept ourselves for who we are and what we want to become, regardless of the context. Hence, that is why to approach active citizenship we need to approach individual active learning (similar concepts: expert learning, self-regulated learning, strategic learning, lifelong learning), by always recognising what the formal system of the basic education fails to implement in practice — to actually build autonomous citizens through allowing them to get to know themselves and be, firstly, good with who they are, and what they want to become, so they can accomplish sense of self-efficacy, and self-determination in the nearest future, again, regardless of the context in which they are situated.

Finally, I think that active learner as the active citizen co-exists at the same time with an active citizen as the active learner, being the ‘two opposites of the same coin’ (Hoskins and Crick, 2010). And this is exactly the hypothesis under which the Learning Framework in Active Citizenship: Active Learner is an Active Citizen has been founded on.

Was the learning framework just a lonesome attempt to arrange the data collected from an empirical work? By analysing and looking at how to adjust ongoing fieldwork to the existing frameworks for active citizenship, and how to apply those frameworks into future fieldwork, I realised that none of them was completely based on the aforementioned hypothesis. Instead, they were led by the practice of co-creation, with set methods, tools and techniques; looking at the key competences, themes and terminology from top-down rather than bottom-up understanding.

In the following chapter the existing frameworks will be addressed and discussed, while the *Learning Framework in Active Citizenship: Active Learner is an Active Citizen* shall be demonstrated and evaluated in the chapters afterwards.

Chapter 4: Conceptual and curriculum models as the references for Portuguese citizenship education

Introduction

This chapter is dedicated to encountering and evaluating theoretical bridges between the main conceptual foundations formed in this thesis together with the existing curricular models which are implemented through the national curriculum in Portugal, and the conceptual frameworks that are based on the structure of key competences and dimensions of active citizenship.

Active citizenship frameworks in Portugal

Considering that the schools in Portugal have an autonomy in implementing CE agenda in their curriculum according to the needs and the interests of the school community and youngsters in particular, there is usually a set of recommendations that comes either as a proposal of the programme, or as a framework or model of competences that can be used as a guideline for designing and implementing educational activities.

Firstly, the three frameworks will be presented and analysed individually (from 2010 - 2017)¹. Secondly, they will be cross-referenced for the final analysis to complement the state of art on the existing work. Finally, the takeaways will be provided in a form of possibilities for new perspectives in school contexts and the role of formal education in active citizenship practice.

Dimensions of active citizenship

Some of the efforts mentioned in the previous section on CE have already been acknowledged and assessed in 2010 in Portugal, when a group of experts was invited by the Portuguese Ministry of Education and Science to construct and present an education curriculum for active citizenship aiming at defining a framework of students' competences established by concluding their basic and secondary education. The set of criteria for the proposal was to make a design in a way that corresponds to the organisational school setting so that it can be implemented transdisciplinary in other existing disciplines and extracurricular activities, and disciplinary in the class of civic education.

Accordingly, Santos and colleagues (2011) defined the citizenship concept based on

¹ There is no track to the previous editions of the proposals on the official website www.dge.mec.pt/estrategia-nacional-de-educacao-para-cidadania

three dimensions:

/Citizenship as a principle of political legitimacy;

/Citizenship as a construction of identity;

/Citizenship as a set of values.

The first dimension is about political literacy and legal relationship between citizen and a state (and not only - e.g. EU) governed by certain rights and duties. The second focuses on the social identity — the sense of belonging and the membership within the community with specific characteristics (language, culture, values, tradition, among others). The third dimension implies the values, attitude and behaviours that are expected from a ‘good citizen’. Conversely, the implication of a citizenship dimension as a uniform set of values, attitudes and behaviours that, being imposed through education will construct ‘good citizens’, directly conflicts the ideals of democracy and pluralism (Santos et al., 2011).

By standing up for democracy with the pluralistic system, the authors advocate for CE which focuses on defending the people’s dignity, their right for personal development, and combats of all forms of discrimination, fight for social justice and equality. In addition, the authors seemed especially concerned with the high percentage of immigration, advocating for the schools to invest efforts and promote intercultural learning and dialogue, to encourage youngsters to recognise the values of diversity and apply them in daily practice. In this way, the co-creators of the framework (Santos et al., 2011) have listed three main learning establishments in their curriculum guidelines:

/Key learning processes in the self-development of a young individual;

/Nuclear areas in which a youngster should develop competences as a citizen in a democratic society;

/Expected learning outcomes after each cycle of formal education (see *Figure 17*).

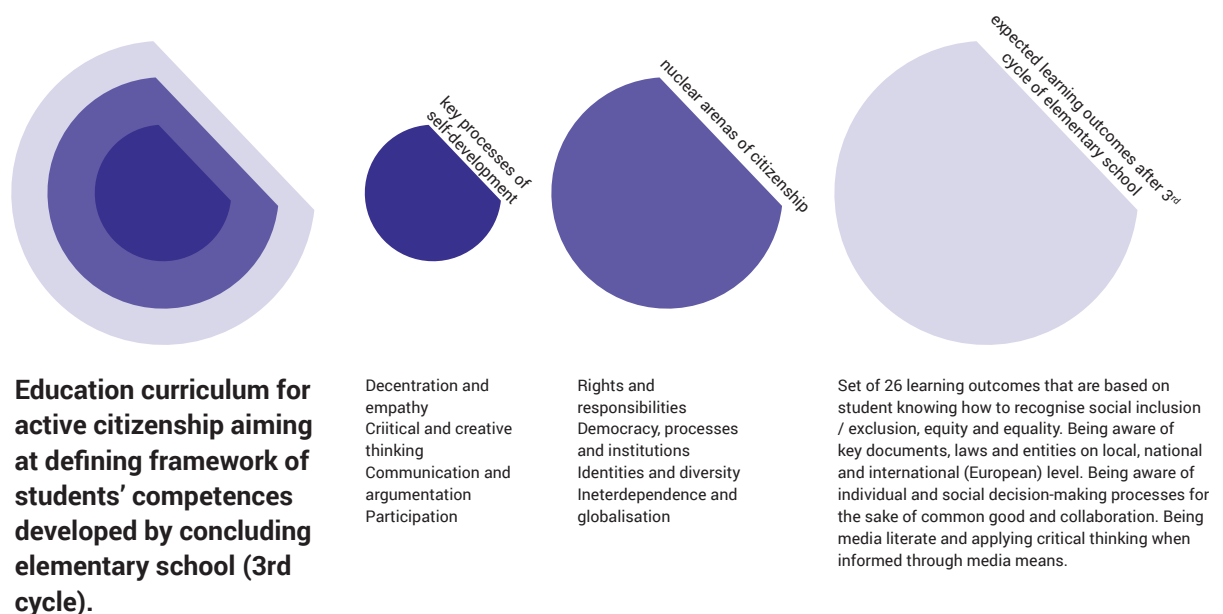


Figure 17. Education curriculum for active citizenship proposal by Santos et al. (2011)

Considering the age of the target group for this thesis, the third learning establishment is being presented with the set of competences to be acquired by the conclusion of the third cycle of the school of the second and third cycle of basic education.

In *Figure 17*, the first two establishments have categories under which the specific learning outcomes are counted and expected to be accomplished by concluding secondary education, while the last one is already categorized under conclusion of the third cycle of the basic education and counts 26 learning outcomes.

To give a concrete example I will address the first establishment key processes under the category of participation where the learning outcomes are listed as:

Student acknowledges that can influence the decision-making processes, individually and collectively, through various forms of participation.

Student participates in decisions of its concern and its life contexts.

Student demonstrates concern for others and for common good.

Student applies rules of democratic debate and democratic decision-making tools.

Student participates democratically, particularly on behalf of others or when represented by others.

Student participates in cultural exchange experiences, work in school and community service and reflects on them, becoming aware of learning results.

By applying the framework as the curriculum, the professors are challenged and entitled to encounter the methodology through which they can address these learning endeavours with youngsters - individually and in groups - within the discipline of civic education. The authors also acknowledge the importance of living citizenship and practising it outside of the school context.

However, after learning experiences in school, the youngsters should be further encouraged to understand how they can apply what they have learnt in various situations occurring either in school or outside its grounds. Following the guidelines, the framework proposes an individual assessment of the learning experience within a discipline of civic education through qualitative analysis on the individual level, but in a way that complies with the parameters set by the pedagogical council.

Guidelines for citizenship education

Yet, in 2012 the Directorate-General for Education has renewed the guidelines for CE on behalf of Portuguese Ministry for Education and Science for the 2nd and 3rd cycle of elementary education.

It was done by withdrawing the previous proposal by Santos and colleagues (2011) and by addressing the citizenship dimensions through themes with a recommendation to be tackled transversally throughout the curriculum and extracurricular activities or

through the individual subject, having schools to choose autonomously.
Those dimensions are enlisted as:

- / Human Rights education;
- / Environmental and sustainable education;
- / Road safety education;
- / Financial education;
- / Consumer education;
- / Entrepreneurship education;
- / Education for gender equality;
- / Intercultural education;
- / Education for development;
- / Peace education;
- / Volunteering;
- / Media literacy;
- / European dimension of education;
- / Health and sex education.

The guidelines of this approach seem to be much more broader thematically yet focused on acquiring specific knowledge and attitude to act accordingly, which diminishes the concrete strategy and measurement based on individual need for self-development seen in Santos et al. (2011) but strengthens the strategy of more practice-based knowledge to be acquired as a part of political, social and civic literacy agenda.

National strategy for Citizenship Education

This strategy was prepared and presented to the Government in the beginning of 2017 by the working group on education for citizenship on behalf of the Secretary of State for Citizenship and Equality and the Secretary State of Education, with the mission to design an education strategy for citizenship, which could be implemented in schools starting academic year 2017/2018².

There are few innovations when it comes to new strategic plan which stresses that (XXI Governo Constitucional, 2017):

- / The school's duty is to be attentive and prepare the students for pluralistic and democratic coexistence;
- / Citizenship is not simply learned through transmissive teaching, but through the experiential processes;

² *Despacho n.º 6173/2016, de 10 de maio*

/ Citizenship must be embedded in the school culture itself — based on a logic of participation and co-responsibility;

/ The appreciation of citizenship and sustainable development in the curriculum throughout the schooling is required;

/ There is a need to invest and integrate CE into initial training of teachers.

For the second and third cycle of basic education, the proposal is to have an autonomous discipline **Citizenship and Development**, for each grade in which the teacher approaches it in an interdisciplinary way, through Class Council. It can be semestral, annual or vary, always in connection with other disciplines and learning outcomes. The evaluation criteria to be defined by the Class Council and the school for the Citizenship and Development discipline should consider the impact of the participation of the students in the activities carried out in school and within the community, these being, according to the norms defined, in the certificate completion of compulsory schooling.

This new strategy is in line with another national strategy which is *Student's Profile Completing Compulsory Education*³. In this model, there are ten areas of competences of which those of critical and creative thinking; problem-solving; interpersonal relationships; individual development and authorship; aesthetic and artistic awareness, among others, are the most relative for this thesis. Each competence has its own operational descriptors which concisely describe desirable learning outcomes, as in Citizenship Education at School in Europe (Eurydice, 2017) advocates for a wider scope of Competences for Democratic Culture framework (Barret, 2016).

The methodology may vary and it is not specified, except that variations are encouraged and that it is not limited to the written assessment of theoretical knowledge. Yet, it is important to regulate learning and contextualize it in view of the objectives and goals of the Education Strategy for Citizenship defined by the school.

Another difference is that this strategic document offers the map of stakeholders, such as horizontal relationships. It is desirable that schools, for the development of their Education for Citizenship Strategy, seek partnerships with competent entities outside the school. Some of these partnerships can be built with, for example:

/ Higher education institutions, and research centers and networks;

/ Youth associations;

/ NGOs;

/ Municipalities and their bodies;

/ Local, regional and national public services;

/ Citizen groups organized, such as volunteer groups;

/ Media;

/ Public and private sector companies.

³ dge.mec.pt/sites/default/files/Noticias_Imagens/perfil_do_aluno.pdf Retrieved December 25th, 2017.

An articulation with local authorities and municipal bodies, such as through the Municipal Council of Education, or the **Municipal Strategic Education Plan**, can become a favourable practice for schools. It can enhance complementarity, and converge solutions that are capable of generating local and regional synergy. In turn, the contextualisation of such synergies can contribute to the development of strategies that can provide active experiences of participation and citizenship among students.

The last updated version is the complete plan the Portuguese Ministry of Education has had so far, relating to the topic of CE. However, even if it stays open-ended with many guidelines towards principles, competences and values at stake, is it really providing the guidelines on how to analyse, format and evaluate learning processes through citizenship practice?

These were the three frameworks in place for the span of 7 years. While the first example is concerned mostly with the individual finding one's role within the society, the second one places an individual to accommodate oneself within society, and the last example takes a more complex stance and overview of the complexity and negotiation processes between an individual and the society, and between the school and the educational community, placing the school within community and assuring that teachers are aware of their responsibility to lifelong learning and training. Even so, there is no sign of any methodological input or advice on how to approach partnership building *in loco*

Conceptual frameworks for Active Citizenship

The first subsection was an introduction to the existing models of CE in Portugal, introducing certain examples of key competences, especially of the student's profile, which will be further extended upon.

The conceptual foundation arrives from Great Britain who pioneered the concept of citizenship and CE curriculum. According to Biesta and colleagues (2009), CE was already incorporated into the British National Curriculum in 1988 as a cross-curricular theme. In 2002, it became a National Curriculum subject for the students of age bracket of 11-16 years old. Since the Crick report (1998), citizenship and CE have been mostly connected to the spheres of political literacy, community engagement and social and moral responsibility.

For this subsection, the literature review was accomplished according to the enquiry for the framework that:

- / Tackles the active youth citizenship concept from social and situated learning perspective;
- / Applies intergenerational partnerships as a teaching practice of shared power, empowerment and participation;
- / Is focused on learners and their identity construction and capacity-building;
- / Proposes key competences.

The aforementioned set of criteria for the framework models draw together the models that relate active citizenship to critical pedagogy, lifelong learning, social cohesion, and self-oriented citizenship paradigms. Every framework proposes and accents another

connection of associating individual-citizen to the society and encountering the social values within the individual-citizen. The exchange between an individual and the collective is different for each of 4 frameworks further described.

Following Crick's influence, and other parallel voices (Giroux, 1980; McLaughlin 1992; Apple & Beane, 1995; Osler & Starkey, 1996; Parker, 1996; Cogan & Derricott, 1998; Kerr, 2000; Westheimer & Kahne, 2004; Andreotti, 2006), Johnson and Morris (2010; 2012) constructed a critical citizenship model that proposed direct application of critical pedagogy in the CE. They stress that an individual has to be of one's strengths to understand, apply, analyse, evaluate, and create one's own meanings and interactions with the surrounding of which is being contextualised. In addition, they accent the individual's capacity-building, such as self-knowledge. From the authors' perspective, the aim of critical CE is to support the development of 'critical citizens' with certain competences that are founded on critical consciousness (Freire, 1996 [1970]). This implies that by establishing the balance between action and reflection, the students may develop a critical sense of engagement through which they will seize the possibilities for their self- and collective empowerment.

Jansen and colleagues (2006) move forward with recognising citizen education as a course of the lifelong learning process, and stress upon building a narrative of identifying oneself with the public, and yet learning how to negotiate this togetherness while respecting one's own values, beliefs and motivational drivers. The authors speak of self-awareness and self-realisation in a process of social cohesion and social integration. It builds on the framework of Jans & De Backer (2002). The genuineness of this framework is the theoretical model that categorizes dimensions of active citizenship which correspond to the questions such as 'what' (challenge dimension), 'who' (connection dimension), 'where' (context dimension), and 'how' (capacity dimension). It may be adjusted for individual/collective experience and demands for each dimension to answer specific questions depending on the experience one has/should have.

Hoskins & Crick (2010) add to the value of lifelong learning experience, by stressing further the micro organisational system of schools and even classrooms, that may help support an individual's potentials to respect oneself as a learner and respect others as co-learners. In their framework, further emerges the possibility of being focused on individual self-discovery and at the same time, valuing social and situated learning with and from others. This conceptual framework is important because it tackles the value of learning to learn and civic competences as long-term educational objectives. This is a primary theoretical foundation made in this thesis, and the learning outcomes from reviewing these authors have helped me build the introduction to *Learning Framework in Active Citizenship: Active Learner is an Active Citizen*.

Schulz et al. (2008) underpin the idea of the student-citizen perspective and see the individual as the main agent of one's civic world, 'with both an influence on and being influenced by their multiple connections with their civic communities.' This is the very same perspective and shared value that is passing on through this PhD thesis.

Yet, this conceptual framework is different than previous ones since it is built to analyse and find indicators of 'national across-time progress in student achievement' from the previous study that builds on CIVED (1999); and secondly, it seeks to assess the conceptual knowledge and understandings existing in CE and students' dispositions and attitudes towards it.

Finally, the existing conceptual frameworks are a solid basis for creating a dialogue and opening up discussion for understanding parameters for assessing not only the design of CE but also its impact on individual, community, society levels. Analysing the existing frameworks was relevant for:

/ Making a parallel between active learning and active citizenship;

/ Mapping core competences related to the term active citizenship;

/ Observing whether the conceptual framework may and should have indicated and suggested some recommendations for methodology (assessment tool for example).

In the following text, I will focus on the qualities of the conceptual framework from Morris and Johnson (2010; 2012) to explain the core competences. Afterwards, I will present and discuss thoroughly the model of Jansen and colleagues (2006) which seem to go more in detail of what it means for a youngster-learner to be an active learner over the course of life. I will discuss how these models may overcome perplexity of the school system to deal with capacity-building of an individual through CE.

Framework for Critical Citizenship Education: key competences

To distinguish various manifestations of ‘critical’ in relation to CE, Morris and Johanson acknowledge the differences between critical thinking and critical pedagogy. Accordingly, critical thinking entails having the attitude and skills to think logically in an organised and abstract way, while critical pedagogy asks for action as a reaction to critical thinking and further encourages engagement and political emancipation.

This implies that both critical thinking and critical pedagogy share features such as skills of reasoning and judgment; dialogue or argument; and discovery of ‘new’ knowledge. Meanwhile, the features that belong only to critical pedagogy are an ideology; praxis (reflection, action, engagement, possibility); collective; and context-driven focuses.

Subsequently, the authors decided to organise these features of critical pedagogy into four elements:

/ Politics/ideology;

/ Social/collective;

/ Self/subjectivity;

/ Praxis/engagement.

In this case, the ideology is defined as ‘the framework of thought that is used in society to give order and meaning to the social and political world in which we live’ (Darder et al., 2003). Here, education is mentioned as a system that can be a source of many inequalities, but at the same time functions as a mechanism that may reduce them (Morris and Johnson, 2010). The competences enlisted by the authors that correlate to ideology (e.g. political literacy; skill for social analysis; value and action against oppression and injustice, among others) are important to consider but aren’t going to be fully stressed in this thesis since they don’t belong to the primary focus of learner’s identity building, and are one of more possible learning outcomes in future.

The collective (social) as a second feature refers to establishing the dialogue between the engaged; advocating for taking part in collective effort that goes beyond individual concerns (McLaughlin, 1992); to raising an awareness in collective surrounding and partnerships that enable the perspectives on the individual's possibilities to co-learn; as opposed to developing 'individualistic and competitive approaches to learning' that prevent them from transforming a learning environment with more forms of sociality (Giroux, 1997, p 109). The relationship and cultural exchange with others, and willingness to learn with others is stressed among the key competences for the social element. In addition, the collective is stressed as a central part of the critical pedagogy, and being within the community is encouraged while keeping its own genuine identity (Morris and Johnson, 2010).

The subjectivity (self) is discussed as an important component, comprising the emotions, feelings, beliefs and desires of the individual, having in mind its identity is multilayered. The youngsters are in the position to understand the difference between given legal/national identity and self-constructed personal identity under the specific circumstances (Morris and Johnson, 2010).

Praxis (reflection, action, engagement, possibilities) is probably the most typical element in critical pedagogy (Morris and Johnson, 2010). Its meaning is founded on the unity between action and reflection which leads to consciousness raising (Freire, 1966 [1970]). In addition, this element is concerned also with knowledge on how to organise and implement systematic change in a collective way; how to take informed decisions and participate actively in social change.

Finally, Johnson and Morris (2010) imply that the function of this framework is advocating for the further development of policy initiatives for British CE. The framework is an analytical and ideological tool that can serve as a support for professors eager to work with elements of critical pedagogy and apply it in further analysis and evaluation of a citizenship curriculum.

At first, this framework and the one of National Strategy for CE (2017) seem different because of their organisational structures, however, by further observation one can see that both are recognising and relying on the learning outcomes of individuals' self-development (by constructing their personal and social identities) while being educated through democratic practices in the school context.

There are two obvious differences in these models. While the Portuguese CE model views youngsters as citizens learning how to participate in a pluralistic society where diversity should be acknowledged positively, Johnson and Morris tackle the difference between oppressed and critical citizens, in which youngsters are becoming powerful when they become more conscious and critical about themselves and their relations with the world.

Dimensions of active citizenship practice: a framework

According to Biesta and colleagues (2009), Netherlands has focused on integrating CE in the schools only in 2006, by giving the schools the liberty in deciding CE structural organisation and implementation strategy.

Jansen et al. (2006) constructed a framework for CE that focuses on practices for active citizenship, aiming at defining a set of competences and encouraging a flexible and open way of learning, by ‘linking formal with informal and non-formal learning experiences.’

According to the authors, active citizenship is defined as ‘exercising civic rights and obligations through participating in contextually differentiated social practices marked by regularized communicative interactions, balancing respect for autonomy with susceptibility and accountability to common causes’.

Nevertheless, the manifestation of citizenship is conditioned by various parameters, such as the available support from the local context including local authorities and its openness for collaboration; the local resources, opportunities and provided means which were already introduced and tackled in the section *(Pre)conditions for Youth Citizenship/Youth participation as a precondition to youth citizenship*.

In the framework model presented in the *Figure 18*, the dimensions are placed within a public sphere, through which centred active citizenship is being initiated and governed by various conditions and citizenship dimensions.

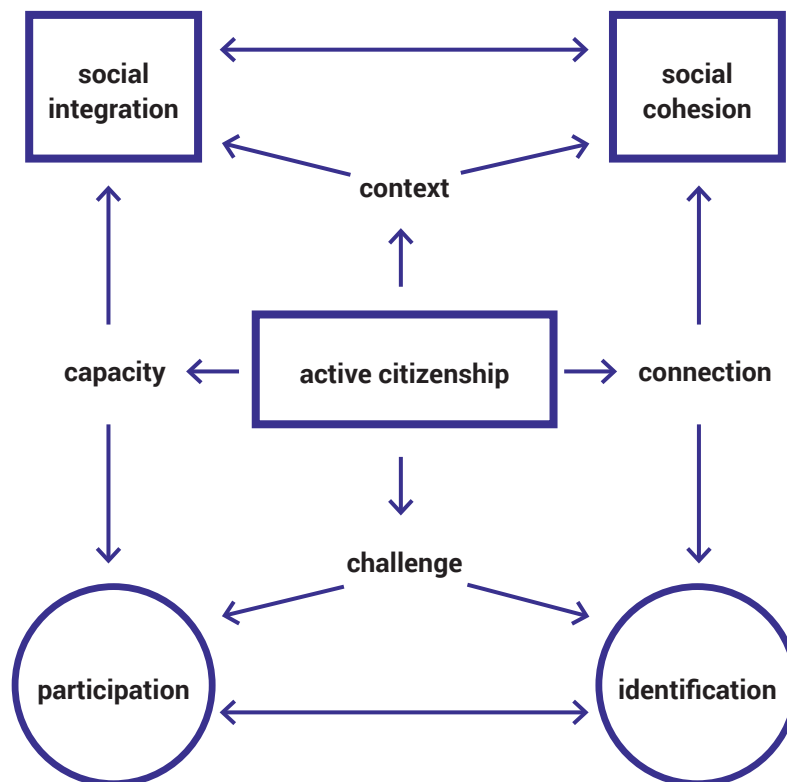


Figure 18. Dimensions of active citizenship (Jansen et al., 2006).

The sociological conditions mentioned as a direct influence to the quality of life, including the conditions for—and practice of—citizenship, are social cohesion as a process of “negotiated identification” (right side of the model), and social integration based on interactive participation (left side of the model). It is noticeable that double-headed arrows connect both elements at the top and both at the bottom, signifying “intermingling of participation and identification in the (re)production of social order” (Jansen et al., 2006). Accordingly, by social cohesion, it is meant a relationship between an individual freedom and established order in local context from a moral point of view (Jansen et al., 2006). Social integration is about “reciprocity of practises” established

through a certain level of autonomy and dependence between stakeholders of relevance to engage (Giddens, 1979).

Four dimensions of citizenship practice presented in the framework are context, capacity, connection and challenge. Each dimension answers the different question regarding citizenship practices (see *Table 6*).

Table 6. Dimensions' characteristics in relation to sociological conditions (Jansen et al., 2006).

DIMENSIONS OF CITIZENSHIP PRACTICE	DIMENSION'S CHARACTERISTICS AND RELATION TO SOCIOLOGICAL CONDITIONS
Context 'Where' dimension of citizenship practice	Assessment of local needs; Opportunities to participate; Challenges of one's engagement; Impact on collective action; Social responsibility based on identification processes;
Capacity 'How' dimension of citizenship practice	Acting through appropriate and effective ways; Exercise one's rights and duties;
Connection 'Who' dimension of citizenship practice	Identifying with others in pursuing common causes; Interaction between diversity and communality; Negotiating autonomy and identification;
Challenge 'What' dimension of citizenship practice	Exploring communal causes for the possibilities of personal involvement in active citizenship based on individual needs, interest, aspirations.

After accounting dimensions, characteristics, and connections between conditions for active citizenship, and dimensions of active citizenship practices, it is needed to explore learning processes for acquiring the set of active citizens' competences and simultaneously defining the objectives for formal education.

The learning objectives are offered through a set of competences based on dimensions of citizenship practice. For the purpose of ease on its readability and comprehension, they are presented in *Table 7*.

Table 7. Dimensions' characteristics in relation to competences and objectives in formal education (Jansen et al., 2006).

DIMENSIONS OF CITIZENSHIP PRACTICE	COMPETENCES	OBJECTIVES FOR FORMAL EDUCATION
<p>Context 'act where'</p>	<p>Critical competences:</p> <p>Ability to access the options and restraints for action in specific contexts as well as the viability of different 'scripts';</p> <p>Ability to question taken-for-granted social practices, by understanding their 'bias' and grasping interdependencies with broader structures and developments;</p>	<p>Experiential learning - how to monitor (inter)actions in the settings of daily life routines (Giddens, 1979);</p> <p>Providing information and knowledge - it is crucial for situating particular experiences within the context of wider power;</p> <p>Questioning the legitimating rationality - raising an awareness towards engagement in the specific practice, by looking and reflecting on the options, wants and needs as the named reasons for interaction;</p>
<p>Capacity 'knowing how'</p>	<p>Participatory competences:</p> <p>Ability to make one's voice heard;</p> <p>Ability to demonstrate power in social practices;</p> <p>To gain access to practices;</p> <p>To transfer experiences to new situations;</p> <p>To interact in effective and appropriate ways;</p>	<p>Situated learning - connecting the context of practise to the content of learning (Lave and Wenger, 1991);</p> <p>Quality of interactions - reconsider instrumentalized approach to empowerment and strengthen coordinated approach which supports communication and action in negotiating either conflicts or/ and competition;</p> <p>Multi-spaced nature of the public sphere - ability to apply acquired competences on local, regional, national, and global scales;</p>
<p>Connection 'relating to whom'</p>	<p>Moral competences:</p> <p>Ability to balance responsibility and feeling of 'togetherness';</p> <p>Showing respect of autonomy and diversity on the other;</p> <p>Ability to act responsibly and be accountable in collective practises;</p>	<p>Social learning - through social practice that connect problem-solving to social responsibility (Wildemeersch et al., 1998);</p> <p>Exploring unknown reasons or unexpected sources - for sharing interests and concerns which would result in creating the feelings of communality and possibly be recognised as practised rationality and instrumentality in education;</p>

DIMENSIONS OF CITIZENSHIP PRACTICE	COMPETENCES	OBJECTIVES FOR FORMAL EDUCATION
Connection 'relating to whom'	Moral competences: Ability to balance responsibility and feeling of 'togetherness'; Showing respect of autonomy and diversity on the other; Ability to act responsibly and be accountable in collective practises;	External affiliations - citizenship practice may both extend the individual's social responsibility to others and help in comprehending the limits of identifying the self with any kind of established practice;
Challenge 'commitment to what'	Biographical competences: Ability to construct meaningful connections between individual and context; Ability for critical self-reflection and dialogue; Awareness of social influences on one's life path; Ability to understand pros and cons of engagement in specific social practice;	Creative learning - transforming experiences into motivations, affinities and commitments that link the narrative of the self meaningfully to social causes and practices; Dialogue and reflection - increasing the influence of the self by connecting authentic life processes with the collective social causes;

The authors of the framework align with Wenger's statement (1998) that the development of participatory competences is conditioned by being engaged in social practices, but not necessarily as a result of that engagement. Therefore, the more individual participates, there is a higher probability that it is going to become involved in taking initiatives and becoming a part of certain practice, but only if it had acquired certain competences beforehand, such as reflection, conceptualization and multiplication of learnt in day-to-day reality/ies (acquired biographical competences). This is actually one example of how the set of competences offered in the framework are interlaced and conditioned by each other in order to achieve strong citizenship practice.

However, this framework actually advocates that CE should be part of 'spontaneous' and informal learning setting, and not imposed by the abstract lessons in the school context through formal education (pre-defined curricula and top-down teaching). Having in mind that citizenship is a lifelong learning, CE should happen through citizenship practice in formal education linked to informal and non-formal learning experiences. Finally, the framework stands for questioning the school's role in CE and how it can strategically provide individuals with learning processes in which four types of competences can be tackled through formal education for citizenship.

Jansen and colleagues (2006) by the influence of the model of Jans and De Backer (2002) with added fourth dimension, context, explained in the most thorough way

the self-empowerment processes of learning through citizenship practice. Even if the authors didn't explicitly explain the age bracket of the target group, through Eurydice (2012) it can be seen that civic education in the Netherlands is incorporated in primary formal education in the learning areas *Personal and World Orientation* and *Man and Society*.

Summary

This chapter was about analysing and synthesizing existing practice within the curriculum in Portugal when it comes to CE; as organising conceptual ideas and key competences offered through various conceptual frameworks. Mostly these frameworks were about negotiating individual and social praxis. Yet, Johnson and Morris's reflection about youngsters being in need to understand their identities and role within something larger than themselves was a very important statement, accomplished through complex analysis of the previous works on the topic.

In comparison to the Portuguese frameworks and Johnson and Morris' (2010) work, only Jansen and colleagues have established a connection between dimensions of citizenship practice and educational approaches to form an analytical tool through which both social and individual participation may be understood. As well, the authors shifted the focus to youngsters' self-development and learning needs, as opposed to acknowledging the direct need for political, civic or media literacy.

To conclude, all presented models served as an input to the state of art and guidance to understand dimensions of citizenship practice. Through analysis of very same models, it was concluded that none of them directly proposes co-creation of the learning experiences as a negotiation process between individual and collective/context.

The following chapter is about presenting a learning framework that has embedded perspectives coming from the shown literature in this chapter intertwined with the empirical work and practical recommendations.

Chapter 5:

Learning framework in active citizenship

Introduction

The *Learning Framework in Active Citizenship: an Active Learner is an Active Citizen* is a strategic and analytical tool that explains and recommends a certain order of actions to take into consideration when planning intergenerational collaborative projects with and for youngsters in the basic and secondary education. The proposed dimensions' constructs and structure of the framework may recommend and facilitate the organisation of pre-assessment and data collection about and from each partner.

This framework comes as a proposal because of three main reasons:

/ Genuine triangulation between learning, citizenship and codesign practice in the school context;

/ Application of codesign as a mean for learner's (self)empowerment in one's citizenship/ learning;

/ Application of codesign as a mean for collective empowerment in their citizenship/ learning.

Learning framework diverges from being solely conceptual and stresses its methodological logic based on a process of co-creation, trying to contextualise and find its customized approach in order to connect and represent its end-users in the best possible way.

Learning Framework in Active Citizenship: an Active Learner is an Active Citizen

This learning framework is founded on a learner-centred methodology in which, through the process of co-creation, one young individual, together with his peers and adults, can raise self-awareness towards one's citizenship through one's identity as a learner.

Beginning

This framework is a learning outcome of a conducted programmatic design research through iterative participatory actions in one of Porto's school of the second and third cycle of basic education. The researcher has spent two years (within 3 consecutive

academic years) working with young people from the last grades in an elementary school of Miragaia (8th to 9th grade, from 12 to 16 years of age), respecting voluntary, non-hierarchic, learner-centred, flexible and open-ended principles. From such an experiential and experimental learning and through the filter of already existing frameworks in active citizenship within the public sphere, mostly by the influence of Jansen et al. (2006) and the diagram of participation's dimensions by Jans & De Backer (2002), the reflection has turned into designing a learning framework that can be used when developing educational activities.

The learning framework consists of 4 main constructs:

/ Active learner (social identity, motivational drivers, competences);

/ Community of co-learners (preconditions for somebody to participate; from stakeholders to partners - mapping the personal benefits for participation and support needed to take part in the collaboration);

/ Learning format (methodological approach to implementing framework);

/ Framework structure (explained all conceptual elements needed for preparation).

Active Learner's social identity

Until now, the narrative of the learner's identity of the youngsters I have been working with was mostly presented and discussed through literature review based on identity construction through academic endeavours and the means for self-realization on a lifelong path. Learning about the impact that culture may have on an individual, and how different social layers may influence the sense of belonging, I would like to stress that these influences may become more or less obvious during the process of project implementation. The several layers mentioned in *Figure 17* may be related to the social context they belong to, as:

/ Student to the school context;

/ Child to the family context;

/ Friend to the network of friends;

/ Citizen to each context it belongs to (school, neighbourhood and city one lives in);

/ Learner regardless of the context, but when in context, specific rules and possibilities apply to the learner's awareness, motivation and conditions to learn;

/ Co-author in relation to school context (with peers and teachers); co-author in relation to its own life and lifelong learning (with family members, friends, colleagues, other citizens);

/ Youngster in a relation to the local context at the specific age bracket/generation;

/ Codesigner as a doer and enabler in any context one is situated in, depending on one's learning and citizen needs and preferences.

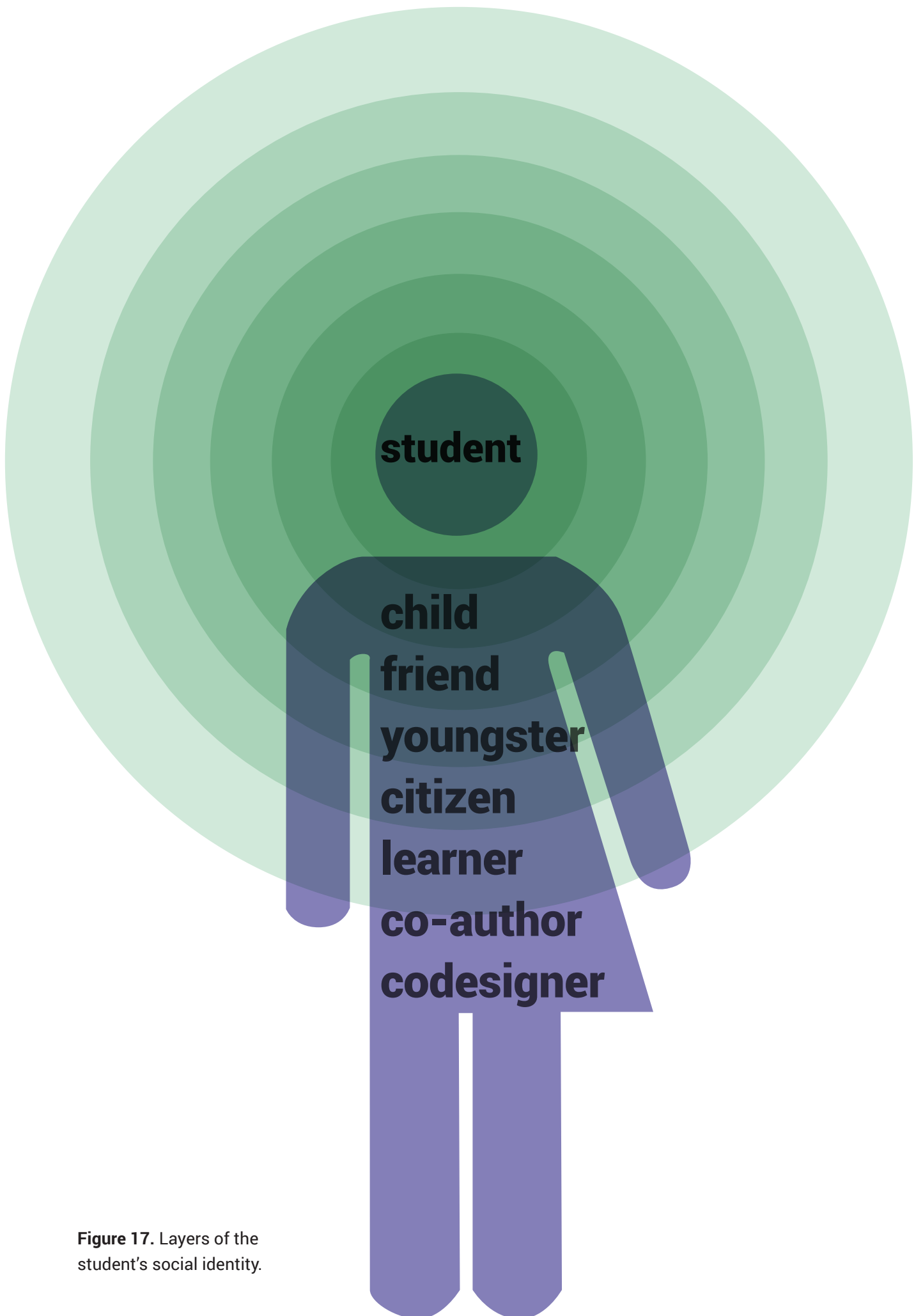


Figure 17. Layers of the student's social identity.

All these layers and probably some other not mentioned (e.g. neighbour) are immersed and embedded into each other's principal contexts when their role appears relevant for a subject-matter or/and collaboration. For example, the role of a friend in the school context may be important for developing listening and communication skills, while the role of a codesigner may be relevant for a family context to build one's house rules or create educational activity when doing homework with the support of parents.

This means that specific roles as the layers of someone's identity aren't only relevant for their principal context but also for other contexts in which the learner is and for the relationships that are built. Thus, while the roles are interchangeable, 'the impact of different contexts is crucially mediated by the relationships within the contexts' (Biesta et al., 2009).

To conclude, the specific layers are becoming dominant according to the character, motivational drivers, competency, relationships and previous experience of an individual. In addition, the following subsection will refer to individual motivational drivers and competences related to active learners.

Active learner's drivers

Drivers are the triggers that can influence someone's intention and decision to take an action. Thus, drivers are very organic and complex, sometimes combined with sense-making, and may establish a strong purpose for somebody to do or do not participate. They can also trigger in an individual a passive reaction towards a pending issue. Anyhow, throughout years of volunteering, one may know that any kind of motivational driver is equally relevant for one's self-development as long as it doesn't harm or threatens anybody else's wellbeing/life.

Challenges

There is a big variety of possible challenges that can serve as a driver for somebody's action and learning through participation, empowerment and collaboration. The necessities may vary from improving the basic needs conditions (living conditions) to higher employment rates (needed skill for a CV) to some political statement (participation as an expression).

Habits and interest for certain topics

People are creatures of habits, therefore we are easily accommodated to certain conditions and actions. In case they are interrupted (e.g. youngsters who like playing sports lose their gym due to severe flooding), they become challenges to tackle; or better say an interest for a certain field and topic may well become somebody's motivational driver for deciding to take action. In the case of youngsters, this is usually related to their hobbies like sports, hanging out with friends and skateboarding, dancing, among other things.

Motivation in learning

The motivation to learn consists of emotions and self-regulation in sustaining motivation throughout learning processes. According to Dumont and colleagues on behalf of OECD (2010) there are eight key principles of students' motivation in learning (see *Table 8*).

Table 8. The eight key principles of students' motivation in learning (OECD, 2010).

KEY PRINCIPLES	CHARACTERISTICS (OECD, 2010)
1. Students are more motivated when they feel competent to do what is expected from them.	They need a good level of self-awareness to be sure they have the ability for the task so they could have a good sense of the self-efficacy; the student-learners need to use their 'emotional regulation strategies to reduce their level of arousal'.
2. Students are more motivated to engage in learning when they perceive stable links between specific actions and achievements.	Students may feel they are in control over an assignment if they understand how their strategic actions correspond to specific and desired outcomes. In case of failure, students will preserve their high level of self-efficacy if they attribute poor results to bad strategies rather than the low abilities.
3. Students are more motivated to engage in learning when they value the subject and have a clear sense of purpose.	For student to sustain one's motivation the task needs to be valuable to them, to raise the pride and sense of accomplishment after it is achieved.
4. Students are more motivated to engage in learning when they experience positive emotions towards learning activities.	Positive emotions are easy to cocreate in a safe learning environment which fosters playfulness and creativity, as something opposite to traditional way of learning and teaching.
5. Students direct their attention away from learning when they experience negative emotions.	Teachers are encouraged to create many success experiences so the students can break a loop of low expectations, low self-efficacy and low engagement in case they got caught by it.
6. Students free up cognitive resources for learning when they are able to influence the intensity, duration and expression of their emotions.	Self-regulation is a relevant competence, learning how to track emotions and knowing how to deal with them once they show up.
7. Students are more persistent in learning when they can manage their resources and deal with obstacles efficiently.	<p>Motivational drivers influence sense-making of what is being learnt. Students need to be aware of this process and set learning goal and plan before learning begins.</p> <p>In case they reach an obstacle, they might want to learn how to self-regulate and sustain motivation in case they find it pertinent.</p>
8. Students are more motivated to engage in learning and use motivation regulation strategies when they perceive the environment as favourable for learning.	Students need to feel the environment as open and safe for the exploration for learning, and to find their best approach in learning, either where the teacher is a facilitator around the topic/ issue/skill acquirement (external guidance), or just a coach (co-guidance), or where the student guides oneself (self-guidance).

These key principles in students' motivation are here to stress the need of raising an awareness towards ongoing situations with individual's motivation when designing and implementing learning. Each individual is different and may act differently, so the teacher/educator/codesigner who is facilitating and coaching the students can learn how to be more supportive and helpful in needed situations.

Thus, it is up to the educators to warn the students about these cases, so when they happen, the students can also learn how to self-regulate themselves (Dumont et al., 2010), with the support of educator and peers.

Mechanisms for sustaining motivation in learning

How can motivation in learning be sustained? It may be very challenging to encounter mechanisms for one's persistence in continuous learning. When it comes to (co) design application in learning, Edelson and Joseph's *Interest-Driven Learning Design Framework* (IDLDF) is focused on what learner will perceive useful in the future by outlining methods as sources of usefulness for (co)designers to use in the work when wanting to generate learner's interests (2004):

/ Pleasure;

/ Concern;

/ Identity formation;

/ Life goals;

/ Curiosity.

The precondition to applying this in one's work as an educator/practitioner/codesigner is to be sure how to make sense of the context and have the ability to identify what is 'pleasurable or of concern to a learner'; which activities do one prefers over others; and what makes one curious (DiSalvo & DiSalvo, 2014).

Finally, when observing this PhD project, I may say that all these components are taken into consideration but with a slightly different terminology (except the curiosity which keeps the same form and meaning):

Pleasurable = Enjoyable; fun;

Concern = Motivational drivers;

Identity formation = Construct and capacity-building of learner's identity;

Life goals = Establishment in lifelong learning.

Active learner's competences

Competence is defined as 'a complex combination of knowledge, skills, understanding, values, attitude and desire' and speaks of someone's capacities (Hoskins, 2010). Key competences in the formal education system are usually concerned with the economic and social success. Subsequently, learning to learn and active citizenship are amongst them. There was already a discussion about competences per se in Chapter 2 and about key competences defined by various authors regards to civic education and proposed by the European Union in Chapter 4.

Here I would like to present a *Framework of Key Competences in Active Citizenship: an Active Learner is an Active Citizen* which structure became relevant for this proj the construction of the learning framework presented in the thesis (see *Table 9*)

Table 9. Framework of Key Competences in Active Citizenship: an Active Learner is an Active Citizen.

KEY COMPETENCES	
LEARNING TO LEARN: AUTHORSHIP	<p>Learning objectives</p> <ul style="list-style-type: none"> / Students are confronted with their learner’s identities; / Students reflect about their learning styles and preferences through the experiences such as: <ul style="list-style-type: none"> _ Co-creation of their own learning process and of their pairs. _ Amplify their expectations in a relation to their interest and necessities to learn. / Students are sensibilized about their learner identity as a lifelong commitment and opportunity. / Students have an understanding that each of them has their own dynamic and learning style. / Students understand when the expected results are not achieved, they can still learn something meaningful, especially through making mistakes. / Students understand that codesign is a tool that can construct a dialogue between multifaceted learner’s identity and community/ies to which the learner belongs to. / Students understand that they are authors and co-authors of their learning outcomes. <p>Competences</p> <ul style="list-style-type: none"> Understanding the value of learning and education (formal, informal); Understanding and feeling a value in the power to learn throughout life; Ability to know and understand one’s preferences and learning styles; Ability to understand one’s self-image (knowledge about yourself, knowledge about what others have about you, desire about yourself for the future); Abilities in finding support and/or resources for one’s learning; Abilities in knowing how to plan and implement one’s learning; Self-motivation skills in the process of learning; Ability to multiply one’s learning in diverse contexts; Critical thinking skills; Ability to be self-conscious; Ability to enable and expand self-efficacy; Ability to imagine and be creative in one’s learning process; Ability to self-recognize one’s experiences and reinforcements made in your learning and co-learning; Feel responsible for their self-actualization;

KEY COMPETENCES

**LEARNING TO LEARN:
SELF-AWARENESS &
SELF-EFFICACY****Learning objectives**

/ Students are aware of their capabilities and of what they can learn with and from others;

/ Students are aware of what are the capabilities of the group and how they can contribute with their experience/expertise;

/ Students are encouraged to be able to implement the co-creation process from the beginning to the end;

/ The work of the students is recognized by the feedback of the co-learners and the school community;

/ The students reflect on their participation, contribution to the school or/and Porto community and how they developed different knowledge during the project;

Competences

Dispositions and ability for self-worth;

Dispositions and ability to be part of the group;

Disposition and ability for feeling valuable to others;

Self-efficacy;

Ability to solve the problem/situation;

Knowing how to acknowledge and value yourself when doing things well;

Self-knowledge through critical reflection on the experience;

Ability to self-regulate (accept emotions and know how to react);

**SOCIAL AND CIVIC
COMPETENCE:
SOCIAL
RESPONSIBILITY &
COLLABORATION****Learning objectives**

/ Students have the responsibility for oneself but also for their peers, the group and the project/discipline;

/ Students will self-evaluate their participation process and their peers;

/ Students make informed decisions individually and in groups;

Competences

Feeling responsible for the teamwork;

Know how to collaborate constructively;

Know how to co-decide with colleagues;

Understanding how collaboration affects one's learning;

Ability to lead and learn by respecting others;

Have intercultural learning skills;

Openness and ability to empathise;

Abilities in adapting to the new situations;

Ability of making an informed decision;

KEY COMPETENCES

SOCIAL AND CIVIC COMPETENCE: CITIZENSHIP PRACTICE THROUGH CODESIGN	<p>Learning objectives</p> <ul style="list-style-type: none"> / Students understand what it means to codesign/co-create learning/educational activities; / Students know how to plan, codesign and implement an educational activity with others; / Students in the school are citizens with a certain responsibility and the right for their education and their learning process; /Students understand that codesign is the way to learn citizenship and learn in citizenship: / Each student reflects on their role as a citizen of the school community and how their own actions influence the lives of other members; <p>Competences</p> <ul style="list-style-type: none"> Ability to identify needed and potential resources; Ability to identify partners and establish partnerships; Ability to participate and feel value in one's participation; Know how to be, to act (Delores, 1998); Understanding of one's power; Ability to use and practise one's power in a group/community/ society; Understanding and ability to give power to the other for one's self-empowerment and mutual empowerment; <hr/> <p>I would like to stress couple of important key design competences classified by Le Masson et al., 2007:</p> <p>Divergence competences</p> <ul style="list-style-type: none"> Ability to understand the problem; Ability to generate internal knowledge and ideas; <p>Convergence competences</p> <ul style="list-style-type: none"> Ability to converge to the solution; Ability to co-produce intuitive representations of imagined solutions (drawings, prototypes, scenarios); Collaborative competences regards to design Ability to enhance and communicate the solution; Address complex (co)design challenges;
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These transversal key competences emerged from an iterative participatory process of the students and educators who redefined the project aims themselves. There is no order of acquiring them and the framework of competences is open-ended. It should be appropriated for each group of students and for each individual. With each group and new educational activity/project, there should be a reform of the competence framework, together with students.

The first two categories are related to metacognitive competences that each individual can acquire for oneself. The third category is what individual can acquire for working and learning with and from people.

The last category is clearly strategic because it is about the exploration of codesign as a tool for citizenship practice. This will be further discussed and explained in *Part 3/ The experimentation and becoming of a Lab of Collaborative Youth*.

Community of co-learners

The learner is surrounded by peer co-learners, adult co-learners and many other local partners who may also become co-learners in a given context and opportunity coming from various entities (see *Figure 18*).

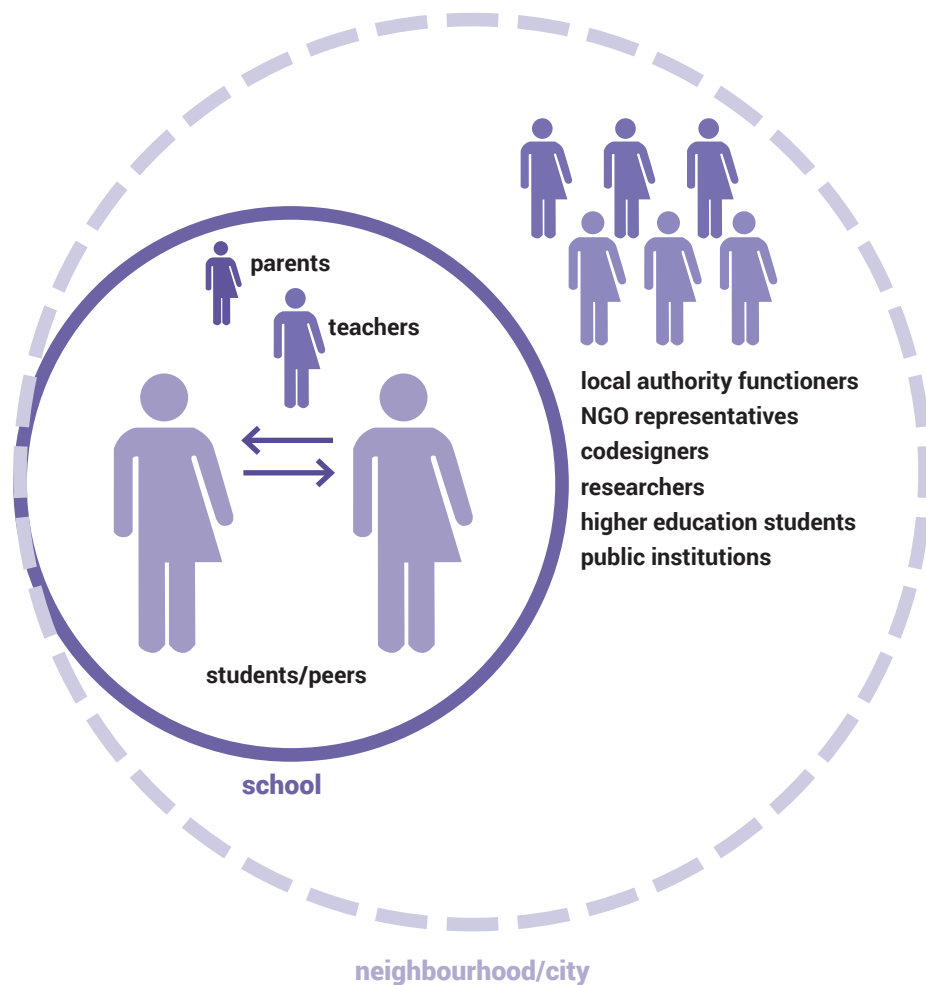


Figure 18. Community of co-learners.

The learning framework is a type of consciousness-raising and negotiation tool between an individual and a collective. Aiming at recognising youngsters as full citizens and not ‘citizens-in-making’, this framework tends to speak in their favour for understanding what do they need in order to embrace learning and how adults may support them to achieve it. Yet, youngsters need to be aware of all partners, and their network capacities.

For an honest and efficient way of taking part in the same co-learning community, not only adults need to know about teens, but also teens need to understand that other partners likewise have their motivational incentives, reasons and measured benefits for co-production of learning processes and their outcomes. In this case, the concept of power is substituted with the concept of collaboration, due to the fact that conditions are favourable for power to be shared in an equitable manner through co-learners partnerships. In the following subsection, I am going to introduce each partner and discuss each potential gain and contribution in established partnerships within the framework (*Table 10*)¹. This is a provisory exemplar of an analytical tool for mapping benefits, possible contributions and pre-conditions for engagement of each partner in intergenerational projects.

Table 10. Analytical tool for mapping benefits, contributions and pre-conditions for local collaboration.

LEARNER/STUDENT/YOUNGSTER	
What is in it for this target group?	<p>An opportunity to express their ideas, to influence the quality of the provided education;</p> <p>It can change the system according to one's interest/needs (motivation, desire, aspiration, needs)</p> <p>Be more comfortable with one's competences/needs;</p> <p>Be more confident to propose and discuss;</p> <p>To value more the results of the education;</p> <p>To be "creator of one's life"</p> <p>'I matter' – I can influence the outcomes; I can give an opinion and be heard; I can be understood for who I am.</p>
Expected support/ contribution from this target group	<p>Awareness of the importance - see why this approach would be good for me and allow it to happen;</p> <p>Depends on the age - scope of motivational drivers varies in different group ages;</p> <p>Depends on the needs and the context the learner comes from.</p>
Pre-condition to engage this target group	<p>Awareness of the importance - see why this approach would be good for me and allow it to happen;</p> <p>Depends on the age - scope of motivational drivers varies in different group ages;</p> <p>Depends on the needs and the context the learner comes from.</p>

¹ The thinking process presented in *Table 10* was obtained through a focus group session implemented in the second stage of the Long-term training course ***inFORMAL - Integration of non-formal education approach to the formal education system for youth empowerment at local level***, organised by NGOs Academy of Innovation and KURO Hradec Kralove in December 2015, where the 8 participants were experienced educators, facilitators and youth workers, both in the field of informal and formal education (higher education). Clearly, beforehand I have presented them and explained briefly Miragaia context and my ongoing project, as well as the learning framework structure and all relevant dimensions' constructs. The experienced participants had a chance to give their contributions that helped build this provisory exemplar.

SCHOOL'S EDUCATIONAL MEMBERS (TEACHERS, SOCIAL WORKERS, SOCIO-CULTURAL ANIMATOR, ETC.)

What is in it for this target group?	<p>Recognition of the role of the teacher as a facilitator;</p> <p>Shared responsibility of desired learning outcome and open-ended process;</p> <p>Right to not know everything;</p> <p>If the students are engaged and motivated to co-create learning, the teachers will be more satisfied with their work;</p> <p>More transformative and less transmissive teaching in which teachers get to learn new things from the students about the subject;</p>
Expected support/contribution from this target group	<p>Will to try and change the methods;</p> <p>Non-formal education demands more effort and therefore more responsibility from the educators;</p> <p>Listen more to children/students;</p> <p>To be open-minded;</p> <p>Inspire oneself through the process of transformative learning (directors, admins support them);</p>
Pre-condition to engage this target group	<p>Trainings/seminars organised to raise awareness towards the environment and to capacity-build teachers for this type of approach;</p> <p>Recognition and support from the highest level (hierarchical order).</p>

REPRESENTATIVES OF THE LOCAL AUTHORITIES

What is in it for this target group?	<p>Trust and care from local communities and its members;</p> <p>Access to resources;</p> <p>Mutual experience/benefit;</p> <p>Better addressing of local needs;</p> <p>Empowered staff, not only young people;</p> <p>Transparent community members are closer to them;</p> <p>Responsibility good examples in engaging people;</p> <p>Raising awareness towards codesign in citizenship by providing authority functioners with a training opportunity designed and implemented by the expert team in the area;</p>
Expected support/contribution from this target group	<p>Expert provision of knowledge;</p> <p>Financial support;</p> <p>Venues facilitation;</p> <p>Facilitation between corporations and public bodies;</p> <p>Sign of the credibility;</p>
Pre-condition to engage this target group	<p>To have an interest;</p> <p>Not to be scared of transformation;</p> <p>To be encouraged in the process of empowerment and gaining more experience;</p> <p>To see clear and direct benefits;</p> <p>To see young people in a more equal perspective (issue of roles and positions).</p>

PARENTS

What is in it for this target group?	<p>Parents encouraged to have their say about learning opportunities and conditions in established learning environments;</p> <p>Have an opportunity and conditions to identify the values of applying learning through codesign approach (e.g. participate in a codesign of free time activities);</p> <p>To increase possibilities to have activities that will occupy the students' time;</p> <p>Parents closely follow the development of their children (contribute to the evaluation process of their children);</p> <p>Wellbeing of their children;</p>
Expected support/ contribution from this target group	<p>To be more responsible;</p> <p>To be active in their children's school life (to support them not only in their homework but also in understanding their world);</p> <p>Parents need to show to their children that learning is a long-term process and that everybody has their own path/rhythm.</p> <p>Parents may teach their children that it is ok to fail and that failure is part of the learning process and a valuable condition to learn;</p>
Pre-condition to engage this target group	<p>Parents invest in lifelong learning (trainings/seminars) to become more aware how to address topics/challenges occurring in adolescent life;</p> <p>To be recognised by the school community as important actors with a say;</p> <p>Parents recognise themselves as promoters of education and also as role-models of success for their children;</p>

NGO REPRESENTATIVES AND OTHER YOUTH PUBLIC AND PRIVATE ENTITIES

What is in it for this target group?	<p>Direct contact with youngsters (first hand information, consultation, collaboration);</p> <p>To know what are the youngsters' needs;</p> <p>To know what are their motivational drivers and their ways to participate;</p> <p>To see what are the main challenges youngsters face in their local context;</p> <p>To work together on addressing the challenges;</p>
Expected support/ contribution from this target group	<p>To mediate intergenerational collaboration between youngsters and adults;</p> <p>To use non-formal education to support youngsters in their self-empowerment process;</p> <p>To support facilitation of the learning processes;</p> <p>To encourage capacity-building of other partners by raising awareness towards principles of collaboration; by appropriating the learning environment; and supporting conditions for empowerment;</p>
Pre-condition to engage this target group	<p>To be recognised by the school community as important partner;</p> <p>To learn about the school context and local setting before proposing any intervention (to be based on local needs).</p>

RESEARCHERS/HIGHER EDUCATION STUDENTS

What is in it for this target group?	Direct contact with youngsters (first hand information, consultation, collaboration); To know what are the youngsters' needs; To know what are their motivational drivers and their ways to collaborate; To see what are the main challenges youngsters face in their local context; To work together on addressing the challenges;
Expected support/ contribution from this target group	To become participant observer; To study and learn more about the codesign processes; To be responsible for knowledge co-production from the experiential and experimental learning processes – this learning outcomes may be relevant for all partners, including young people; To disseminate and validate the quality of situated and experiential learning on local, national and international levels;
Pre-condition to engage this target group	To be interested in youth research through interdisciplinarity; To be interested in codesign as a tool for tackling youth citizenship.

CODESIGNER

What is in it for this target group?	Direct contact with youngsters (first hand information, consultation, collaboration); To know what are the youngsters' needs; To know what are their motivational drivers and their ways to participate; To see what are the main challenges youngsters face in their local context; To work together on addressing the challenges;
Expected support/ contribution from this target group	To mediate intergenerational collaboration between youngsters and adults; To use codesign to support youngsters in their self-empowerment process; To support facilitation of the learning processes through codesign; To encourage capacity-building of other partners by raising awareness towards principles of collaboration through codesign; by co-creating the learning environment; and supporting conditions for mutual empowerment through codesign in citizenship;
Pre-condition to engage this target group	To be interested in the topic of active youth citizenship; To be recognised by the school community as important partner; To learn about the school context and local setting before proposing any intervention (to be based on local needs, bottom-up approach).

This step in analysis about the potential community of co-learners may be used either by an individual to identify and map all stakeholders and their stand on this type of collaboration, or later in open discussion meetings where each partner and partner representative (e.g. in case they come on behalf of local authorities or public service) may share their standpoints and transparently discuss the new partnership establishments. Working with institutions, local authorities, public and private services, among others, is always about working with people. If the partnerships are personalised through the presence of all partners, it is easier for youngsters to grasp the meaning of those collaborations, as for the adults to take a glance on who are those young people for whom they are working in their daily jobs. Consequently, this provisory table may inspire and give some hints, but cannot be taken as a recipe, it will always have to be discussed directly with the partners.

Learning format

To enhance learning, the learning format (learning environment, methodology and methods) should be chosen according to the context, the topic and the community of co-learners. The group should negotiate and choose the format that could foster intergenerational collaboration in an effective and efficient way. Considering the lab as a learning format has been already discussed in *Chapter 3: Codesign in Active Learning, in Active Citizenship*. The learning outcomes of constructing and applying the lab as a learning format and framework may be found in the *Chapter 7: Lab of Collaborative Youth*. Finally, the process of negotiation between members of the co-learning community is complex and the attempt to deconstruct it will be explained through the learning framework structure.

Learning framework structure

The suggested model of learning framework is presented in *Figure 19*. It is visually divided into learner's sphere and context sphere, trying to refer to designing any educational activity by customizing it to fit each individual.

Those spheres (individual and contextual) in real life are coexisting and they are interlinked/interrelated in a dynamic and interactive way. However, for the sake of discussion and clarity, I would like to make a visual division and stress learner's and context components, so that I can speak of the gains of each one of them.

To start with the learner's sphere, one can observe that there is a dimension of **capacity** that connects elements such as **motivational drivers** and **competences** of a learner. The capacity dimension is referring to the process of learning to learn and how to participate and engage into learning/doing, while having in mind that the learner's identity is built on a sense of self-discovery, self-awareness, self-efficacy, self-determination and self-realisation. In a deeper sense, the learner has a better chance to understand profoundly the relation between one's drivers (daily challenges; motivation to self-development; local needs; values and principles recognised and shared with the others; need to belong to some specific group/community, need to do something new) and competences (which skills, knowledge and understanding, values, attitude and dispositions). Capacity here constitutes from the process of the learner taking responsibility for one's learning, and therefore knowing which competences one already has and which one needs and wants

to improve on, depending on the motivational drivers in question. Therefore, from an individual perspective, the dimension of capacity aims to answer **WHY** questions: **Why do I want to learn something? Why do I need to learn something?**

This demand might come from personal need but it can also be a social/collective need. For the learner who has answered these questions, it can become a participatory action plan realised through the **dimensions of empowerment and participation** — building a pathway of strategic planning in learning and acquiring new competences.

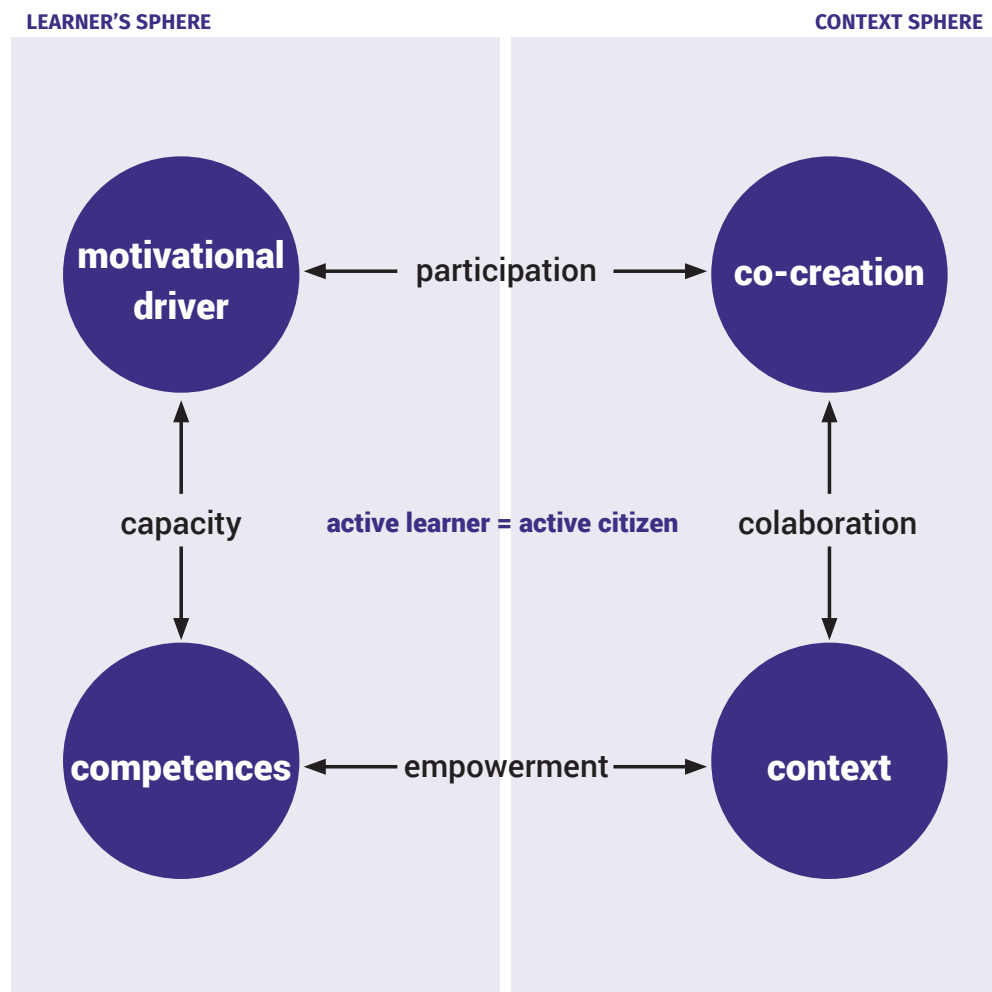


Figure 19. Structure of the *Learning framework in Active Citizenship*.

In the **context** sphere, there is a dimension of **collaboration** uniting the **context** element and the **co-creation** element. Collaboration signifies the process of an intergenerational partnership through which exchange of ideas, opinions and competences is possible. It demonstrates the social interdependence and argues for the sake of negotiated and co-created educational outcome. The context element speaks of all the available conditions, opportunities, resources, relationships within school ecosystem in which education and learning processes are happening. The context element may describe the community members, their established local partnerships, existing ongoing and past projects (curricular and extracurricular), important times and dates of local events (general assemblies, local initiatives, holiday events, etc.). The co-creation element may speak of the process of shared decision-making, co-ownership, social responsibility and

participatory processes needed to be established in order for the project/programme to be designed and implemented successfully. The action taken may consist of codesigning learning tools, building a network or a learners' community of practice among other.

The context element aims to answer **WHAT** questions: **What is the collaboration about? What are we going to collaborate on? What are we being socially responsible for?**

The collaboration dimension refers to the process of collectively deciding how the collective is going to collaborate, what is the topic and what kind of role and responsibility they are going to take in the process. For example, the youngsters as fully recognised will have their genuine expert roles and the process of mutual empowerment will be possible to happen, through all the exchange that, as long as the collaboration exist.

In the process of collaboration, the individual has already the know-how for preferred approach to learning experience. Therefore, from a learner's perspective the question that the collaboration dimension needs to answer is **HOW? How am I going to collaborate with others?**

Consequently, the dimension of **capacity** from the social/contextual perspective aims at answering the **WHO?: Who is the person that needs to mutually learn in the process of our collaboration?** Is there a collective need to know about an individual through one's existing competences and drivers to engage? In case this is true, also an individual needs to construct a sense of belonging to a certain context and to know about other community members and conditions for that collaboration to happen.

On the intersection, there is a dimension of **participation** that connects **drivers and co-creation** elements. Participation refers to the aforementioned *Children's ladder of participation* and **codesign with, for and by youth**, as to the right and duty one's have towards participation. In this sense, participation depends on drivers that come from the learner as a precondition to becoming involved, and with new experiences, our drivers change from existential to more self-empowering ones. Thus, for the individual, the dimension of participation aims to answer the question **IN WHAT?: In what am I going to participate? What is the purpose of my participation? What are my rights and duties? What is my role within the community? What am I contributing to and what am I receiving in return?** On the other hand, for the social/collective perspective, the question is **HOW?: How are we going to participate? How are we going to involve individuals in our co-creation? What is the benefit of participating?**

Finally, there is a dimension of **empowerment** which is connecting the competence element of an individual with the context element. The empowerment of an individual is about allowing oneself to use the resources, conditions, opportunities (among other things) and to self-empower oneself competences through strategic and situated continuous learning (Wenger, 1998). Thus, the self-empowering of the individual is to learn how to maximize the use of available resources and opportunities for one's self-development. In this case, the empowerment dimension aims to answer the question **WHO?: Who are the people I am going to allow to support my self-empowerment? Who are the people that can encourage me to learn and foster my learning within a context? With whom I learn the best?** From a learner's perspective, one is empowering oneself to either work by oneself or with others through a context of opportunities and conditions to collaborate (e.g. codesign programmes).

In addition, building a context such as organising learning environments and educational projects, the practitioner needs to be aware of the competences of each individual in order to prepare a strategic support in further self-empowerment of the learner. However, the precondition for this to work is mutual empowerment. By mutual empowerment it is meant that practitioners cannot empower learners-students in their learning processes unless the youth empowers them first by recognising the invested efforts and collaboration for the direct common good that gives practitioners the necessary credibility. For the community, there is a question of **WHY? in the empowerment dimension: Why do I need to give power to this individual?** The community needs to understand what competences an individual has and can use to contribute within the co-creation processes, but, at the same time, it may need to acquire other competences for more qualitative collaboration and in that sense, the community needs to understand why it is empowering this individual. Before the process of collaboration is initiated, the individual has been recognised and has established a level of power within the community.

There are still few things to take into consideration. The learning framework was constructed and reshaped until the present final model. A few doubts that were reconsidered and rethought were:

/ The **dimension of connection** (Jansen et al., 2006; DeBacker 2002) was replaced by the **dimension of collaboration** which seems to be more in line with what was being proposed, having approached the codesign process mainly as a power-shared activity;

/The **element of learning environment** was substituted with the **context element** because in one context we can have various formal and informal learning environments independently or sub-categorised.

The structure construct of the learning framework is the last phase of pre-assessing the learning needs of the local community members in order to have enough data to understand what subject-matter should be the main theme to the partnership proposal, who are the partners and what are their needs in this collaboration, as well as their contributions; and to be sure that the learning outcomes aiming the youngest are desirable and achievable. This is not a straightforward work and demands a lot of advocacy planning, negotiation and fine tuning in order to have something tangible to work with.

Summary

This chapter aimed at presenting the structure of the learning framework which is the conceptual outcome of this PhD thesis. To conclude, the learning framework without the codesign methodology input that is provided in *Part 3 — The experimentation and becoming of a Lab of Collaborative Youth* of this thesis illustrates how the framework can be understood and applied in a case of interest. The preconditions to make sense of it as a reader and find the best approach to apply it as a practitioner are to go through the methodology and understand the principles of codesign practice.

Whilst *Part 3* is dedicated to methodology and output from empirical work. In the following chapter the practical implications will be the main subject, with an overview from Miragaia as a micro-context, scaling to city of Porto as a macro level — analysing possibilities of applying this framework in other schools and in higher education.

Chapter 6: *Practical implications of the learning framework*

Introduction

The practitioners who may be curious or may wish to apply the *Learning framework in Active Citizenship: Active Learner is an Active Citizen* in their work in some capacity are the educators (non-formal education), teachers/professors, social workers, youth workers, researchers, local government representatives, and representatives of the entities (both private and public) that work directly with youngsters.

Framework for partnership growth and sustainability

For the research that the thesis is subjected to, in the context of the city of Porto and the project in the neighbourhood of Miragaia, the perspective of strategic collaborations has been reflected upon through a mapping of all the stakeholders, potentially or already interested to collaborate, visually presented in *Figure 20*.

School entry

As an outsider or external collaborator, the entry to the schools leads to getting to know the name of the person that has enough power to listen to you and see how your idea fits into the actual setting of the school, and if the school holds enough resources for it to happen. Looking at the Portuguese public schools of which many belong to the cluster of schools, one can understand that certain main schools among them exhibit more potential to exercise decision-making ability than others. In case of interest to collaborate with schools led by the coordinator and not the director, the support of the coordinator is necessary, not only to write and explain to the directorate who you are and what are your intentions, but also because psychologists, social workers and socio-cultural animators become more accessible and easier to speak to. They are usually the ones that facilitate communication with coordinator/director. Each school is an ecosystem for itself, and it might be considered good fortune to receive an invitation with the open mind.

There could be many parallel actions underneath happening at the same time, and relationships being established before the proposal time, and as a researcher, it is not possible to guess interpersonal dynamics, and cooperation potential among prospective collaborators, among other factors.

For example, a researcher may think that one is exploiting the school community around one's enquiry agenda, but at the same time, it could also be a case that the researcher could be exploited by the professor who may be using the research to demonstrate personal views over the politics conducted at the school ground. The researcher can be also instrumentalised by the school community. The relationship with students, teachers, other staff members and school community will grow only until the moment the benefit is seen from all the sides. If there is no sign of any benefit perspective, but the sign of "favour", this could mean that efforts of making an impact while also researching about it may not go as planned. This is due to the complexity of making the right action proposal, which has to be based on real needs and recognised as needed by the school community. It should also have tangible results so people can see what they are contributing to, and be able to observe the progress more easily. It should also consist of many small but specific objectives which should be achieved at every encounter; among many other things that make this partnership successful.

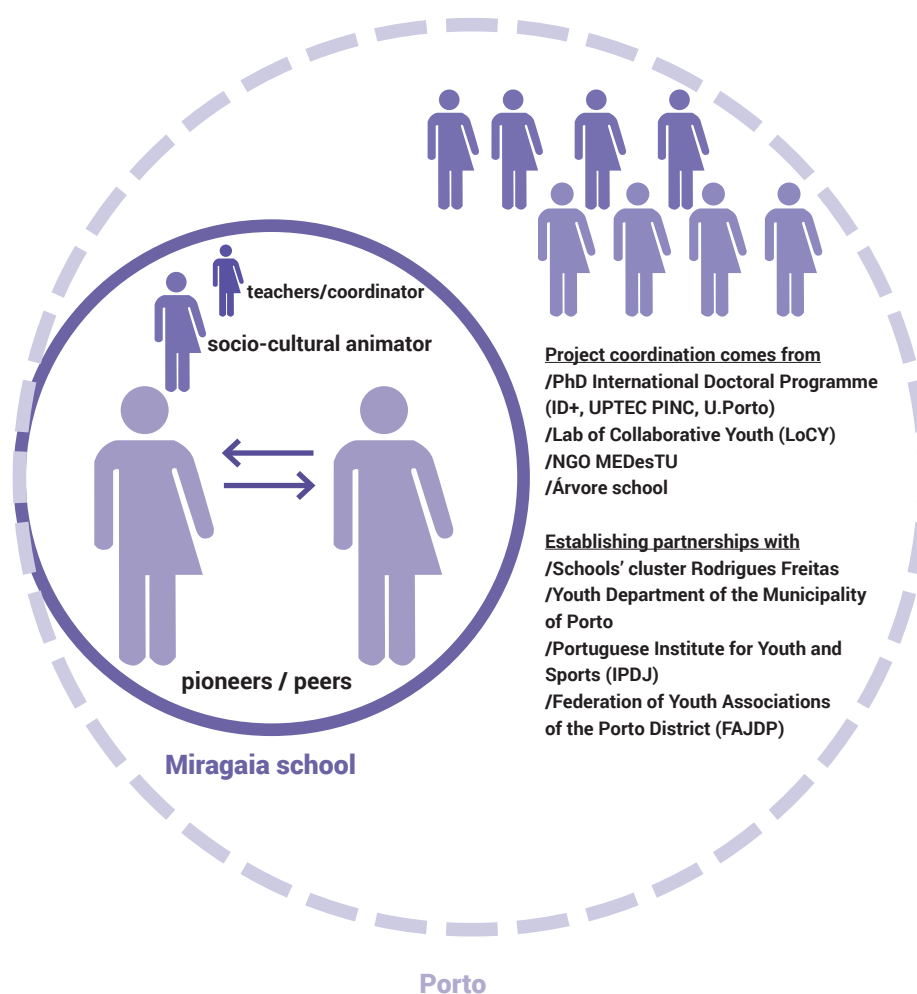


Figure 20. Mapping local stakeholders for the purpose of establishing partnerships

Choosing the partners

To choose the right partners, it is necessary to understand what kind of impact the project should have. The curricular projects are more keen on building relationships among the members of the school communities, and during extracurricular activities, the partnerships are built by negotiating interests and benefits of the school community and external partner/s. Many times, youngsters are not included in this part of the

initiation process. To change that, this framework offers a proposal to reflect whether this project is about real life practice or if it is more a simulation.

If youngsters are not actively engaged from the beginning we can refer to it as a colonialist approach, because the students might not even want to collaborate in the first place. That is why, for now, the extracurricular activities which are voluntary make more sense and are more true to its principles, but they are not taken as seriously as the curricular ones by the educational staff. Moreover, sometimes the coordinators don't invest enough efforts and critical thinking when planning and managing the project, often ensuring that it is going to be an exciting and amusing set of events rather than being more thoughtful and measured by the real needs.

If something is proposed and done within the curriculum, it will be much more recognised by the community of co-learners than if it wasn't. This is another relevant subject-matter to consider when codesigning and implementing projects at any school.

The partnerships with stakeholders will develop simultaneously but with different dynamics. Many times, it is not possible to predict the backstory of agendas promoted and represented by the stakeholders, both for their institutional personal interests. Consequently, building partnerships with institutions is building partnerships with people. If we don't know the people well, it is hard to build strong partnerships, especially with local authorities and public institutions.

Framework for sustainability of codesign initiatives

The framework has been serving as a backbone to the Lab of Collaborative Youth platform. Its coordinating body has implemented three codesign educational programmes and research projects in Miragaia and Ramalde (the local in which scalability and appropriation of the the PhD project was implemented) areas in Porto. Presently, more schools in Porto and Gaia are interested in this type of collaboration.

According to Iversen & Dindler (2014), there are four ways of sustaining participatory initiatives:

/ Maintaining;

/ Scaling;

/ Replicating;

/ Evolving.

Maintaining

Maintaining initiatives/projects after a codesign process with external partners has finished, is one of the strongest challenges. To foster design-after-design and encourage school community to continue with something that they might need, but they don't feel capable to do it, is not going to lead to potential reforms. This is usually the reason why some activities don't continue if not based on real needs and motivational drivers of the community members: the sense of self-efficacy and being an expert in codesign.

Thus, in our projects, students are concluding their basic education and exchanging

Miragaia school grounds for other. To keep it organic and open, there is a need to always have somebody who will link different generations. That is why the socio-cultural animator, social worker and psychologist are critical partners. Otherwise, the programme needs to be outsourced by the external collaborators having an ongoing partnership with the school and conducting the programme for an extensive period of time. This can be feasible but most likely not sustainable, because the external collaborators will have to finish the project intervention at some point in time due to the conclusion of human or financial support.

Scaling

Scaling from a class level to the whole school context is one thing, but scaling from one school to other schools is another. I have been lucky to experience the project scaling from one class to the other, from an extracurricular activity to curricula. Any resistance in scaling from one group of students to another comes from the related group culture and dynamics, which can be much different when compared.

Sometimes the thoughts need to be rephrased, asked and explained differently for students to create an idea of what we are trying to co-create together.

Replicating

After presenting the work in Braga at the 3rd conference *Towards the Sociology of Knowledge, Science and Technology in Portugal* on September 8th, 2017, one of the professors commented that the work and challenges explained in the context of school of the second and third cycle of basic education are very similar to what one experiences with graduate students at the university. In my presentation and after discussion, a number of professors and researchers demonstrated an interest to see codesign work based on this learning framework replicated, and to be evolved within a university context and not only in primary and secondary schools.

This is definitely a question worth exploring further, since there are differences between minors at the school of the second and third cycle of basic education and young people at universities, as much in their stage of the learner's identity construct, as also with regards to the conditions for adult-youth partnerships in their community of co-learners.

Evolving

The codesign initiatives being placed as a 'seed' have for a long-term objective to accomplish the social transformation. To measure this, it is necessary to sustain contacts and communication with partner institutions and their representatives, and see what they have been doing after the project that has been organised together has come to an end. Yet, most of the time it is not enough to search for the new activities that may have emerged but to ask the collaborators to reflect and tell you what was the impact of the experience on them and what they have changed in their practice as a result and why. If they are not fully aware themselves, the researcher who has the ability in coaching can try to help the partners reach their own conclusions.

Framework weaknesses

/ Partnerships

The framework capacity is founded on the strategic advancements when building partnerships, yet, it has its preconditions: all the partners have to be open for collaborating

and to be able to incorporate honesty and transparency to work in an empowering and collaborative way. The challenge of working with institutions, public services and authorities are that the institutions consist of people, and connections are established with those people. In case some of the representative partners leave institutions along the process of collaboration, the connections with entities need to be rebuilt. Generally, the recognition received from partner institutions raises the value and pertinence of the project in the eyes of other stakeholders which may have been strategically targeted for partnership.

/ Active learner, active citizen

The implementation of the learning framework doesn't necessarily provide any design for a solution-based set of activities, subscribing to a certain theme such as active citizenship, active learning, but it aims to address the challenge by encountering missing opportunities for intergenerational partnerships; and by creating conditions and a mindset for the exchange to happen. As an open-ended framework, it provides an orientation guideline through which the content and action plan are solely built by the group of people who choose to apply this learning framework to their work/study.

/ Co-creation processes and codesign as a tool

If people are not trained in codesign and don't have the facilitator for the very same thing, it is going to be difficult to achieve basic preconditions for co-creation of educational activities. There should be at least one person available for each project who has a suitable experience in codesign and the process of co-creation based on real needs of the intended audience.

Summary

For the purpose of this thesis, I have been focusing on the application of this learning framework when having students/youngsters as the learners within a formal education system. In future, I would like to test this learning framework when the co-learner is going to be each partner representative (person or persons coming from different public and private entities).

Finally, in the following *Part 3* of the thesis, the methodological input which is a foundation for this learning framework is going to be presented and analysed.

NINHO DAS ASSOCIAÇÕES

O QUE É QUE A MEDesTU
PODE FAZER POR TI AQUI,
NA CASA DAS ASSOCIAÇÕES?



LABOR HORIZONTES

A MEDesTU

Capacita

Jovens através da educação
base no processo de
autodirigida.

Instrumentos:

- ↳ Educação e aprendizagem não formais
- ↳ Voluntariado local
- ↳ Serviço Voluntário Europeu (SVE)
- ↳ Empoderamento da Cidadania Ativa
- ↳ Políticas de juventude locais
- ↳ Advocacia e lobbying

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WWW.TWITTER.COM/MEDESTU

ALFABETO ARABE

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حرف

Skills:

- ↳ diálogo
- ↳ valores humanos, empreendedorismo

SERVO LEVO
TRAVO
SPEVNA
FRANCO
CIBER
MILIT

cal/macional
heicamente e a
e o Mundo Árabe
ndo especial atenção
matos



Photo courtesy of FAJDP/
Casa das Associações

PART 3/

The experimentation and becoming of a Lab of Collaborative Youth

Introduction

The research methodology has been introduced and discussed in the *Research positions and approaches — Research methodology: Programmatic design research through meaningful participation and co-creation approach*. In this part of the thesis two main educational codesign programmes implemented on behalf of LoCY are being presented and discussed. Both of them consist of research programmes:

/ *Recreio dos Pioneiros* (2013/2014, 2014/2015, 2015/2016) consist of three research programmes: *warmUP*, *buildUP1/2*, *play* implemented in Miragaia school;

/ *Ilustracionário, à minha maneira* (2015) consists of one research programme *buildUP 2/2* implemented as a community of practice among peers from Miragaia and Árvore school. The outcomes contribute to answering research questions (*Table 11*).

Table 11. Research questions assessed through empirical work in the educational programme.

RECREIO DOS PIONEIROS & ILUSTRACIONÁRIO, À MINHA MANEIRA	RESEARCH QUESTIONS
warmUP APRIL - JUNE 2014	How does school as a local learning environment foster active youth citizenship practice?
buildUP OCTOBER 2014 - JULY 2015	How does the concept of a participatory learning environment assist to an emerging youth codesigned and co-shared learning practice?
play NOVEMBER - DECEMBER 2015	How can participatory design as a democratic tool support the recognition of a youngster's ability to learn in a more open and flexible way? How can citizenship in the school context be stimulated by increasing young people's ability to co-create learning?
transversal question	What are the practitioner's learning outcomes to be encountered when working with, for, by youth through codesign in a phenomenological, experimental and experiential way?

Chapter 7: Lab of Collaborative Youth

Introduction

The three programmatic research experiences I have had with Miragaia students taught me that there are not so many social mechanisms that may work on both education and youth policies founded on co-creation processes and learning framework foundations. There are practices of either youth-policy making or/and educational programmes, but there is not as much reflection about the learning design behind those events, projects and youth participation opportunities. In addition, there is not as much thought given to the real position of youth and all the process of awareness that is deconstructed in *Part 1 - Towards codesign in active learning, in active citizenship*.

With my focus on this theme, and with a mixed background of being a practitioner of formal and non-formal education, I challenged myself to find a format in which the social mechanisms for direct collaboration with youth on the highest level of participation may be achieved. This came around a lab concept that seemed to fit into a *Learning Framework in Active Citizenship: an Active Learner is an Active Citizen* construct and vice versa. The features of this format have been discussed in *Chapter 3: Codesign in active learning, in active citizenship*.

The learning framework proposes reflection, set of values and principles, and raises awareness to what should someone be paying attention when working with local communities through co-creation of knowledge cultivation. The lab as a format builds from set foundation and sets the practicalities of the strategic action plan. Thus, the learning framework is meant to trigger collaborations through mutual understanding, and the lab is in need to structure them and give them a form in order to reach mutual empowerment. To stress, the idea was not to propose any template, but to co-create a kind of learning environment which could raise the level of qualitative collaboration and give space (mental, physical) for exploration and experimentation, in order for intergenerational partners to better understand each other both simultaneously and continuously. Additionally, it was much more about creating a space in which the youngsters would actually have not only their voices heard but they would be given the ‘rudder’ to direct in what and how they are going to confront their understanding of the world and their role within.

At first, I was looking at the possibility of setting up the informal living labs within schools, with dedicated space and the possibility of students arranging it according to

their likes. For example, in Miragaia school, there would be an unused classroom or poorly used library to which youngsters would come and transform it into theirs. This idea came to my mind when I discussed with pioneers about their classrooms, and how much they dislike them because they are impersonal, but also because I felt that the level of their engagement with actual space is controlled by the others.

Conversely, this idea of getting a physical space for *Recreio dos Pioneiros* couldn't be explored further because after written request there was never received an official answer, even if we had sent project proposal and explanation what this could mean for the students' development specifically and for the school community in general.

Beforehand, we managed to place our project calendar that was posted onto a wall in the pioneers' classroom during programme **buildUP**, yet, we could also feel that classroom is theirs but not theirs because the sense of ownership is underestimated by the sense of authority. The absence of physical space that students could co-create and build new connections was the idea that failed and we sought for other possibilities.

As external collaborators, the main issues of working with youngsters in primary and secondary schools are needed authorisation, level of impact and longevity of the collaboration. The latter is mostly concerned with direct learners' participation.

The youngsters are immersed in education and self-discovery, therefore, their daily organisation with lower capacity for efficiency and it doesn't make them available to participate on a long-term basis. They may be very much immersed in the project but when they are about to move to another school year or another school, the most of them become unavailable unless:

/ The project takes part in a curriculum;

/ The project is supported by the form teacher;

/ The project is implemented within school space and working hours.

This means that if the programme is not part of the curriculum or within school space, it is much harder to sustain participation of this age group especially if still in the school of the second and third cycle of basic education.

Students' mobility is strict due to parents' authority. After school hours usually consist of some free time they like to be spending either outdoors with friends or going to the training (dance, sports), after which they usually go home to do their homework and spend time with their families, among other things. In the secondary school, this culture slowly changes and the 11th and 12th grades' students might actually become active in NGOs, informal centres for studying or/and doing other activities related to music, dance, social games, etc. In the secondary schools, there is already student association that might promote more meaningful engagement of students and raise awareness of students for the mobility through activism and volunteering.

Acknowledging the challenges, I understood that the lab had to become something more open-ended/flexible and available to anybody to take ownership and mould it in proportion to the context. Therefore, less of tangible (concrete physical space attributed to the experimentation) and more intangible (open to any safe space for collaboration).

That is why by the time we did the second programme **buildUP** we realised through organising community of practice as a community of co-learners that lab can become a bridge that will connect peers-peers, youngsters-adults, advocating education and youth policy making as examples of citizenship practices.

We define Lab of Collaborative Youth as a platform for youth-driven codesign with the stakeholders of the local community. This concept aims at raising awareness towards building a network of young people interested in civic engagement and socially responsible design (Glumac, 2016). Lab of Collaborative Youth (further in the text: LoCY) consists of educational codesign programmes and research through codesign.

Educational codesign programmes

In these programmes, we differ two types of initiatives as demonstrated in *Table 12*.

Table 12. Educational codesign programmes.

<p>youth-led codesign by youth grassroots initiatives</p>	<p>Young people initiate ideas for the projects which they can do on their own or with the support of adults, by arriving at LoCY with a proposal and asking for guidelines;</p> <p>E.g. Codesigning something that they need in order to improve their livelihood, tackle their curiosity, among other possibilities.</p>
<p>co-ownership codesign with youth bottom-up initiatives</p>	<p>Young people take initiatives about the projects in which they are collaborating with adults (youth work practitioners, local authorities) in its creation, and this process is co-shared and decision is co-managed by everybody engaged;</p> <p>Adults (youth work practitioners, local authorities) propose a collaboration based on the needs of youngsters and together co-create the mutual empowerment process.</p> <p>Community of co-learners projects in which peers collaborate (e.g. <i>Ilustracionário, à minha maneira 1.0</i>);</p>

To see how LoCY's educational codesign programmes may be embedded, intertwined and applied in the formal education system, the first requirement is to deconstruct Portuguese formal education system and its curriculum plan as a:

/ Set of domains for each discipline;

/ And each domain has its own aims and performance descriptors,

/ And basic methodology guidelines from the Portuguese Ministry of Education and Science (see *Box 7.1* for more details).

Box 7.1. Towards curriculum structure in Portuguese formal education system

The Ministry of Education and Science has defined a programme to which the curricular goals are associated with each school year. For example, for the 8th grade of Portuguese language there are (Buescu, Morais, Rocha & Magalhães, 2015):

/ Five domains: Orality; Reading; Writing; Literary Education (works/authors) and Grammar.

/ In each of these domains there are set of goals to achieve and these, in turn, are accompanied by performance descriptors.

For example, for the domain of Orality,

/ Objective: 'Interpret oral texts with different degrees of formality and complexity';

/ Performance descriptors: 'Identify the topic and make the subject explicit / Identify the topics'.

According to one Porto's school of the second and third cycle of basic education teacher of Portuguese language,

There is also a set of supporting materials to address each domain with an indication of some methodologies. The teacher can achieve these goals by developing personal strategies and methodologies. Even in the selection of texts/authors/works, there is a 'textual corpus' that must be fulfilled.

[Free translation from Portuguese to English]

When I asked the teacher about whether the students can suggest other works from the same author since this was one of the needs Miragaia student had, the teacher answered me that

It depends on the teacher and the school year — of course I approve other works by the same author or even other authors because it interests me that they (students) read! Now with the final national exams, it seems to me that one always tries to fulfil what is defined in the goals, (playing) with more safety.

[Free translation from Portuguese to English]

This proved that quality of education is not delivered by the quality of curriculum, but also through the openness and understanding of both teachers and students towards the content and sense-making of that content provided. Yet, national exams¹ do bring about the narrow systematisation in the sense that actually doesn't give much choice or make things easy or fair to the students and their academic achievements. I will not enter here in the discussion about the validity and the meaning of the national exams but I hold strong reservation towards recognising and valuing memorization and quantification of acquired knowledge, in comparison to what exactly taught knowledge has given to students and how they can apply it in their lives. What kind of values and what opportunity for critical thinking, problem-solving, flexibility to adapt, among other things has given a chance to practice and how this may be evaluated and how the feedback may be given to the student in order to further advance their progress.

¹ Main challenges when it comes to the national exams: observador.pt/especiais/os-tres-problemas-dos-exames-nacionais Retrieved December 22nd, 2017.

Each LoCY's educational codesign programme has a strategic action plan structure similar to the curricular one:

/ Learning aims;

/ Specific objectives for each aim;

/ Desired outcomes as performance indicators;

/ Validation, monitoring and evaluation embedded in the programming.

Still, there are key differences between the two proposals. In a methodology of LoCY, the most important characteristics are:

/ Learning is open-ended, therefore learning needs, motivations, expectations, as contributions are given to the educational activities, are designed and implemented;

/ It is topic-related or problem-solving theme related, instead of specific discipline (transdisciplinarity vs. single discipline);

/ Learning content and processes are co-created with students and other stakeholders;

/ The process is iterative, meaning that after each session/experiment, there is a moment of reflection and readjustment;

/ It is based on fostering self-discovery, and therefore self-esteem and self-realisation in order to reach self-determination;

/ It is based on a qualitative evaluation through which the student is coached to reflect in order to understand what was learnt from the given experience.

The two organisational systems are quite different in their aims and prepositions, however I am comparing them to explain why LoCY's practice may be beneficial for the formal education system in place, when teachers are open to incorporate it in their classrooms and use the methodology within scope of their autonomy to appropriate it according to motivational drivers of their students. LoCY is no near an attempt to substitute any given system, but it is about being a complementary proposal to what needs to be executed, once when more freedom is allowed to give students to reach their own objectives and not solely of the given curricular plan.

To enter the school and work with youngsters, it was already mentioned in *Part 2 - Staging an active citizenship framework: active learner, active citizen*, we need the school community to welcome external collaborators and show them their own needs, challenges and benefits of participation. To work outside of youth bubble as mentioned in *Chapter 8: Educational codesign programme Recreio dos pioneiros* and *Chapter 9: Educational codesign programme Ilustracionário, à minha maneira 1.0*, the teachers and people who work closely with youth in specific school, need to be open to criticism and discussion and to relearn working in a variety of ways with their students. In case of being interested in collaboration, LoCY can serve as a social mechanism which may bring people collaborating together in new and unexpected ways. For example, teachers as the community of practice that exchange ideas and assures transdisciplinary way of learning in their school, especially within one class that they all work with. The benefits of approaching throughout the lab concept are also to raise awareness and train

teachers to learn how the co-creation process works and how they can support each other's' work for the best interest of youth.

To conclude, in case the empowering process through LoCY is being implemented, then the quality of education will depend mostly on building in intergenerational relationships and open communication through which teachers will recognise incentives and be able to identify and invite external collaborators to come and answer those needs. The work of youth NGOs who are immersed to contribute to authentic topics will be more validated in such collaboration, and the colonization process of training through the non-formal way of learning will be also avoided.

Research through codesign

The research is based on observation and participation in educational codesign programmes, aiming at pre-assessment, collection and analysis of data (*Table 13*).

Table 13. Research through codesign.

<p>for youth pre-assessment</p>	<p>Local partners initiate the dialogue to learn more about young people's needs and ask youth for inputs before planning and implementing any activity with them, basing their approach on the integration of the learning framework and LoCY methodology.</p> <p>E.g. needs assessment, motivational drivers to engage in civic participation, focus group for specific issues, mapping existing youth policies etc.</p>
<p>with and by youth co-creation processes, monitoring, validation and evaluation</p>	<p>Young people are invited to become co-researchers in the process and support data collection and outcomes by sharing responsibility in sense-making and dissemination of the project;</p> <p>E.g. tools to assess questions of interest/need, co-creation of the communication tools, dissemination techniques of the tools for learning, among other things.</p> <p>Local partners propose a collaboration based on the needs (learning or for wellbeing) of youth and together co-create the learning process;</p> <p>E.g. another kind of projects that promote civic engagement and co-decision making for certain local challenges; lab of needs analysis - designing tools and techniques on how to assess more in-depth the local needs and learning needs of youth, from time to time.</p>

Going back to the challenge statement from *Chapter 1: Active youth citizenship* that youth is not being involved in a meaningful way (remember the Hart's examples of the non-participation and the weakest examples of youth participation) which is due to thinking about young people as a target group that others want to extrude data from, where young people are seen just as a resource, not as true partners/codesigners. One of

Box 7.2. Towards the Municipal Youth Plan 3.0, Porto, Portugal

The project was coordinated by the Municipality of Porto in a partnership with the Faculty of Psychology and Educational Sciences (FPCEUP) of the University of Porto, together with the support of Federation of Youth Associations of Porto District (FAJDP) and Academic Federation of Porto (FAP).

Taking an active role in a youth NGO MEDesTU that belongs to the Porto's Municipal Youth Council and works in an ongoing partnership with FAJDP and Porto's Youth Department, I was part of the group that was always informed from the first hand about the whole process of designing a triennial plan.

Consequently, MEDesTU was also one of the 6 youth NGOs that was interviewed as a focus group in June 23rd, 2015 for the pre-assessment phase of this research project, implemented by the research group of the FPCEUP.

The enquiry mostly concerned mapping the common challenges when it comes to youth work, examples of youth participation that we are aware of, and what are our main approaches to reach out and work with youngsters. Later, all the NGOs from Municipal Youth Council were asked to contribute to their list of activities/projects/programmes for the assessment and later for the action plan.

Afterwards, the collaboration strictly continued by learning about advancements through regular General Assemblies of the Municipal Youth Council. At some point members of the Municipal Youth Council were asked to disseminate questionnaire and to reach for as many young people of age bracket 15 to 29 years old. The coordinator on behalf of FPCEUP explained that this age bracket was applied because it was the most coherent in the EU projects and reports on state of art of youth in Europe.

However, at some point, from the same FPCEUP research team, I heard there were different opinions about which age bracket they should work with and whether they should expand that age bracket from 14 to 30 years old. Erasmus+ programme that promotes mobility of young people defines young people from 13 to 30 years old. Thus, as stated before, in the previous Municipal Youth Plan 2.0 the age bracket was 12 to 35 years old.

This decision-making seems speculative, yet, it is profoundly relevant to be conscious how it was executed, because it does reflect on the youngsters' lives, particularly to the ones that are not included by it by further research and strategic planning. Both, as a person and a researcher, I felt moved to know that youngsters I have been working so far, the most of them are not going to have an opportunity to say what they think, feel, need, want to contribute with to the city of Porto through assessment for Municipal Youth Plan 3.0.

Conversely, the research team pointed out the lack of representation at the Municipal Youth Council when it comes to youngsters who are attending secondary schools. The team reached out for students' associations of various secondary schools to fill this gap in the participation.

I am not aware how this awareness reflected upon the team in Municipal Youth Department and Municipality of Porto in general but there are new events that may suggest possibilities towards youngster's inclusion. Since 2015 there is a yearly event *Debate a tua cidade* (Debate your city), organised by the Porto's Youth Department in a collaboration with FAJDP and FAP. The version of 2016 was specifically organised to support assessment for the state of art of youth for upcoming Municipal Youth Plan 3.0, and there were youngsters from secondary schools due to an involvement of informal youth centre Catapulta and NGO SOS Racismo. In the previous edition, there were students coming from Santa Maria da Feira, rare Municipality that has a strong youngster culture which promotes active role of youth in youth policy making. Yet, the involvement in event *Debate a Tua Cidade* is dependent on the involvement of the entity and its users/volunteers/members, and not individuals *per se*. The individuals are not informed about this event unless they belong to some institution or NGO that would invite them to join and participate.

Finally, in one of the last General Assemblies, the one held July 23rd, 2017, the Municipal Youth Plan 3.0 was presented as a collection of:

/ A diagnosis of the social reality for youth in Porto;

/ A diagnosis of the social responses for youth in Porto;

/ Strategic plan;

/ Annual action plan (2017);

/ Sustainability assessment of the municipal youth plan.

The plan hasn't been yet publicly published and opened for discussion. However, the annual plan of 2017 with gathered activities and organisers, has been expired.

In a talk with one of the FAJDP representatives, I was told that it is less of an action plan and more a statistical insight into the state of art of youth. I was pointed out that there is no real strategic plan behind it (no priorities determined, no concrete planning of where to go next with data collected), and that the action plan should have been built in a direct collaboration with youth, from the beginning until the end (avoiding symbolic youth participation).

such local examples is a research towards the state of art of youth in the city of Porto that was conducted from 2015 - 2017 for the purpose of building strategic document such as Municipal Youth Plan of Porto 3.0 (see *Box 7.2*).

One recent event that speaks of the diversity of youth voices when it comes to their ages, is the one implemented on November 22nd, 2017, when the Porto's City Hall invited 9 students from 5 local schools and the University of Porto, with the age bracket of 5 to 18 years old. Two of the counsellors, Fernando Paulo and Pedro Baganha gathered with students to speak about contemporary issues in Housing, Social Cohesion, and Education, as well as Urbanism, Public Space, and Heritage.

From LoCY's perspective, this event could be categorised as an enquiry based on involving youth as consultants, where youth is being informed and consulted, and this is the first step in partnership building.

However, this event by itself can only serve for the purpose of awareness raising of both sides — for youngsters that their voices matter, and for the counsellors something they already reflected about¹:

I think they gave a great example of citizenship and showed the adults that children and young people are real citizens and they know what they want, maybe with a much fairer and much more attentive sense. The issues they brought here were very diverse and very timely, and I felt at a given moment as if I were in a meeting of the Executive or in a Municipal Assembly because the level and quality of the interventions was very high.

- Fernando Paulo, Counsellor for the Housing, Social Cohesion and Education

I was amazed at the depth of some of the issues raised and the attentive manner in which many of the children and young people are dealing with the problems of the city.

- Pedro Baganha, Counsellor for the Urbanism, Public Space, and Heritage

[Free translation from Portuguese to English]

Consequently, there are still many opportunities to improve broken connections within the triangular relationship between citizenship, education and the context youngsters live in. If this aforementioned meeting was possible to happen, then it is up to the collective within the Porto's City Hall to organise more events as such, with a larger number of youngsters. In addition, there is a national example of a participatory budget for the public schools for which the students of the 3rd cycle and secondary schools are going to decide how to invest it².

Summary

LoCY's approach is to enquire about gaps in the intergenerational collaborations when it comes to youth policy making and compulsory education. Those gaps can be addressed and deconstructed through a variety of formats and may apply codesign as a tool. LoCY is just one example and one application of the learning framework presented in *Part 2 - Staging an active citizenship framework: active learner, active citizen*. While in the framework configuring and reconfiguring target group and problem-solving around the target group is open-ended (depends who is applying it and who is observed as a learner), the lab is strictly promoting bottom-up initiatives for, with and by young people. In both cases, codesign is a tool for establishing partnerships, negotiation and learning processes.

¹ Original source: [/www.porto.pt/noticias/criancas-e-jovens-vieram-a-camara-dizer-quais-sao-as-suas-procupacoes-na-cidade](http://www.porto.pt/noticias/criancas-e-jovens-vieram-a-camara-dizer-quais-sao-as-suas-procupacoes-na-cidade). Retrieved December 22nd, 2017.

² www.publico.pt/2018/02/04/sociedade/noticia/alunos-do-3-ciclo-e-secundario-chamados-a-decidir-como-aplicar-verbas-nas-suas-escolas-1801975. Retrieved February 8th, 2018.

Chapter 8: Educational codesign programme Recreio dos pioneiros

Introduction

In the academic year 2013/2014, a long-term project in Miragaia school was initiated as a case study of codesigning participatory practices with, for and by youth. In the first research programme *warmUP*, phenomenological (Creswell & Creswell, 2014 [2009]) and participatory observation was conducted through voluntary weekly sessions that tackled the wellbeing of youth in the school context, their motivational drivers and awareness towards learning and participating *in loco*, as a citizenship practice.

In the second research programme *buildUP*, implemented in the academic year 2014/2015, the students continued participation in the weekly sessions in which they were invited to take ownership and co-manage implementation of initiatives of their own interest, such as the Christmas party and a tournament in football.

After the winter break, Miragaia students created a community of practice as the community of co-learners with design students from Árvore school located in the same neighbourhood. They co-created a learning tool - visual dictionary *Ilustracionário, à minha maneira 1.0* - by reflecting upon their own levels of understanding of 23 terms and representing them visually through illustrations. This project is considered as another educational codesign programme since it engages with the wider community, and it draws together a new type of group dynamics, learning flow and methodology. It is going to be presented and discussed in *Chapter 9 - Educational codesign programme Ilustracionário, à minha maneira 1.0*.

the *play* is the last research programme that was developed within the class of *Civic Education* and implemented in the academic year 2015/2016, by inviting the students to reflect upon their motivation to learn, learning practice and their competences of co-creating learning tools that can be used inside/outside of the classrooms.

The researcher reflects upon school's constraints and conditions to learn by deconstructing the possibilities for 61 youngsters' meaningful participation inside and outside of the classroom, endeavouring the pluralistic approach to a more participatory education.

The data gathered through weekly sessions in the academic years 2013/2014, 2014/2015, 2015/2016 was analysed and had contributed to shaping a learning framework in active citizenship, as a recommendation of applying codesign in facilitating learning with, for,

RECREIO DOS PIONEIROS: A STUDY CASE OF A PROJECT IMPLEMENTED IN MIRAGAIA

warmUP APR - JUN 2014



- Eu acho que ~~esse~~ deviam melhorar o nosso espaço. URS
 - Nos espaços livres da escola e fora da escola, para proporcionar de convívio de alunos que dá para praticar desporto. (fora das aulas na nossa frequência) NFO URS
 - Melhorar o campo da escola. → praticar futebol URS
 - Melhorar o sítio do pátio-pátio. MUITO URS

LOCAL NEEDS
MOTIVATIONAL DRIVERS
SENSE OF COMMUNITY
LEVELS OF PARTICIPATION

buildUP OCT 2014 - JUL 2015

CO-OWNERSHIP
SENSE OF BELONGING
TAKING INITIATIVES
SELF-RECOGNITION

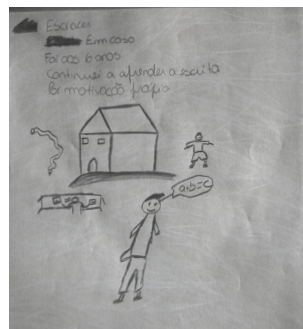


YOUNGSTERS'
COMMUNITY
OF PRACTICE



play NOV 2015

PLURALISTIC
APPROACHES
TO LEARNING



LEARNER = CODESIGNER

Figure 21. Pioneers' playground, educational codesign programme.

and by youngsters. Thus, the journey from an informal proposal to the development of three intertwined research programmes resulted in establishing a format such as the one of a lab, as an answer to the unnecessary, yet very much present stigma when it comes to youngsters' inclusion in the society that was already tackled in the previous chapter.

Although the three research programmes differ in their aim and objectives, participants' profiles and methods for iterations, together they represent the iterative cycle of educational programme Pioneers' playground (see *Figure 21*).

The codesign methodology of the programme implementation may be divided into:

warmUP

- / Preliminary exploration (context, partners, learners);
- / Learning design (iterative pedagogical scenario of planned learning sessions/activities):
 - Exploration (pre-assessment of needs, participants' profile, challenges);
 - Design of the learning cycle for each session/experiment;
 - Implementation of the sessions/experiments;
 - Reflections (after each session - participants; facilitators);
- / Final evaluation (group reflection and validation);
- / Dissemination (report for the Directorate of the Cluster of School Rodrigues Freitas; report for the Municipal Youth Department of Porto; conferences)

buildUP

- / Learning design (iterative pedagogical scenario of planned learning sessions/activities):
 - Exploration (pre-assessment of needs, participants' profile, challenges);
 - Design of the learning cycle for each session/experiment;
 - Implementation of the session/experiment;
 - Reflections (participants; facilitators);
- / Midterm and final evaluation (group reflection and validation);
- / Dissemination (report to Directorate of Cluster of Schools Rodrigues Freitas; public event; informal talks with educational staff of Miragaia; informal talks with educational staff of Árvore; meetings with Municipal Youth Department of Porto; LTTC inFORMAL; informal talks with youth NGOs, FAJDP and IPDJ; conferences)

play

- / Learning design (iterative pedagogical scenario of planned learning sessions/activities):
 - Exploration (pre-assessment of needs, participants' profile, challenges);
 - Design of the learning cycle for each session/experiment
 - Implementation of the session/experiment;
 - Reflections (participants; facilitators; socio-cultural animator);
- / Final evaluation (group reflection and validation);
- / Dissemination (report to Directorate of Cluster of Schools Rodrigues Freitas; Miragaia school ECO event; informal talks with educational staff of Miragaia; LTTC inFORMAL; informal talks with youth NGOs; conferences)

Preliminary exploration: Cultural probes

The project introduction was anticipated by applying the cultural probes technique (Gaver, Dunne & Panceti, 1999) as a tool for assessment of the first impressions about the students, their relation to the school and their general state of mind and openness to contribute to the change.

The cultural probe was made through four interactive posters with posted questions to the students. To answer, the students were supposed to choose the emoticon that corresponds to their opinions/feelings and by writing down their answers. The emoticons/symbols were chosen as a visual universal language that is easy to comprehend from a perspective of a participant and from my perspective, easy to transmit the complexity of emotional and mental states. Mostly, this approach was chosen to reduce the noise of text and visually engage with students after classes when already tired to answer additional questions.

The posters were placed indoor, on the walls, close to the upper exit and lavatories, a bit further away from the classrooms of the 8th and 9th grades. The technician offered herself to keep an eye and help the students to answer the questions and to give them the bookmarks as a reward.

The order of these posters was important since each carried a question respectively:

1. When I wake up, and I think about the school, I feel: ...

The offered emoticons corresponded to the feelings such as: happy, hungry for knowledge, angry, challenged/rebellious, amused, exhausted, sad, humble, shy (*Figure 22*).

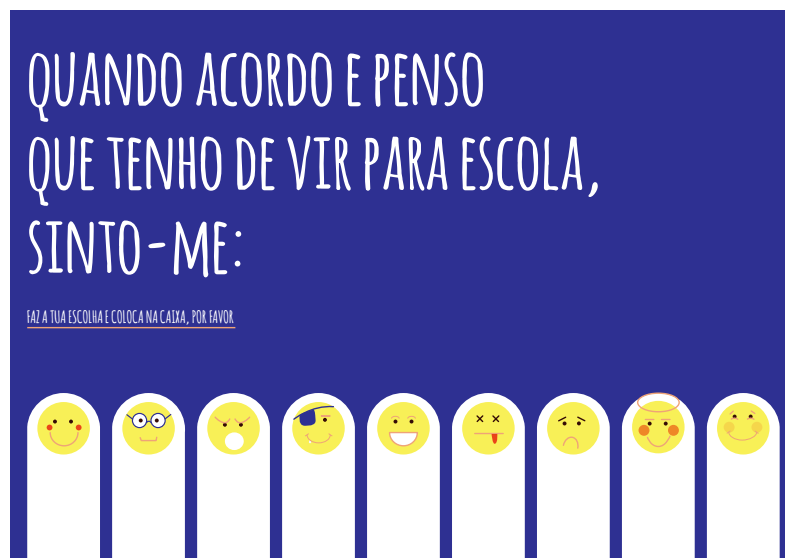


Figure 22. Poster *When I wake up, and I think about the school, I feel ...*

2. Why do I feel like that, when I am thinking about the school?

The offered possibilities: school as the institution of the strict formal education system; playing sports with friends; positive interaction; less positive interaction (bullying); radio; teachers; food; studying; computers (*Figure 23*).



Figure 23. Poster *Why do I feel like that, when I am thinking about the school?*

3. Do I want things to see change in the school? Is it possible? The students could have chosen either yes (thumbs up) or no (thumbs down) as seen in *Figure 24*.

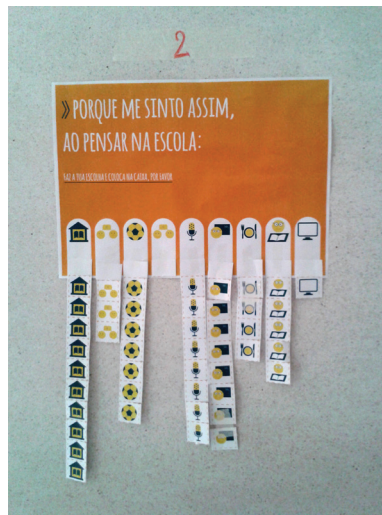
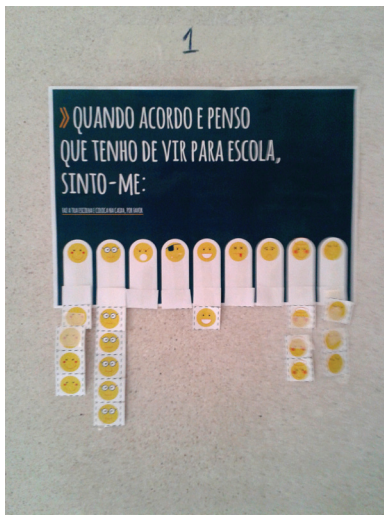


Figure 24. Poster *Do I want to see change in the school? Is it possible?*

4. If I was the one to decide for one day, the school would be...

This poster had a different format in comparison to others. It just had the beginning of the phrase aforementioned and the students were encouraged to fill it by writing their answers on white sheets of paper.

To answer the first three posters, the students had to rip off the answers and place them in the box, for which in a return, the officer gave them a bookmark that said Happy Easter as a way to express gratefulness for participation (see *Figure 25*). The cultural probes were placed for three days and taken away just before the Easter break.



Não haver aulas 😊

Ass: Diana Ref.

A escola seria toda feita de aulas de dança, rimas e jogos.
Não aprenderia nada e não faz matemática. Fiquem em casa.



A escola seria muito melhor se o Justin estivesse mais aulas do grupo beijos, Patrícia Lopes
A comida tem que melhorar, têm que comprar:

- pratos
- virgulas
- alado e carne
- tem aulas livres de vez em quando
- é pode-se:
- vir de calças,
- serra
- lopes
- legins

Beijo
MARISA e
IARA 😊

Melhora escola!!!

Figure 25. Cultural probes as a silent dialogue between students and a practitioner.

Outcomes & reflections

The technician that was working on the last floor stayed with a box to collect answers. I haven't specifically told her what to say to the students before participation except if they ask, to tell them they can participate and that was connected with something that will be proposed afterwards. I also haven't accented that the answers of one individual have to be specifically glued together so we know more clearly what is the consequence of which matter. In return, I received answers that some of the students actually glued together (I left them paper tape to use in case of need) and others just placed the answers separately. The students decided to use paper tape differently, so one of them even accented the food issue at the school and glued two times the food symbol to reinforce one's opinion.

The collected answers to the question "When I wake up, and I think about the school, I feel: ..." are following (Figure 26):

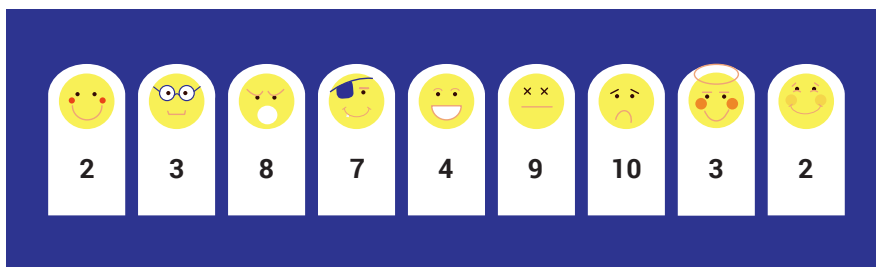


Figure 26. Students answer on how do they feel about going to the school.

According to the answers, one would observe that youngsters are not as satisfied with the school context and what it offers as much as it could. To discover reasons for such answers is to analyse the answers provided in the second poster's question "Why do I feel like that when I am thinking about the school?" (see Figure 27)

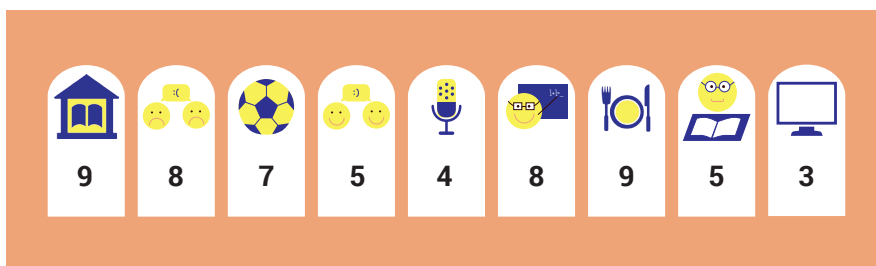


Figure 27. Students answer why do they feel the way they feel about going to the school.

The main dissatisfaction is related to the lower level of quality of provided meals; lower rate of the establishing good communication and healthy relationships, and until some extent with the school as a traditional format of learning.

The attitude of the participants was tackled in the third poster in which they needed to decide whether changes are possible or not in their school.

They voted by 23 red hands which means "no, it is not possible"; and by 14 green hands which means "yes, it is possible". It is clear that students feel about the change as something inconsistent in its full extent.

To conclude, the overview of the questions and answers/votes is shown in *Table 14*.

Table 14. Overview of answered questions.

QUESTIONS	NUMBER OF ANSWERS/VOTES
When I wake up, and I think about the school, I feel	48
Why do I feel like that, when I am thinking about the school?	58
Do I want to see change in the school? Is it possible?	37

It is easily observed that some of the students chose multiple answers and voted with more than one symbol. It is also possible that they spammed the box with random answers or more than one specific symbol to accent their emotions. There were four grades that could have participated but surely not all of students gave contributions.

Conversely, the fourth poster with a closed type of question had an aim to ask students to complete the sentence “**If I was the one to decide for one day, the school would be...**” in a free form. Their responses were as following:

/ “Not to have classes”;

/ “The school would be full of dance classes”;

/ “Not to wake up early and have class of mathematics”;

/ “Free day/day away from a school”;

/ “Justin Bieber would have been at the class”;

/ “Improve the school”;

/ “The food should be improved, it should be bought: vinegar, salt, ...”;

/ “Have free classes once in awhile and you could come in jeans, skirt, leggings ...”

The last one was surprising since the fashion culture was quite liberal and easygoing, comparing to some other schools I have visited. The students would come in the shirts showing off the belly; shorts; and had their trousers below the waist line hanging.

From the very specific to more general ideas, I could understand that emotions captured in the previous three posters would match with the written contributions coming from the students’ perspectives. The most vivid impressions I could gather were connected to the lack of enthusiasm when it comes to being at school and classes, and the feeling of schooling is more of a duty rather than a necessity. By the number of received answers, I think the students did enjoy ripping the papers with emoticons and participating by placing them in the box. Without being present, I placed the trust in them and the school

staff member that was helping me in this process, that they would be honest and put only emoticons and symbols that really reflected their opinions and feelings.

To conclude, this was a trial and error way of learning about the students. I wanted to ask them directly and not to base and form my initiatives on the input I have been given by the adults. Thus, I wanted to learn about them through challenging them, and by observing how they are, who they are and how do they feel at school. This way, I could learn that they did enjoy to participate by the number of emoticons/symbols placed in the box; that they were curious about the questions, who put them there and why; and moreover, they had what to say when they were asked.

Pre-assessment: participants' profile

In academic year 2013/2014, the project was initiated with 12 volunteers students, of which four came from the 9th grade and eight from the 8th grade with the age bracket between 12 and 15 years old (see *Table 15* for more details).

Table 15. Overview of students' profile according to their age and biological sex.

F / M	12 years old	13 years old	14 years old	15 years old
Female	1	1	5	2
Male	0	2	0	1

While 8 students were from the historical centre of Porto (and 3 of them from Miragaia only), the other 4 students were coming from wider neighbourhoods like Lordelo do Ouro and Vila Nova de Gaia. The students from the beginning of this project had several roles:

/ Volunteers;

/ Students;

/ Co-learners;

/ Colleagues/ Peers;

/ Pioneers.

The idea of weekly sessions was to facilitate group work of all volunteers interested, coming from different classes. Yet, there was no possibility of having the allocated time suitable for everyone. Consequently, the time of sessions was made according to the first group of students that expressed wish and motivation to participate. Their presence on the sessions was not obligatory. Throughout the sessions, the number of present students varied from 3 to 9.

Presentation and the pop quiz

After the Easter break, I have visited four classes. In an academic year 2013/2014, the school had only two regular classes of 8th grade and one regular class of the 9th grade. Thus, it had PIEF classes also, so I decided to go to the only 9th PIEF and invite them to

join the project. The presentation format was simple and interactive. I had informally introduced myself, the team of facilitators and our proposal. I tried to deconstruct the role of a designer and that designer can work with communities. The simple idea behind the invitation for a collaboration consisted of doing something together that would improve the group atmosphere, in order to strengthen their motivations for and in learning. The students of the regular classes were transparent in their doubting of why are we here, why exactly them and this school and what exactly are they going to do, yet surely they embraced the challenges and played with us in the moments of presentation. On the other hand, the students from PIEF class had a strong barrier and doubted not only our intentions but also the benefits of joining the project. Their attitude was very strict and uncooperative, instead of listening what we had to offer they found convenient to put themselves superior to us, the visitors. Nevertheless, not ignoring these defence mechanisms, but embracing the opportunity, they were invited and encouraged to come and join the project and see it for themselves what we meant by it.

Sessions/Experiments

By experiments are considered the exploratory meetings with youngsters that have a format of a workshop but since they are continuous and interlinked, we call them sessions. They aimed at learning schools' organisational and structural practicalities from youngsters' perspective as understanding youngsters' individual and collective attitudes about their situated actions while being formally educated.

To organise such activities on a weekly basis without the previous experience of working with such an age group, the team needed to make exploratory sessions and gather data that would be the outcome of our firsthand experience.

Space

The selected location for implementation of sessions was the school canteen due to the following reasons:

/ It presents a big, light and open space which is inhabited by the students in their lunch and/or free time;

/ It has a nice overview of the floor above and curious passengers can check what is going on without interfering with the session;

/ It is outside of any classroom space and aims to provoke students to find themselves in another non-common setting where they have full responsibility for action and reflection;

/ It is for everybody;

/ It was easy to arrange sitting in a circle where there is no hierarchy opposed.

Conversely, some of the sessions that demanded less echo and noise, were implemented in the professor's' meeting room.

Time

The planned time frame of the session was 90 minutes, but facilitators had just between 30 and 40 mins in the most of sessions. Sometimes the students had to go to additional

classes and for some of them, it was just a big break between the last class and our session.

Participatory processes

Usually, the role of the educators/trainers in non-formal education is to stay neutral in the diverse learning groups and let the participants bond among themselves. I have never been in a situation in which the participants already knew each other so well, and us, the outsiders, were the ones that needed to bond and create relationships with them. It was demanding to incorporate not only the sense of belonging, equality and equity among different group members but also embed the sense of responsibility in the students' understandings and dispositions along the sessions.

At this moment, it was viable to see external collaborators as the one leading and coordinating everything from the beginning until the end. **Was this only possible way when we were meeting for the first time? Was this enough? Was this what the group needed?**

All decision-making on the topic and methods used had been decided by the facilitators themselves. They had adjusted the approach after discussing how the previous session finished and was completed. The team believed if we don't propose something more concrete and give examples, we would not keep interest and motivation of the students that we had just met. Too much abstraction, in the beginning, was something we wanted to avoid, therefore we came to the sessions with some exploratory proposals that would trigger further topics, responses and discussions.

One of the things that helped me a lot to organise my line of thought in reaching those objectives was a session plan, a tool usually used by the educators/trainers/facilitators/coaches that were trained within non-formal education. The tool provides the organisational guidelines that can prevent blackouts and misunderstandings between team members while implementing sessions together.

Methods

In *warmUP* programme, I was looking to observe phenomenology of youngsters' participation and record discussion outputs so I could co-create and recreate new learning processes in the future. In the following text, I will name and describe few methods that were designed and applied in this stage.

Paper bridge

Teambuilding was an important part of the process, as much among the participants that already knew each other but maybe needed to learn to collaborate in different ways, and us, external collaborators in need to establish connections and sense of togetherness with students. The idea for this challenge arrived from enquiring possible methods via internet, and due to many resources, I am not sure who is the main author.

The participants were invited to form 2 groups and together with limited resources, build a paper bridge that could sustain the specific weight. With this exercise, the facilitators wanted to tackle the youngsters' skills in leadership, active listening and communication in the working groups. The team of 3 facilitators observed that the activity of building bridges could have been more challenging but an unexpected parameter occurred: one



Figure 28. Student transforms the paper bridges into a decoration in the canteen.
Photo courtesy of Olga Glumac.

of the participants had already done the same challenge one week before the session. Since she had the know-how of doing it effectively, everybody just stood and watched her group. The observers let things resolve fast while the other group observed what the first one was doing and applied the same solution.

I doubt anybody understood that splitting into the two groups was mostly related to giving accent on communication and working in the smaller groups so listening and understanding individual ideas would be possible. Instead, all of them thought it is about resolving it as fast as possible and since we split them into two groups, they thought it is a competition even if the facilitators never mentioned words 'fast' or 'competition'. It seemed as a natural reflex to compete with another group within a short timeframe.

Thus, the team could observe that this was mostly an individual work and no real teamwork was developed at any stage of building a bridge. The same thing happened with one group when giving the name of the bridge. Only one person decided the name on behalf of everybody else. It seemed students easily let go of the leadership and tend to stay too flexible to what is happening around them and to them. Clearly, there were participants that joined the non-participation movement in this activity. Yet, some of them took another form of participation: posing in front of the camera that was on the run to archive the process.

In a collective reflection, when the participants were asked if they were trusting the person that was doing all the work on behalf of the group, all of them said 'yes'. And to the question what would happen if she failed, they answered that they would start from the beginning. Another interesting observation was the one participant who said they could have made the bridge prettier but when she was asked why they haven't, she didn't have a clear idea/answer. Conversely, even not beautiful according to student's standards, she decided to transform the paper bridges into ribbons and place them on the canteen wall as a decoration (see *Figure 28*).

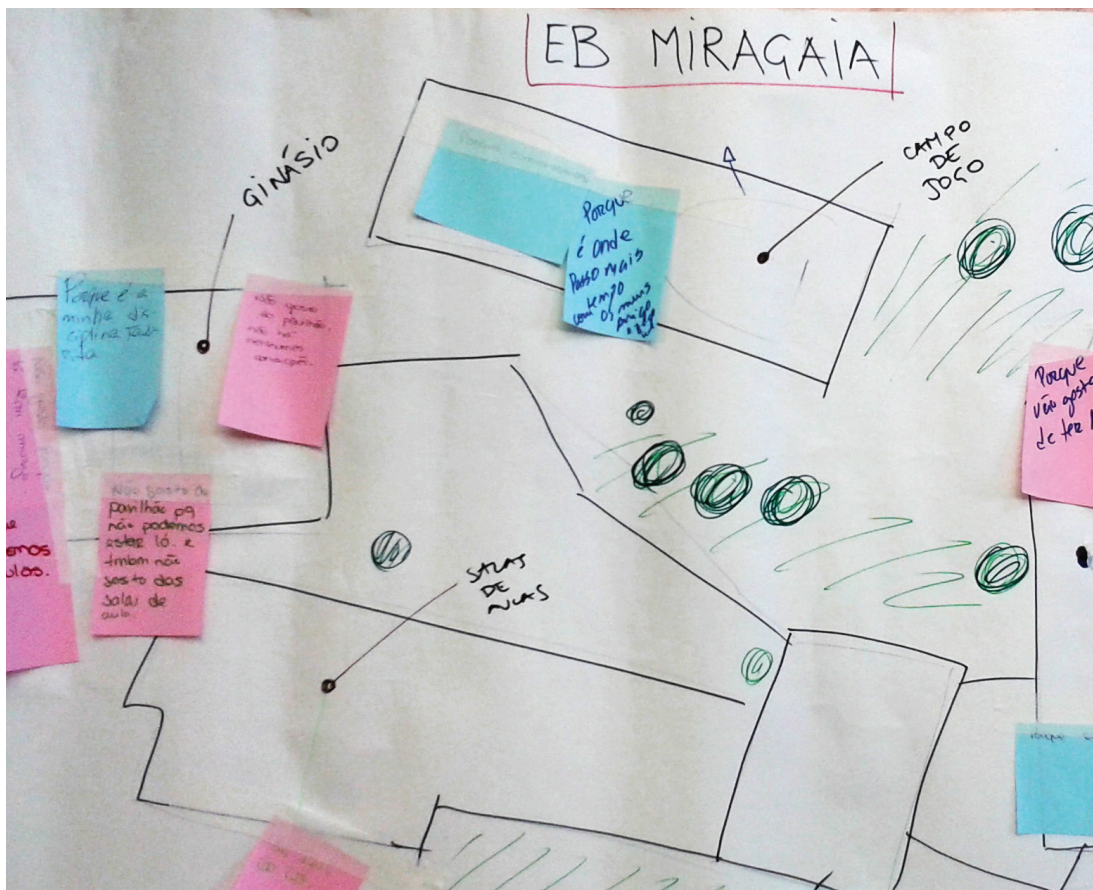


Figure 29. Students' map of emotions.

Map of emotions

The objective of this exercise was to reflect upon the favourite and the least favourite places at school by using the map of the school space (Figure 29). For each favourite place, participants chose the blue sticky note on which was explained why the place was selected and then the note was placed at the exact location of preference.

The same process was done for the least favourite places, except this time the participants used the pink sticky notes. There was also a possibility to define which places seem indifferent according to the participants, by marking them and explaining reasons on the yellow sticky notes.

The place that gathered most votes as favourite turned out to be the canteen and this was the place where we had our sessions, strategically chosen after the observation of the interaction between students and space itself. The least favourite was the gym, due to the frustration of not being able to have any classes implemented at the time of our project.

The map of emotions also has shown that:

/ Even if the students adore sports and find it one of the favourite disciplines, the gym is marked with pink post-it for the reasons of not having the classes of physical education at the moment of enquiry (the gym was flooded and the floor is ruined, thus it needs renovation);

/ Opposite to that, the basketball/football court is appreciated because it allows the students to spend more time with their friends;

/ The space area of the classrooms was marked as one of the least favourite places because someone said that doesn't like to have classes;

/ The blue post-it was given for the space of TEIP because they feel good and supported when they go there to study;

/ The library was marked indifferent space because the students usually don't go there so often and particularly, they don't like to spend time there;

/ The conviviality happens in the canteen and half of the participants share good emotions about it.

These insights were more than valuable for orienting an action plan and understanding the dynamics and particularities of the space, and relationships between space and people. Not only that we learnt about the space preferences for our activities in future, but we also learnt through reflection about the space what are some of the encouraging and less encouraging learning places for this group of students.

Pineapple trial

I learnt about this method in one training course designed and implemented by my hosting NGO Dínamo. One of the trainers Sérgio Xavier used it numerous times when working with young people in variety of contexts.

The goal of this session was to prepare something that would trigger students' action in the decision-making processes. The participants had an opportunity to experience different roles and perspectives of looking at the same problem. After the decision was made, there was space for reflection and discussion.



Figure 30. Volunteers of the Pineapple trial. Photo courtesy of Olga Glumac.

During the exercise, three volunteers accepted a challenge of being in the centre of the action (*Figure 30*): all of them got a role of a person that really wants to keep a pineapple for oneself. The others got a role of being the ones that are going to decide who will get it and why. On the top of this rule, another one was given: the pineapple can't be shared.

The ones that had a task to decide stepped outside of a circle, as further as possible from the candidates and started to whisper. The volunteers stayed calm and didn't interfere. The decision-makers were invited to come back in the circle and discuss out loud about their decisions since the idea was to write down decision-making process and make it visible during the discussion (Figure 31).



Figure 31. Decision-making process. Photo courtesy of Tamara Todorović.

What happened was that pineapple was seen strictly as a fruit, in all its shape and glory, rather than a metaphor. Thus, a symbol of the punishment in case you need to bring it home. Finally, the decision was made and they chose the oldest student in the group. She answered to their verdict by saying ‘The oldest is not the most responsible’.

This type of association made them think that it is something to be ashamed of, so they thought of making a decision by selecting somebody who will suffer. This might encourage the passive attitude of the ones that had a role of wanting the pineapple – if they were about to be ashamed, maybe it was the reason why they never said loudly “I want it”. They sat calmly and waited for others to decide for themselves.

The exercise was repeated with different participants being the pineapple lovers and since the group members knew each other well before the activity, they would always choose the most fragile member of the group (the oldest, the shyest).

To address this way of thinking, the facilitators stepped in as “passionate pineapple lovers” and tried to defend why they are the best candidates to get a pineapple. In this case, the participants asked questions to see with whom they sympathize the most (e.g. like being the fan of the same football team) and they haven't demonstrated that they thought about who actually deserves it. For them, the criteria for the selection process was about finding similar interests rather than knowing why do we actually want or need this pineapple.

The facilitators stepped further in the role, and instead of being passive and waiting to only speak about things being asked, we took a role of being active and each of us

made it clear that he or she should be the one that gets the pineapple. This actually made participants aware that we might have an actual reason why we would want the pineapple for ourselves.

In the further discussion when the exercise was finished, the facilitators addressed the questions of how they felt when somebody else was deciding instead of them and what kind of examples they could give.

Only at this stage, it could be observed that they started to think in a different context – daily challenges. In our discussion, some students had given examples of the compulsory literature they have to read throughout the years within the discipline of Portuguese language and literature. For example, one of the students told us that he preferred one book over the other from the same author, yet only the one he didn't like as much was part of a literature collection to be read and discussed within the class and the other was not. We asked him and others if they could have suggested this change or at least make an option to speak about the other book too, but they seemed not to be aware of this possibility. Thus, not only they showed that they are not feeling self-efficacy in addressing such matters, but they also named the lack of information that they are entitled to.

Where do I stand?

In this exercise, the students are faced with few statements for which they need to reflect and physically position themselves on a continuum between “agree” and “disagree”, according to their opinion. This statement exercise as a discussion method originates from *Have Your Say!* manual (Gozdzik-Ormel, 2008, p 121-122), so do applied statements that we used in one of the sessions. Before we started, the participants were also informed about the right to change their taken positions during each discussion, whenever they felt their opinions or/and perspectives changed. Consequently, for each statement and its discussion, the participants might have had more stands and more opinions/perspectives to share with a rest of the group.

Finally, the outcomes of the activity “Where do I stand” collected different opinions on the subject:

1. **“The young people only participate when they have problems.”** — the majority of the participants haven't agreed with this phrase, yet when one of them mentioned that this can be true in some cases when you need to ‘go and help somebody in trouble’, another person agreed.
2. **“Local authorities give support to youth participation only when they can obtain some benefit.”** — three out of nine people agreed on this and gave example such as the situation in which the local authorities are being interested to listen and pay attention when elections are approaching and they need to revisit their voting body. The others that haven't agreed with this phrase didn't give any spoken argument in return.
3. **“Non-participation is a form of participation.”** — the majority of the youngsters haven't understood how non-participation can be a form of participation and when they got more detailed explanation and an example, one of them who was agreeing with this phrase said: “Well you see, I am here and you are there, I choose not to participate in the way you are.” This is a bit complex answer since from the perspective of the exercise, he

wasn't giving a good example as he did participate and he did position himself. On the other hand, looking at the group in which everybody is together for something (opinion, cause), and he is out deciding not to join it, he was non-participating. This is an example of confrontation and participating in the way when you don't join the opinion or cause of the majority.

Local needs assessment

To organise and implement local needs assessment, the inspiration for these areas was found in *Have your say!*, a manual by the Council of Europe (2008) and through my direct participation in the transnational long-term project *Local Needs Assessments for Meaningful Youth Participation*, financed by Portuguese National Agency within Youth in Action programme, organised by NGO Dínamo in the Municipality of Sintra (2013).

The participants were invited to vote for 2 areas among 11 suggestions (*Figure 32*):

- / Education and training;
- / Citizenship and democracy;
- / Sports;
- / Activism and volunteering;
- / Employment and entrepreneurship;
- / Environment;
- / Anti-discrimination and gender equality;
- / Leisure and access to culture;
- / Social inclusion;
- / Housing and transport;
- / Health and sexuality.

The methodology was to create two working groups, each focusing on one area at the time, and later exchanging the content for further contributions and analysis. The outcomes should present what are the most urgent needs of teens in Miragaia. The limitation of time didn't allow analyzing more areas than 2, even if the students showed interest in 4 of them.

The activity started by defining within the group what are the needs in general and what is the assessment of the local needs of youth. At the beginning of the discussion, some participants asked why is this important to be done and what can they do about it. We spoke about the purpose of having this assessment as an opportunity to speak up and contribute with something relevant from their perspective, that can be further explored in lobbying with the school directorate and local authorities. We told them about our intentions of sharing these outcomes with both entities, and that is exactly what we did afterwards. After voting, there were 7 votes for the area of sports, 5 for the environment, 1 for

Figure 32. Two areas Sports and Environment chosen by the students in local needs assessment.

AREA: DESPORTO

- Eu acho que ~~os~~ deviam restaurar o nosso Ginásio. | URS
- Nos espaços livres da escola e fora da escola, precisamos de certos objetos que dê para praticar desportos. (Fora da escola na nossa freguesia) | NÃO URS
- Melhorar o campo da escola. → precisa manutenção | URS
- Melhorar o sitio do ping-pong. | MUITO URS
verdadeiramente

AREA: MEIO AMBIENTE

- Horto → fazer mais actividades | URS
- Horta → melhorar. | imp.
- Virtudes → menos ~~de~~ poluição.
- Jardim da cordaria → passar mais tempo.
- Cordaria → poluir menos
- Recreio → Recitar; cozer biscoito. | URS
- Salas de aula → cadeiras; mesas.
- Cantina → Melhorar condições | URS
- Pisos → restaurar para não haver muito eco.

anti-discrimination and gender equality, and 1 for health and sexuality. The last two can show that there might be at least one student that suffers from the consequences of bullying or is interested in this matter because of somebody close enough that might be suffering. Thus, at least one student has a need to speak and discuss matters related to the health and sexuality. When I tried to explore this topic the group attitude was immature and non-inclusive to this idea. The group members weren't comfortable with opening up. The outcomes of the assessment were discussed and validated with variables: very urgent, urgent and not so urgent (*Figure 32*):

The area of sports

/ Improve the location of ping-pong table – status: very urgent;

/ Renovation of the school's gym - status: urgent;

/ Improve the schoolyard – status: urgent;

The area of environment

/ In free time: recycle, cut grass – status: urgent;

/ Improve conditions in the canteen – status: urgent;

/ Improve school garden and make more activities – status: urgent;

/ Improve the conditions of tables and chairs in the classrooms – status: not defined;

/ Less pollution in Cordoria, where they spend lots of free time – status: not defined;

/ Less pollution in Virtudes, because they like to play sports there – status: not defined;

/ Reduce the echo effect on the hallways in the school – status: not defined;

[Free translation from Portuguese to English]

The participant's named visible issues in their daily environment since they showed to be the most important and urgent to be solved. They could define what they don't like, but they haven't reached a consensus in validating each issue since some of the participants didn't see how they can influence change and why it is their problem.

I also wondered to understand if the students' needs exist if they can't name them? Could I need something that I don't know how is it called? Anything we need is usually connected to a situation in which the result of having something means of being in the place with a certain feeling. Needs are connected to the feelings of being autonomous, connected, happy, loved, among other. The achieved feeling determines the meaning of a need. Conversely, I think that sometimes we don't have what to expect because we haven't experienced it yet, so we don't have feelings embedded in such actions. And yet, we don't need because we don't know we can need, that we have the right to need and the right to fight for. There might be the feeling of void or unease, and later on one could understand what needs to fill that void or how to substitute uncomfortable feeling.

Accordingly, I was wondering how to teach youngsters that they can and should want more without insinuating my ideas and concepts.

Talking corner

The project team had a need to speak directly with youngsters outside of the sessions. Since we wanted to have a direct way of sending messages to the participants, we made our announcing corner in the canteen. The corner was used to announce the time and date of the sessions which later transformed to a visual reminder, and later evolved to the recruitment wall and afterwards even to a symbol of belonging to something.

For example, in a comparison to the posters in the school hallways that were ripped and taken straight away or after some time, this poster stayed resilient. This might have happened because the students recognised the project as their own and gave it a value or/and because the students that participated in the project were respected by the others. Usually, the students' artefacts displayed as an outcome of some class activity would be disregarded by other students that are not respecting their peers.

I am sure the location of the poster also helped to contribute to the feeling of togetherness because it was strategically placed within the space for conviviality and where we had our first sessions.

Takeaways: Motivational drivers for youth participation and engagement

There were 7 sessions/gatherings designed and implemented in the *warmUP* programme (in total between 210 and 250 minutes). During the second session, students explained their motivation to participate referring to the project as something interesting or where they can learn new things; but also an opportunity to join others that want to be in the sessions. They showed themselves open to the new things and they were curious to learn about another culture (phase of intercultural learning). After some time of learning from and about each other, students spontaneously asked questions about Serbia, Serbian culture and our life in Porto since the two facilitators were of Serbian nationality. This was a sign of bonding and building relationship outside of the content of our collaboration. In the whole duration of the project, the students' demonstrated eagerness and openness to express themselves even if they were really shy and suspicious at first. Their enthusiasm was also shown when asked "Can we change the world?", where one of them answered, "Everybody should give their contribution to changing the world." For example, the 9th-grade-students were in their final year in Miragaia school, and they felt they are contributing to something that might be more useful for other students in future. However, they also expressed motivation to continue on the project remotely from the other school starting the next academic year, if the conditions allow.

The students have very little extracurricular participatory opportunities in their school, yet some of them are active in an informal dance group, magicians' group and school radio, but aside they didn't have any volunteering experience. So far they haven't had experiences with NGOs and non-formal way of learning with external collaborators, but for one student who participated in the workshop on bullying. Finally, the collective reflection on the outcomes of students' participation was written by the students of the 8th grade, and translated into English for the purpose of this thesis (*Figure 33*):



Figure 33. Final evaluation moment with pioneers. Photo courtesy of Olga Glumac.

This was a very enjoyable project, we learnt different things about Serbia: dance, games and expressions in the Serbian language.

We also learned how to cope with failure;

How to have our own space;

To give our opinions about:

/ School matters;

/ Where we feel good or worse inside or outside the school;

/ Youth participation.

We located places where we feel good in the school environment and where we spend our free time. We gave our opinions about things that should be improved in school and in its surroundings.

We need the gym, our pavilion, to have classes of physical education.

We are very important for our school.

[Free translation from Portuguese to English]

In the fourth session, the participants had an opportunity to define what is youth participation and to compare it with a definition written by UNICEF (Goździk-Ormel, 2008, p 12). When the participants were asked for the first time what they think when we say youth participation, they answered that “it is when young people participate” and “it is participation in the events or in the games”. After reading and decoding the UNICEF’s statement, the only given example was ‘it is when you join the activists’. The facilitators could observe that used vocabulary and definitions are complex political constructs, but far abstract comparing to a vocabulary that the majority of youngsters can truly understand and relate.

The sustainability of students’ engagement in this project was analysed through reflections in each session, while in the final session students explained that

/ They can speak about things that affect their daily life;

/ Their needs are tangible and they are willing to co-participate in resolving them;

/ They achieve short-term objectives (each session had a new specific objective).

These were the main reasons why they were coming back to the voluntary sessions each week.

buildUP

From the warmUP programme experience, one could observe that the youngsters are not fully aware that as citizens within the school they don't have only duties to fulfil but they also have the rights. For example, to be informed, respected and asked to propose and participate in decision-making processes in the matters that need to be resolved, updated, transformed through the daily activities at school.

Sessions/Experiments

The exploratory sessions were again organised in an interactive way following non-formal education methodology. Us, the facilitators proposed the exploratory content through facilitation and probing.

In the first couple of sessions, we gathered few pioneers and some new volunteers that were interested to join the project, again forming the group from 8th- and 9th-grade students. At first, we remembered what has been done so far, and we tried to collect starting ideas of where did we want to go next.

Every time the students were asked what type of activities they would like to have, their answers were sports activities, dance and social games. **Were these the only subject-matters that interested them? Is this only they know? Was this the best antidote to their daily routines at school?** I was wondering how much is the act itself and how much it is about how it makes them feel. This was relevant to understand because sensing the act of learning the same way as in these activities was something to take into consideration.

Participants' profile

The participants from the previous academic year came back to the project, as 9th-year students, and the 9th-year-olds concluded basic education and left to another school. There were also new participants coming from the 8th grade. At the beginning, there were 10 students interested to participate, but as the time was passing by, 8 of them stayed (see *Table 16*).

Table 16. Overview of students' profile according to their age and biological sex.

F / M	12 years old	13 years old	14 years old	15 years old
Female	0	2	0	5
Male	1	0	1	1

In this phase, all of them continued to be from the historical part of Porto, except two of them that were travelling from Vila Nova de Gaia and Lordelo do Ouro.

Participatory processes

In each new beginning, even if the group is already formed, after a break and with the start of a new cycle, it is good to ask about challenges, expectations and possible contributions each participant is ready to bring into the project. This is what we did in the second session.

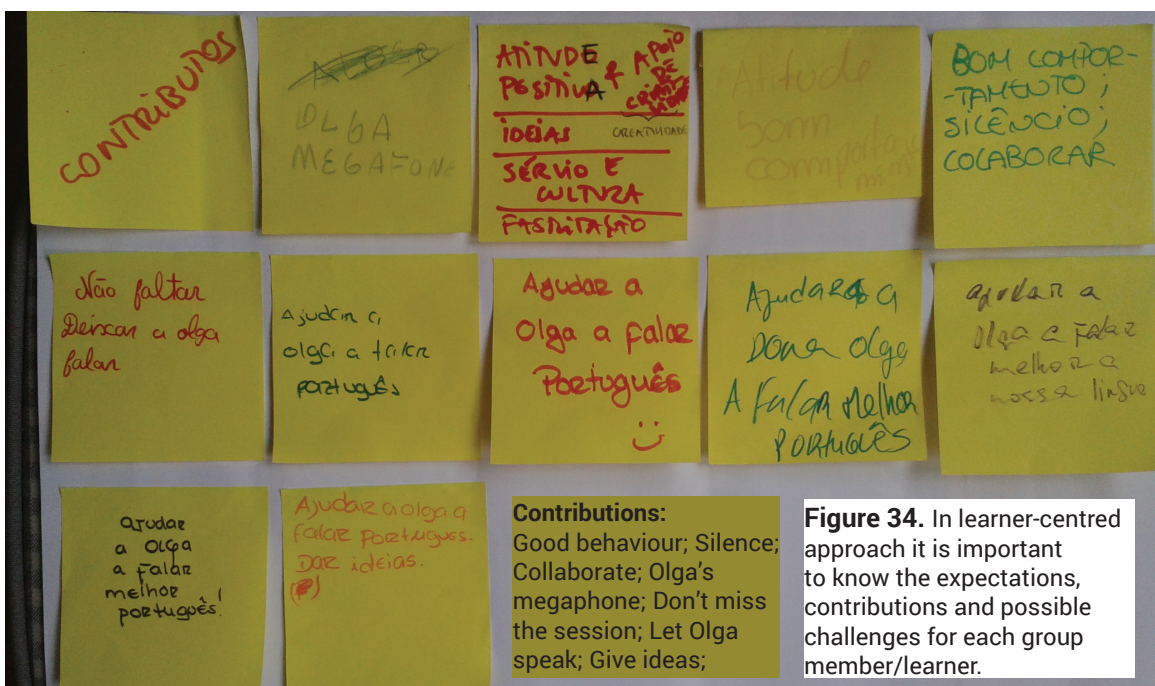
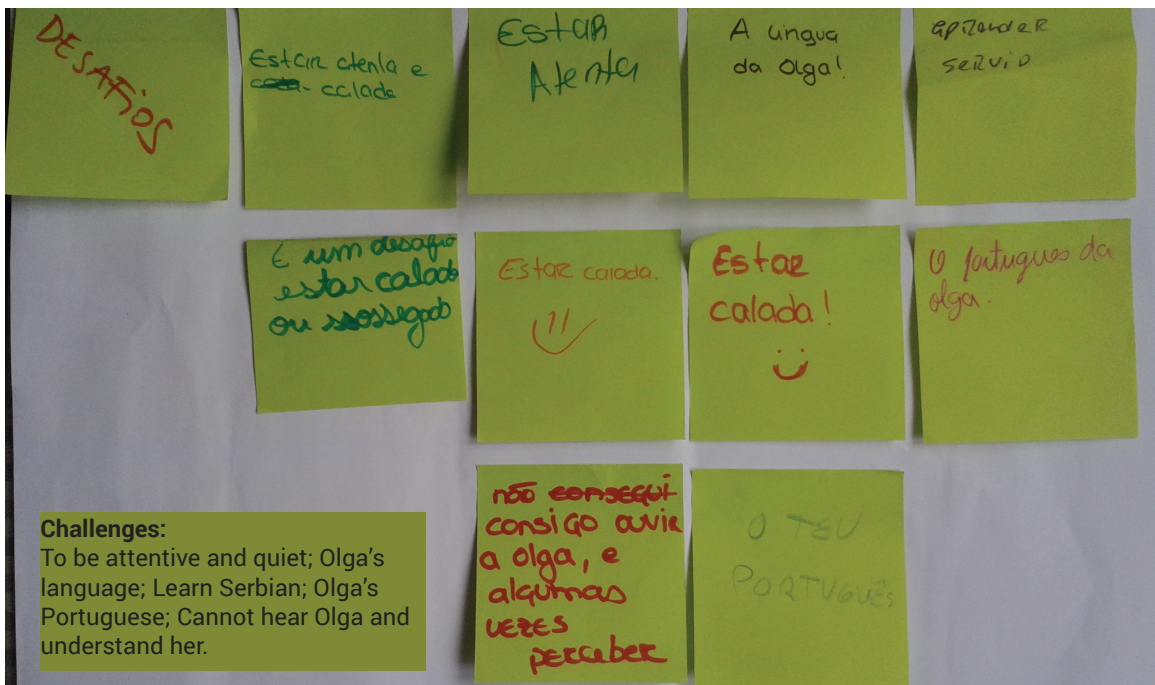
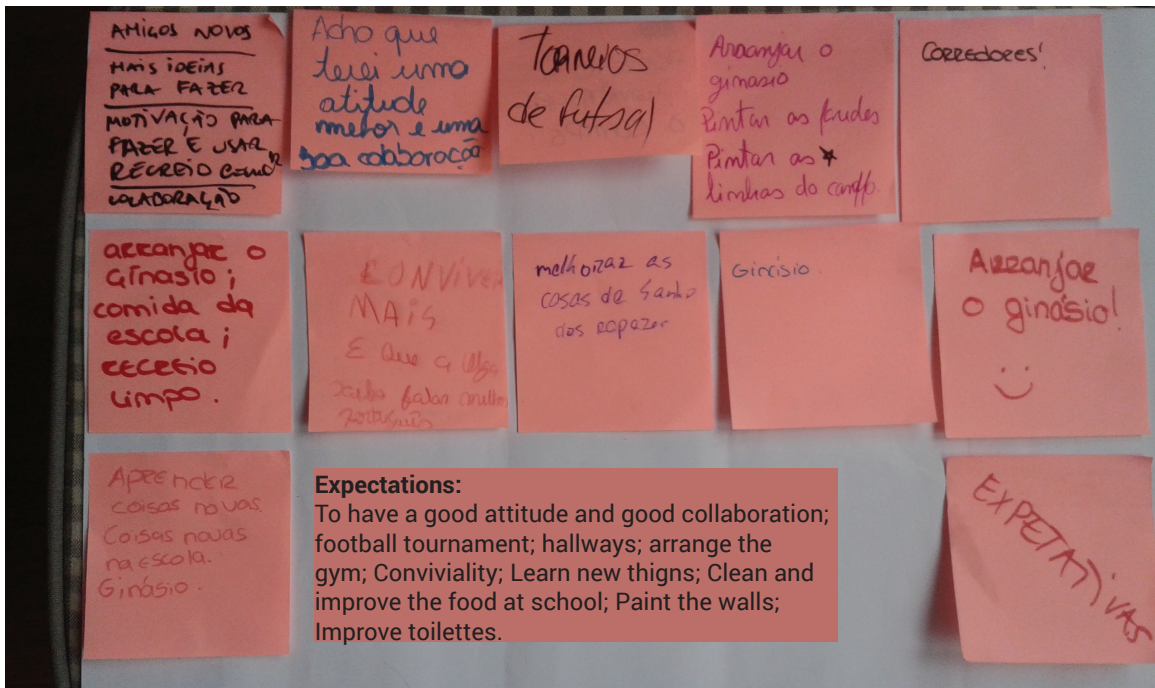


Figure 34. In learner-centred approach it is important to know the expectations, contributions and possible challenges for each group member/learner.

The outcomes were influenced a bit by my way of speaking and joking about my speaking capacity in the Portuguese language. I should have been simpler/less of a self-critic and then my influence in the moment of reflection would be lower and the answers possibly more diverse (*Figure 34*).

After knowing where we stand all together as a group, the facilitators aimed to contextualise the project once more with **several key concepts**, so we could determine what kind of activities we could foster as the youth initiatives.

The first concept we spoke about was that our project *Playground $e=mc^x$* is not just a playground that physically exists, but also represents the ‘space between our ears’. The second concept was **pioneers** and students define it as the ones that do something first, the ones that draw a new road. As for the concept of **education**, they explained it as a way of learning, it can be formal (at school), or less formal, one between friends, or family; as a way of acquiring knowledge. The concept of **mobilization** was defined as the group organisation with a purpose of meeting a certain goal. The concept of the **community** was defined as a group of people that live together and share the same social space. Lastly, the **participation** concept was defined as a form of action.

The participants showed that they can find a common understanding of the main concepts. It was important to have a shared vision on the project foundation and the possibilities it may bring.

They also tackled their role and their participation in the variety of circles: personal, in the school context, in the circle of friends and families., and in the local community.

I could observe that the students are active in the project by their presence and their criticism when focused to listen and discuss, but often they would come later than what was initially agreed on and stay shorter. As the end of the school year was approaching, less availability the 9th-grade students had for this project.

After the winter break and one month of a project break, the students seemed to be interested in other subject-matters that occupy their free time. Once they were invited to help 5th-grade students in the math class, they wanted to go there instead of coming to our project session. One of the pioneers was feeling upset about this decision because she felt responsible for the *Pioneers’ playground* and she didn’t want to fail. Others might have needed the change.

Here the biggest learning they could have was that they always have a choice and choosing one, excludes the other (in my mind it sounded like a life lesson for the future). However, the form teacher found this irresponsible and she opposed their idea and made them feel guilty for leaving our session on a short notice. This was a tipping point of hierarchical interference and circle of trust among us.

We all together felt unsettled and when alone without the teacher, we stayed a bit quiet, but then some of the students said they don’t want to be on this project any longer. By their words “**we had fun, but that is it**”. Yet, on the next session they wanted to apologise and explain better that some of them want to leave the project, not because of us, the facilitators, but because “**they have many things to do after the classes**”.

When we asked them what they didn't like, they said they liked everything. We, facilitators, focused the discussion to understand the root of the problem. Students reflected that actually, they don't want to have an empty slot of time between the last class and our session. Among themselves, they asked who is staying and who is going. We didn't receive clear understanding who is actually leaving, but we didn't want to pressure the answer and we left them to decide for the next session if they are coming or not. Apparently, all came, except one student of the 8th grade. Since the majority was from the 9th grade, they decided to change the day and time of the meetings which wasn't suitable for the 8th-grade student. They decided to have our sessions straight after the classes, so they could have some free time afterwards until they need to go home.

They didn't seem to be bothered with a fact that 8th-grade student is not coming any longer. It took us a couple of sessions to understand the reason because when we asked if everybody is OK with the new schedule, they said yes, but they obviously meant to their class. Since then until the end of an academic year, we had students from the 9th grade only, working closely with us throughout the year.

In the halfway through *buildUP* programme, some of the pioneers asked if we could organise something for their parents/guardians. One pioneer brought a father on the last session in which we projected a movie made by the master students of Digital Media from the Faculty of Engineering (FEUP) about our project. The pioneer and a father expressed that they are very pleased with the outcomes and given opportunity.

Methods

Learning diaries

Learning diary is a tool for a learner to follow and understand one's learning process. It is mainly used at the residential activities like training courses organised by NGOs or/and National Agencies, foundations, etc. under the programme Erasmus+ by the European Commission. We decided to use this method and appropriate the use of pioneers' age.

At the second session, students were given diaries and they were instructed that these are to be used for the project. They were actually empty notebooks that were given to the pioneers to appropriate them according to their needs. The objectives of its usage were instructed:

/ To reflect.

/ To learn about yourself.

/ To recognise the best moments in the school life.

/ To recognise less good moments in the school life.

The diaries would stay with students, but pioneers would be responsible to bring them to our sessions and share their insights collected over the week between our meetings. The first given challenge was to write about something they would like to organise. Next time we had a session, we asked about their inputs. Only one student spoke about its vision, which was the football tournament. Others didn't bring it, didn't write anything or wrote something they didn't want to share.

The second challenge was to write daily reflections about:

/ What have I done today at school?

/ What did I like the best and why?

/ With whom did I speak mostly during my free time?

/ What did I learn today?

/ Why did I like or dislike the food at school?

/ Why is it important to take part in organising Christmas party?

We never received the written answers or drawings to these questions as facilitators. The students again continued using the notebook for other matters and never brought them back to our sessions. Some of the pioneers shared that they write for themselves as a personal diary. We wanted to collect this information along the process in an informal way rather than part of official agenda of each session. The sessions at the time were concentrated on preparing and implementing youth initiatives and we realised that these inputs should be an additional thing, in case they did want to share.

Thus, it seemed that the students are not interested in writing at first, because for all the times we were together they never wrote a note for themselves in their notebooks/papers/phones, regardless of the learning diaries. They would only write on the flipcharts and contribute to the general input of the session. Afterwards, the photos of each flipchart/produced material would be taken and shared with pioneers.

To conclude, this approach to data collection failed, and looking now back to the process and what is in line with student's approaches, it would have probably worked as a tool at the sessions in which they would reflect at the beginning or at the end of it, and they would leave their outputs with us until the next time. This would demand to have these 15-20 minutes extra to do this type of reflections, which was sometimes the only time we had on a weekly basis. Even though what we did was risky and exploratory, we wanted them to have a moment for themselves outside of our session, thinking through what they have been experiencing and how does it relate to their life and themselves.

Storytelling cards

The storytelling cards are composed from the images from the project that represent the learning setting, students' tangible outcomes, methodologies, visual dictionary project sequences and photos of the school environment.

We used them in several occasions (see *Figure 35*):

/ To implement final evaluation of the second phase — by the end of *buildUP* educational programme the pioneers were asked to choose few cards and reflect upon their experiences by telling the story;

/ In the beginning of the last phase — *play* programme, the students were asked to use the same cards and tell to the group something about themselves that could be related or not to the school context.

/ In presenting the *Pioneers' playground* to external people, so they could collect some visual impressions about the project while informally talking to project members.



Figure 35. Storytelling cards exhibited on the Ambiental school day in Miragaia school.

Festa Pioneira de Natal, a codesigned youth initiative

The students spoke about a wish to have a Christmas party since they haven't had it for a couple of years. The second thing they mentioned a lot was a tournament, both in table tennis and football. While, table tennis tournament was joint with the idea of Christmas party, the tournament in football was to be organised and prepared after the winter break. We encouraged the volunteers to speak to their form teacher and to socio-cultural animator and ask for the approval and needed resources such as the allocated time, space, logistics support, cooperation in searching for the best format and other students that could come and join the Christmas party.

At first, the date and the hour were confirmed, and the form teacher promised to bring some other peers to come and join the presentation of our project and the party in case we wanted. The pioneers indicated task and roles on the day of action, and split them among ourselves and gave us, the facilitators-members some responsibilities too. The given name was *Festa pioneira de Natal* (Pioneers' Christmas Party).

We had a session in which we brainstormed about the ideas and we set agenda so we knew what was going to happen and in which order. The confrontation raised in the moments when pioneers' ideas and perspectives weren't easily accepted by the educational staff. The pioneers' idea of table tennis tournament wasn't something the teachers and social workers would promptly organise due to the time it would occupy on a day of a celebration. In their opinion, it seemed as another activity and not some complementary activity within Christmas party. This made some pioneers a bit sad

or disappointed, and also it started to question our projects' liability in the school's hierarchical process of decision-making.

Another thing that was stretching pioneers' motivation to organise Christmas party were the students from other classes that would come and participate. Pioneers disliked having some of the students while they would tolerate the others. We negotiated this because it seemed it would be nice to tackle the lack of collaboration between the two classes and work on their misunderstandings. If the pioneers would demonstrate what they have been doing so far in an assertive and inviting way, maybe it would help to deconstruct the barriers in a collective participation.

According to pioneers, the students they didn't like as much were the students that liked to tease others in a disrespectful way. I haven't talked directly with those students but what I could observe on the day of the party was that they needed to make noise in order to attract attention.

We also agreed to invite external collaborators, the participants of Citizen Lab *Ethno-media-scapes*¹ from *Futureplaces* and a performer who would energise the group and respond to dancing demands that were many.

While the few students enjoyed decorating and making banner few days before the party so we could place it in the canteen, the others were preparing magician tricks, dance act and presentation. I invited students to prepare a presentation with my help, one of them said yes, and the first enquiry made was to ask the rest of pioneers what they think about the project. On the day of the event, however, the pioneer wasn't comfortable of giving a presentation because we didn't have time to practice together, so it was me, as a facilitator that gave a presentation to the public.

If I would do it again, I would have skipped the visuals (projecting presentation) and just encourage the pioneers to informally speak up. It would have been much more adequate for them and for the younger crowd. There were also some adults — other teachers and a social worker. We invited them too, so we could disseminate to the school community our work. That was actually the mind trap that made me think we should have more descriptive and informative way of introducing the aspects of our project.

It was obvious how the students were presenting and trying to show their capabilities. The juggling, magician trick and dance act were all something they really enjoyed doing. Afterwards when performer started facilitating dance session with the song 'Santa Claus is coming to town', and everybody jumped from chairs and joined. Even though the performer was controlling them, they enjoyed it so much, that they followed everything. This made me think that resistance exists to a breaking point, and this was exactly the one. They all let go of formalities, from teasing, from being protective of themselves and their team, and they let go and finally enjoy themselves in the moment. The moments are caught and shown in *Figure 36*.

¹ **Citizen Lab Ethno-media-scapes** was implemented in October 2014 and it aimed at raising awareness of the unconscious sounds and images from everyday life that configure the specificities of local urban spaces by using social interaction tools for mediating perceptions and representation. Students and researchers have visited Miragaia neighbourhood, especially Miragaia school, and reflected and interpreted on the pioneers' emotions and experiences regarding known places, and together built the narratives and layers of myriad possibilities to explain the world we live in. More here: futureplaces.org/projects/ethno-media-scapes



Figure 36. Photo collage of the moments from *Festa Pioneira de Natal*. Photo courtesy of Olga Glumac.

The closure was made with the food and final sharing session where the participants from the citizen lab done in collaboration with Miragaia school came and shared their experience of participating, observing and sensing the school space. The participants from the lab spoke about parallels between their ex schools and Miragaia school, of what they have witnessed on the day of visit and what kind of emotions they found in comparison to the map of emotions pioneers made beforehand. Finally, Christmas party was an enjoyable event according to the pioneers. They were happy and proud of receiving certificates of participation and one of them approached me and thanked for everything.

After the winter break, the students had a chance to reflect on the organisation of their party event. One of them said “it is cool” and “it is easy (to organise) when people contribute”. We reflected on the process and together observed how something that was their need/desire became a real tangible event which they organised with the support of the school and external collaborators/partners. We, facilitators, showed that we are proud of their achievements.

Takeaways: Youth power as a necessity for recognition, ownership and sustained motivation in ongoing participation and engagement

buildUP research programme hosted in total 24 sessions/gatherings of which 8 were described and explained. The others will be presented in the following chapter since they belong to the second educational codesign programme *Ilustracionário, à minha maneira 1.0*.

Youth power (already mentioned in *Chapter 1- Active youth citizenship*) was and still is a big challenge in Miragaia school. Youngsters as regular students are conditioned by many curricular and individual frameworks and guidelines. If students’ critical thinking is not nurtured and thought at home, at Miragaia school they are only directed to think critically while learning how not to fail the subject-matter or talking about improving their dispositions and behaviours in school. It is not necessarily fostered when the students need to learn how to communicate and live their daily lives through negotiation and co-decision-making. I consider that youth power is very important for fostering critical thinking among youngsters because while practising freedoms in co-decision-making and negotiation processes, the youngsters are actually learning that their opinions matter and that making choices eliminates the possibility of other opportunities.

The specific example was the students’ desire to organise the football tournament. At first, pioneers asked us, the external collaborators, to facilitate the organisation and if we could prepare some rewards for the ones that win. They also had ideas to make a public call for the students to form the teams. Unfortunately, the event was postponed until late March because the form teacher saw it as a given reward for students’ academic efforts and achievements, and it thought they need to deserve it first. In one of the meetings, the teacher explained how rewarding system functions. In case the students reach the academic objectives, they would go together somewhere outdoors. For example, once they went to see *Estádio do Dragão* (The stadium of the Football Club Porto). If they wouldn’t reach the objectives, they wouldn’t go. The teacher was very consistent in one’s pursuit. We, external collaborators, couldn’t support youth power because we didn’t have the

power in the school community. In the beginning, us, the facilitators, felt welcomed and supported by school directorate and the educational staff. However, when trying to negotiate wishes of pioneers with their form teacher and socio-cultural animator, we felt that communication chain is not closed/coherent. For example, the football tournament indeed did happen on the date previously agreed with us, but there was no confirmation sent to us after the educational staff had it confirmed with students and with the school directorate. We wouldn't receive any information or invite for an event if we wouldn't be the ones who proposed or asked directly about it. We haven't gone there, we didn't contribute to the event with the reward.

This was a great challenge when working with youngsters because when the students learnt we have as much power to change something in the school just as they have, they would become less motivated and interested to pursue their activism through the project. This brought a doubt on our intervention in school. What can we give to the school community that they cannot do by themselves? What is our role within the community? The organisation of the tournament could clearly be done without our intervention, maybe later than expected, and maybe differently organised in case the pioneers haven't said they wanted it. But our work was to assure youngsters that they have the rights, not just duties, to organise their life in school to be more enjoyable and fulfilling. We as the educators/facilitators/youth work practitioners invested efforts in the capacity-building of the students — their positive attitudes and dispositions towards change and adapting to new situations. We wanted to use our presence in school as a statement that adults are here to listen to the youngsters and we would like you (educational school community) to do the same. Through our actions and delivered reports, we extend the “youth voice” by disseminating what actually was discussed and co-created with their students.

play

The final research programme *play* was implemented between November 2nd and December 17th in 2015. It consisted of curricular educational codesign programme *Active learner, active citizen* aiming to:

/ Reinforce and rediscover the relationship that students have with their learning;

/ Encourage collaboration through codesign of learning tools which can be used as peer education tools or support of teacher-student dialogue;

/ Practice active citizenship by accepting the responsibility of designing something for their own education and education of other community members.

In November 2015, five weekly workshops were implemented within curriculum and discipline Civic Education in the School of 2nd and 3rd Cycle of Miragaia in Porto. Our research and education team consisted of a socio-cultural animator and two external facilitators, coming as youth NGO representatives/researchers to coordinate the project internally. In the following text, more detailed explanation of the methodology, the data collection, the results and the discussion will be given.

Pre-assessment and participants' profile

The proposal was given to the form teacher of the 9th grade counting 16 students (*Table 17*). The class already knew about *Pioneers' playground* project and some of them already participated in the previous edition when they were 8th-grade students.

Table 17. Overview of students' profile according to their age and biological sex.

F / M	13 years old	14 years old	15 years old	16 years old
Female	1	7	0	2
Male	1	4	1	0

Consequently, our try to pass the idea of pioneers' identity to the newcomers was challenging. This also implied to the ones that already participated in the previous edition. It had to do with the fact of being formally grouped into the class and not within the informal group of pioneers, as it was the earlier format. Therefore, the sense of belonging to the *Pioneers' playground* as something more informal couldn't be so easily created. Accordingly, mostly we stood with the name of the project and we tried to work with teens addressing individuals as 'you', 'Miragaia student', 'youngster' and '(co)learners'.

Their relationship with form teacher was broken. There is a communication gap that leads to impatience and misunderstandings from both sides. The teacher always wants to make students more silent and less noisy but in a very formal way. Students don't pay attention to the teacher that much. Conversely, they like and respect socio-cultural animator.

The class is very diverse. There is a clear division of *nuclei* among students. Firstly, one *nucleus* represents students that are attentive, respectful and keen on having a focus and thought about the things being addressed. Secondly, there is a *nucleus* of students

keen on joking around, acting out as the rebels, denying opportunities just to show they are in charge and that they are autonomous. Finally, not necessarily denying authority as the previously described group, another *nucleus* seems very revolted and keen on being contradictory for the sake of a discussion and with anyone when appears to have a disagreement with one of them. The dispositions enlisted may be explained through developmental psychology and age of adolescence, when teens in need to develop their own identities and learn about themselves (subject-matter tackled in *Chapter 2 - Educating young citizen*).

Regardless of their age, most of the participants had a clear understanding what citizenship as a concept means to them while four students couldn't define it or had a challenge in deconstructing it. All the answers are below:

- R. 14 years: Be respectful and participative.
- I. 13 years: Discuss the behaviour of the class.
 - E. 14 years: To know, to exist and to be.
 - B. 13 years: Represents society or union.
 - P. 16 years: I do not know.
 - L. 14 years: Respect for the other.
 - P. 14 years old: Very important.
 - B. 14 years: I do not know.
 - S. 16 years: Being a good citizen of the country.
 - A. 14 years: I do not know.
 - A. 14 years: Knowing to be and knowing how to be.
- R. 14 years: Conviviality among people who help themselves in difficult times.
 - B. 14 years: Talk about class behaviours and things to improve.
 - E. 14 years old: When all people live together in a decent way.

The two answers that speak about class behaviour are the outcome of Civic Education classes with form teacher which are used to sort out practicalities and pedagogies of academic achievements and students' dispositions, rather than speak about society in general. 'Knowing to be and how to be' are definitions given by the teachers. Few genuine answers were given by the students that put more effort in learning about the world and the daily challenges that occur in the society around them.

Learning design

play research programme was the first programme to be implemented within the curriculum and in the class of Civic Education, and in a collaboration with socio-cultural animator as a member of an educational unit. To come with such a proposal, I enquired socio-cultural animator about former implemented educational interventions inside the classroom, including Civic Education classes. The socio-cultural animator told me that we could collaborate and implement it together. We agreed to design learning objectives, desired outcomes and processes together, once when we obtain permission from the school coordinator and the form teacher of the only 9th class.

Conversely, even if implemented within the curriculum, the outcome of this project wasn't supposed to be subjected to grading. The idea was to create a capacity-building

opportunity that would support student's self-awareness.

Besides the general aim and specific objectives of the project, there were set aims, objectives and desired outcomes for each session. Knowing we have 6 weeks to conclude everything, we framed the educational program as following:

1. Introduction (knowing each other and what is being proposed) - 1 session
2. Pre-assessment and deconstructing the concepts community, citizenship, learning and learner's identity - 3 sessions
3. Codesign challenge (building 3D prototypes of the learning tools) - 1 session
4. Evaluating the project (learning outcomes, collaboration) - 1 session

Participatory processes

We were set in the small classroom with too many chairs and tables, which left us without too many possibilities to turn it into more favourable learning environment — the one that is more non-hierarchical, open and flexible. The constraints of the space also made mind constraints. From the students' perspective, our project was not only compulsory (part of a curriculum) but also conducted in the space where the authority is ever present and the space that is so occupied and limited, that doesn't give either freedom to express or/and do things the way we would do things together elsewhere. From the perspective of the facilitators coming from outside of the school, being in that room with youngsters was very challenging due to the reasons aforementioned, and because the teacher was there interrupting our way of working. After few classes, the teacher decided to go outside and take care of other logistics while we would implement the class. We managed to make small chair circle in the middle of the classroom and see and hear each other. This was a bit annoying for the students because they had to clean up before leaving the class, and our class was just before the lunch break, so they were in rush.

Before going to the topic, we spoke about principles of working together and how much it is important to have an open communication, to express thoughts freely, to have a flexible content to provide with which we are building together, among other things. The new word that came as a result of this discussion was methodology. I explained it as a way of doing things and had given an example of the action plan of our project.

There was a parallel made by the content within a class implemented through a curricular programme issued by the Portuguese Ministry of Education, to schools and teachers, and how our 'classes' weren't organised in a hierarchical way but rather based on a framework (structure) that can be filled with different content, coming directly from the students. They didn't know what hierarchy means and socio-cultural animator explained them through the protocol of decision-making processes in the public institution, such as Miragaia school.

While brainstorming the term community, the words that came out were: union, people, animals, communication, society, friendship, pass the time, walk. Visual dictionary *Ilustracionário, à minha maneira 1.0* was used to share the definition pioneers had constructed for the same term, as the one that exists on *Wikipedia*. Three students have

read those definitions.

Thus, they were asked if somebody would like to give their own definition and one of the students did define it as:

The community is a group of people from a certain area, that interact with each other. (14-year-old student)

[Free translation from Portuguese to English]

In the process of collective thinking and discussion, some of them asked why are we approaching this subject of community, citizenship, among others. We spoke about objectives of these sessions/classes within Citizenship Education and how it is important to deconstruct a parallel between active citizen and active learner. We clarified what that comparison means and afterwards, the students did a pre-assessment.

In a collaboration with students, they expect you to raise a voice and be the one that calms them down, and this is exactly what one participant told me. Until then, they are pursuing their play. Sometimes it was hard to understand their fast Portuguese, especially to understand if they are insulting each other or just teasing each other in a respectful way. I always spoke to them calmly, without raising my voice, because it was crucial for me to pass the message that they need self-control and not a ‘policeman’.

Methods

Youngsters learning how to manage an ongoing learning process during and after graduation (Könings, Brand-Gruwel & Merriënboer, 2005) by perfecting their strategic manoeuvres, has been recognized as one of the objectives of the contemporary education (Van Hout-Wolters, Simons & Volet, 2000). Thus, each student might develop into an expert learner (Ralabate, 2011), the one who can recognize what one learning need is and be able to strategically develop one’s learning plan.

Learner’s identity

Each of the facilitators sat with 4-5 students and ask them several questions:

/One day, you learnt something really important, what was it?

/Where did it happen?

/When did it happen? Try to remember the exact moment.

/What were you doing at this moment it happened?

/What was your motivation to learn this?

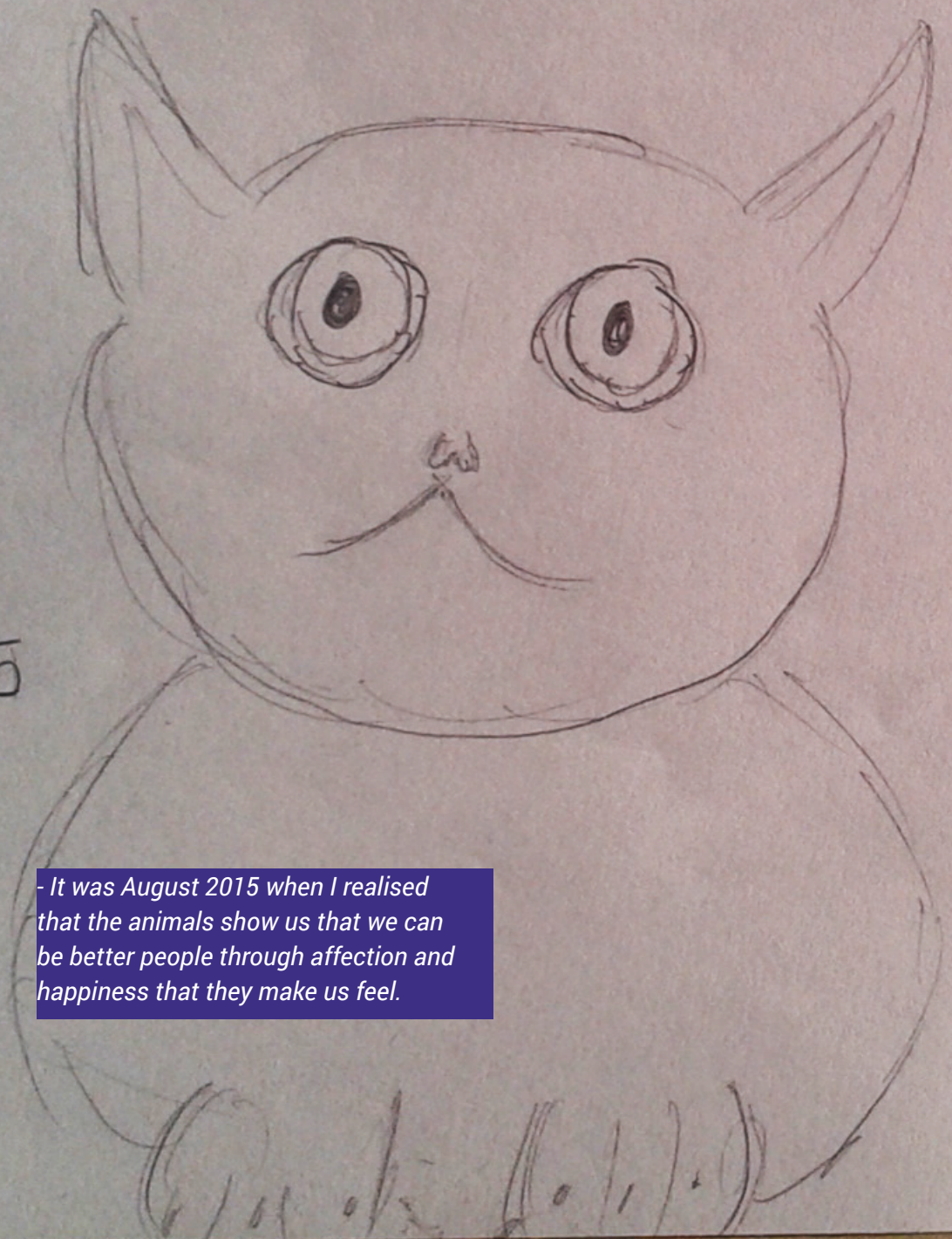
/Did you learn it because you wanted it or? Was it spontaneous or planned?

Students could have chosen whether they will be writing or drawing, or both.

Students were at first less receptive, but then they embrace learning, especially through games. Students raised an awareness of their learning takeaways through reflection made by answering the aforementioned questions. In one of the groups, the presentation guidelines to answer the questions was somehow build by the group members, one suggesting spontaneously, others accepting it. The answers are mostly connected to learning outcomes such as learning to read, learning to write, learning the alphabet, to play computer. Yet, there are other answers such as learning how to dance and having the respect for animals. You may see few examples in *Figures 37, 38 and 39*.

A dar valor aos animais

2015



- It was August 2015 when I realised that the animals show us that we can be better people through affection and happiness that they make us feel.

Figure 37. Learner's identity exercise: learning to love animals.

Escrever

~~Em casa~~ Em casa

Foi aos 6 anos

Continuei a aprender a escrita
por motivação própria



- To learn how to write, when I was 6 years old, at home; I continued learning to write, it was my personal motivation – I learnt because I wanted.

Figure 38. Learner's identity exercise: learning to write.

- dançar!
- Grupo de dança! (RUA)
- ~~Idade~~ ~~Idade~~ Prau 6 anos!
- Na RUA com amigos!
- Gostar!
- Porque quiz (nao foi planejado)

BRUNA

- Learn how to dance with the dancing group (on the street); Around 6 years of age; On the street with friends; I do it because I like; I learnt because I wanted and it wasn't planned.

Figure 39. Learner's identity exercise: learning to dance.

Codesign challenge

Codesign challenge was a concluding session to implement what we have been discussing in the previous weeks. A session before the challenge, the students were given the handout with some guidelines to gather and think what would they like to approach to, and how. We decided to implement the last session outside of the classroom, in the larger room usually used by the teachers for the reunions. Since the students were divided into three teams, we wanted them to have some private space to communicate and organise their work. The setting of all materials that can be used and recycled in the challenge was set in the separate table.

In the introduction part, we haven't managed to discuss profoundly design process as a problem-solving way of thinking and doing. The participants received a handout with the necessary guidelines to proceed with manual work in the working groups. Meanwhile, they came closer to see printed handout and available materials. One of them asked if it was going to be "dry" meaning "boring", while others divided into engaged or indifferent. In most of the cases, it seemed that students didn't have the patience to listen to briefs and when questions were asked, to get their input to work with, the answers were very short. Working principles were explained by the colleague facilitator, where we have put an accent on this not being a competition and that they should share and own the process altogether (all team members).

Even in this session, students showed lack of trust and they were doubtful of what comes next. As a learner-centred approach, I felt duty to explain the aim and objectives of this exercise, as to give basic guidance. Yet, if you want to be listen to in this school, you need to gain trust and respect of the students and it is a long-term process. In most of the cases, they are sincere and direct with what they feel and what they think.

Another challenge is that participants prefer to be hands-on and insist on doing, rather than writing and discussing. One of the working groups has managed firstly to reflect on desired learning tool and build the idea of the prototype afterwards. In other cases, firstly the groups would build something that is either aesthetically appealing to them or it's just the form interesting to build, and afterwards, they would give it a function, a learning outcome.

The socio-cultural animator was missing until very end, so we were only two facilitators in charge for three working groups of students. We went group by group to give an orientation and answer their specific questions. As we checked all three we continued circulating to observe everybody equally. Meanwhile, each group had its own process of thinking.

Group *Die Katte* (5 girls) was dealing with a creative block of ideas at first, but right after one girl proposed and insisted to have her idea adopted by others. She was the 'loudest' and she easily convinced her team to accept her idea.

The topic of the learning tool was **justice** — educating teachers and students about equality and about teachers maintaining the same disposition and attitude toward everyone. The participants firstly decided about the idea and the target audience, then the functionality and applicability. Finally, they found a way to create the prototype that can perform the desired function. They have decided to make a hammer with the



Figure 40.
Die Katte
 team - work in
 progress and
 their finalised
 learning tool.
 Photo curtesy
 of Olga Glumac.

book and an entry element, where the hammer and the book are most associated with fairness and court proceedings.

Instructions by *Die Katte* team (Figure 40):

In the moment of injustice, use the hammer and show with the registration element that some type of injustice has happened. Talk to the group in the classroom and discuss why and how the situation can be resolved. Collaborate in resolving the conflict. When the conflict is resolved, put the registration element on the side where ‘justice’ is written. Group *The Originals* (3 girls and a boy) was immediately engaged in making something that still hasn’t had defined function. They had built function through building the



Figure 41.
The Originals
 team - work in
 progress and
 their finalised
 learning tool.

Photo courtesy
 of Olga Glumac.



object and each member had their own role in the process. Somebody was filling in the handout, somebody was constructing, and somebody preparing materials.

According to their explanation firstly, they wanted to build something beautiful and then give it a function. In the end, the result was aesthetically appealing, and the function reached the intended direction. It was a storage vase that educates you about keeping your desk tidy and organised.

Instructions by *The Originals* (Figure 41):

Use this functional and learning tool to tidy up your desk. Tidying up your desk means that we are aware of the process of organizing the space and preserve storage efficiency.

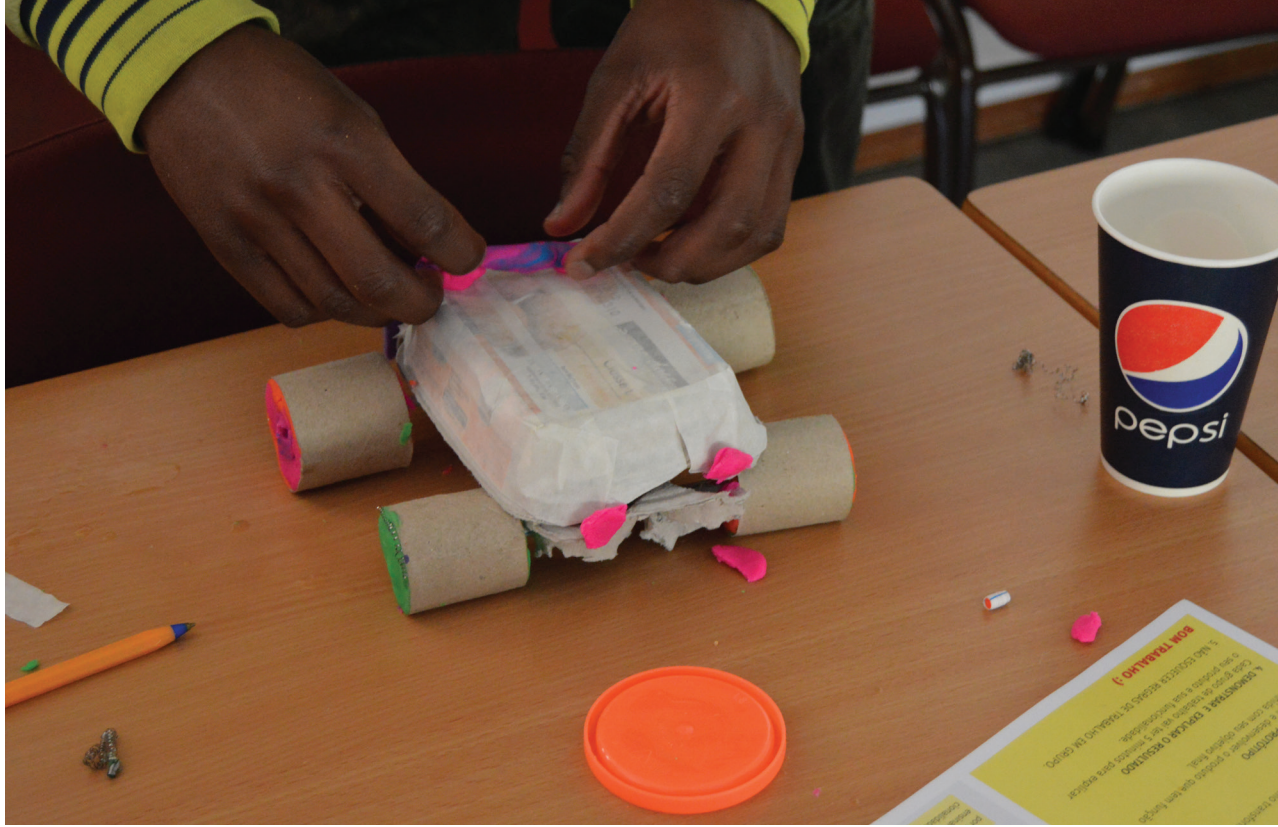


Figure 42.
The Unbeatables
team - work in
progress and
their almost
finalised
learning tool.

Photo courtesy
of Olga Glumac.

Group *The Unbeatables* (3 boys, 1 girl) was waiting for further instructions and when they got it and saw others jumping for materials, they decided to ignore handout and jump to construction. This group decided to create something close to their interests. They chose the model of a car.

In the process, they realised they haven't had a utility knife they needed, so two of the team members decided to leave other two and search for it. The ones that stayed got a bit worried being clueless what to do while waiting for others to come back. Subsequently, they had less time than other groups to perfect their idea and finish the 3D prototype.

Instructions by *The Unbeatables* (c x/b):

The movement of the car represents the flow of the process. It can teach us about the future and about moving forward in our lives. It can teach us about the flexibility and the paths we take in our day to day choices we make on a daily basis. They all lead to something.

Evaluation & discussion

On December 16th there was a school Christmas party (30 minutes between two classes) and the participants were given their certificates by ‘senior’ pioneer and me, in front of everybody who was there. It was a recognition given to the student-participants and the project itself.

The evaluation was made by my colleague and me in the second half of English language class on December 17th, so the teacher was there for a moment (for the first game) and then left to deal with the grades of another class.

We played *Leadership dance* game that socio-cultural animator already did with them, so the students chose music and we did few rounds. They explained that leader is somebody who orders. Everybody, including the teacher, was shy about taking the role of a leader. One girl had a strategy of being a leader and not doing moves when the person in the middle observes, but others forgot about that so they would be easily caught. On the other hand, some of them took the pleasure in dancing as leaders and got lost for a moment, so they would be also easily caught.

The prototypes suffered severe damage of being exposed to time and material degradation. Some of them were built with the heavy material being glued to the light one, which suffered the damage and lost its form. The students had a chance to observe and see what kind of things went wrong with their own and others prototypes and think what they would do/avoid next time. We also understood that without stating the instructions for each learning tool, it would be difficult to understand how the learning tool should be used without us presenting it.

Afterwards, we used *Barometer* method (Kloosterman & Giebel, 2007) for evaluating the project and collaboration. We placed the words ‘a lot’ and ‘little’ on the opposite walls in the classroom, and in the middle, we placed ‘more or less’. Participants were asked few questions:

/How much are you satisfied with the project being implemented in the classroom?

/How much are you satisfied with your own participation?

/How much did you enjoy the process of codesign? Why?

/How do you evaluate the importance of you codesigning learning tools for other young people?

The students provided us with the answers to the questions by saying:

/That in general they were satisfied with the project outcomes, and that they would avoid having moments of discussions and brainstorming without followed action. They didn’t find useful to brainstorm on the concepts of the ‘community’, ‘citizenship’, among others. One of the students also mentioned that it was challenging to understand my Portuguese at some moments. The ones that liked it a lot said it was really fun.

/All of them expressed satisfaction with their own participation. They perceived the project as challenging themselves to do something different and to learn from it.

/In the process of codesign, they enjoyed working with each other.

/The last question was more complex and my colleague explained it further. They needed to understand that their prototypes are part of ideation phase and that they can be used as models to create real products with different kinds of materials. Finally, when they understood this is the prototype and that it can be transformed to real product, the colleague tried to ask them if on regular occasions young people are being part of the design and decision-making process of learning tools within the formal education system. Unfortunately, the words “young people” were used over “students” or “you”. Therefore, their line of thinking was more related to older young people who are on the faculties or already have finished faculties so they answered “yes” to this question.

After this exercise, the participants were asked to say whether they would participate again in this type of project by drawing a smiley face: :) - “yes”, :/ - “yes, but with some modifications”, :(- “no. Only one participant voted with :/ and all others placed :) in the box.

As much as the students demonstrated the will to make something happen, it seems that at the same time they were fearing of participating in the discussion of the same activity. This was not the general tone of the majority, there was a variety of reactions and while some have proved capable of motivating themselves, others demonstrated a need to rediscover their motivations and benefits of being educated through active learning.

The feedback from socio-cultural animator was straightforward. On the process of one’s participation and how one perceives oneself in the project, we were told:

I did not feel too involved in the activity, not because of you, because you did everything to make it happen, but because of the fact that the Civic Education classes of the 7th grade are in progress and at the same time; They need more of my attention since it is the most complicated class in the school. My role in the activity, taking into account what I mentioned in the previous answer, was more about behaviour control than properly participating in the animating the activity.

[Free translation from Portuguese to English]

The socio-cultural animator said that it is probably easier to work with students if your relationship as a youth practitioner is more developed and there is a circle of trust already embedded in the process. Moreover, one has told us that all efforts being made, including this project, are important and positive for the development of students. He agreed that sometimes the impact is not visible immediately, but it doesn’t mean that the experience has not reached all the recipients.

On the other side, in total there were less than 300 minutes to work with youngsters on their awareness, attitude and competences as learners and active citizens. Even if not all the objectives were tackled and reached, there is a certain satisfaction with the outcomes expressed by the participants-students and socio-cultural animator.

Takeaways: Youth empowerment through co-created learning

Working with youngsters is challenging because there is a need for twice as energy to boost their will to think and rethink certain ideas, perspectives acts, discussions. It is

always hard to facilitate discussion. It is even harder to do it alone if in language that you cannot fully express yourself.

Thus, the youngsters easily deny words that don't embed meanings into their daily lives. Building trust demands time and space to share together with students. Since we had only 6 weeks and around 300 minutes in total allocated for this project, our relationship was built on students' curiosity, empathy, listening and challenges co-created that actually somehow mattered to them.

The biggest physical barrier to organise learning was a constrained setting of a classroom which we couldn't change — the one we are mindfully condemned to a certain way of thinking, doing and being. Young people have the right to show their dissatisfaction of where they are, what they are doing and who they are turning to be, but there is a practice inside the school that promotes a gap in the communication and understanding of each other. Students are not learnt to reflect and understand the consequences of one's actions. Students are not learnt to ask for the support and to rely on their teachers.

The people that they can rely on are a socio-cultural animator and a social worker. For them, they carry most of the respect and empathy. Having one of them in the classroom with us would symbolise recognition of our presence, efforts and meaning to be there with them. Moreover, students feel more motivated to work on themselves when one of the people who they respect and trust works with them. They easily empower those people to foster their capacity-building. When we have altogether left aside, it meant that our work doesn't matter as much and students felt a bit disappointed for not being taken care of by the person of trust. That is why motivation was sometimes lower. On the other hand, when I was alone with them, I found myself sometimes incapable to transmit the right message and facilitate our progress due to coping with the speed and slang they spoke around; more people speaking at the same time; and demands/ideas they had coming from different people at once.

Nevertheless, we went through a process together and students did reflect on their learner's identity and learnt about the process of co-creation. To conclude, the students' participation and engagement provided with some relevant insights:

/ Working with more people through a coordination of the sessions provides more freedom to observe and understand the environment, as to participate and not only facilitate. The experience of participant observer is a different experience of facilitator observer. The first one may give us more insights into the process we obtain by participating. It is less directive and intrusive. More than one facilitator provides with more 'control' over the process, especially when we don't domain the language.

/ One participant especially made me wonder "Why the things we deny in word, we might easily embrace by action and vice versa?", "How is this connected to our mindset and our understanding of ourselves?", "What triggers it?" One student expressed by words that doesn't have intention in participating in our activities, so that later when activity started, the student immediately joined.

/ Young people showed that they enjoyed codesigning challenges that fostered a sense of self-efficacy while taking the responsible role in creating something for others as well.

/ Some have shown more curiosity about the discovery of doing, or significance of

aesthetics when constructing their 3D prototypes, while others were more concerned that the outcome of the learning was duly incorporated into the functions of its prototype.

Summary

The first research programme *warmUP* was about setting off into the unknown. It was about learning by doing. Moreover, it was about initiating the collaboration by proposing something open-ended and meaningful that would attract the young critical minds to join it. It was never truly possible to take full part in the school community because I was always perceived as an outsider/external collaborator. And this was fine until I started to doubt and question myself whether this intervention at school is needed: Who needs it? Why am I doing it with a community that doesn't want to fully collaborate? What will stay with them after the project is concluded?

These are some of the doubts I had along the way. but whenever I would receive a constructive feedback from the students/learners/pioneers I felt we are exchanging, constructing and redesigning on many levels their school as a setting, culture, format. It was and still is essential to recognise for whom it was done.

Firstly, it was done for the students-volunteers, then for the rest of the school community. However, to do it for the students and not to be in a closed bubble working just with them, I had to find a way to work with adults too. I have been lucky to find allies and to find a way how to adapt the project not only for youngsters' needs but also for the school needs (looking into the history of the school, reports, informally speaking with school staff, among other things). Clearly, it was the very important moral duty and reasonable sensing of ideation, processes and pursue the outcomes with all school members. Already in *buildUP* programme and after in *play*, I wanted to assure some sustainability in knowledge-transfer and capacity-building of staff members who are working daily with youngsters. Yet, I haven't managed to accomplish the capacity-building of adults.

When youngsters learnt that they can trust me, and other facilitators, we slowly built the collaborative relationship. With the relationship towards us and the project, they managed to feel the sense of social/individual responsibility and ownership over the processes. Even when the students would leave us to coordinate, the youngsters would follow in a blunt way. They were learning how it is to question their role and their power through their participation.

Through participatory design and co-creation processes I felt that we are sometimes advancing really well in deconstructing methodology, learner's identity and the learning processes (most of us fully engaged, focused and onto the task) and sometimes we are tapping in one place or maybe even going back when the pioneers are not interested in the specific method/technique/activity; when they give us 15 minutes for the whole session; when we are encouraged to understand each other because of the language. I think this was due to a fact that we haven't had a common vision — that we as facilitators failed to follow a principle of learner-centred approach where we would read or say up front what is the aim and what are the objectives for each session. Once we made a calendar that visualised all activities and onwards was easier to share planning steps. If there is no straightforward planning, relationship building and group dynamics, the students would easily get tired (bored) and would not actively participate. It was a matter of being challenged but within their own senses of self-efficacy.

Chapter 9: Educational codesign programme Ilustracionário, à minha maneira 1.0

Introduction

Miragaia students had already expressed on several occasions that they would like to collaborate with another school. Considering the difficulties to appropriate the language, I proposed to the pioneers to collaborate with neighbouring Árvore school and with its design students to deconstruct some of the concepts we have been working on, through collective analysis and visual representations. The aim of an educational codesign programme *Ilustracionário, à minha maneira 1.0* was to develop and design a visual dictionary that could support an understanding of the concepts related to youth policies and civic participation, and the influence it has on youngsters' life, as to support critical and creative thinking of young people when creating the content of a dictionary through written and visual expression.

The specific objectives of this project aspired to:

/ Create an opportunity for collaboration between design students from the secondary school and school of the second and third cycle of basic education students that co-exist in the same local context;

/ Nurture creative and critical thinking of youngsters;

/ Create a community of practice among youngsters interested in civic participation and socially responsible design;

/ Create a network of different stakeholders engaged in the learning process of young individual and their participation (faculties, schools, municipality and its youth department, professors, parents, non-governmental organizations, etc.);

The community of practice as known as the community of co-learners was established by uniting participants of the project Pioneers' playground from Miragaia school of the second and third cycle of basic education (age bracket 12-15 years old) with the students of graphic design coming from the Árvore school (age bracket 16-20 years old) from the same local context, encouraging their collective efforts in creating a learning tool such as visual dictionary. The outcomes were presented at a public event on April 16th, 2015, of which the most important for the recognition of young artists was the exhibition that was inaugurated in *Casa das Associações*. To conclude, this project aimed at showing to the local community Miragaia, Porto – inclusive ways of working with young people; that especially minors are equally competent to codesign a learning process and a learning

tool; that our tool can be used in the classroom or in informal setting, both for peer learning and intergenerational learning.

Procedure

At the moment of implementation, Miragaia's pioneers were a group of 8 students that voluntarily joined the project, from 12 to 15 years of age. The ones from Árvore were at the class of 23 and a bit older in age, from 16 to 20 years, conducting their second year of studying in the secondary school. Because of geographical proximity, both groups of students have had the chance to share their realities and the environment.

The codesign project was to take part in a discipline of graphic design, where students needed to develop illustrations as a final outcome. We had one month and a half, from the end of February 2015 until the beginning of April 2015, including the Easter holidays in which the school wasn't working for 10 days.

There was an obvious difference between these two groups than just an age bracket — the pioneers were studying and living in Miragaia and its surrounding, their participation was based on a personal motivation that varies from curiosity about other cultures, from the sense of belonging until doing something different and for the first time.

Conversely, Árvore students were living outside of Porto so they were travelling daily to their school, and being invited to engage in this project meant participating from their design classroom where they already knew the procedure — getting a project assignment from a teacher and pursuing the deadline to deliver results. As designers they already collaborated with other public and private entities when doing design-based and project-based tasks at this school. However, this time it turned out to be an unconventional proposal for them too. Young professionals were challenged to create empathy and learn about shared values, interests and needs of their peers, with and for whom they codesign. This further challenged them to look at the designing process in a more of a holistic way. The codesign intervention took part in the ongoing project in Miragaia school that was conducted each Tuesday. In Árvore school we had 2 sessions per week, one on Tuesdays for an hour that was overlapping the hour of the session with pioneers and another one on Thursdays that was whole morning session. In total, I had 1 hour (in theory, sometimes it was more or sometimes it was less) with the pioneers and 5 hours with Árvore participants per week. In total, we had 6 working weeks.

The codesign methodology of the programme implementation may be divided into:

/ Preliminary exploration (context, partners, theme);

/ Learning design (iterative pedagogical scenario of planned learning sessions/activities):

Exploration (pre-assessment of needs, participants' profile, challenges);

Design of the learning cycle for each session/experiment¹;

Implementation of the session/experiment;

Reflections (participants; facilitators);

¹ There could be more general learning plan co-created with learners, however after each session/experiment can be adapted to new findings and adjustment to new situations/challenges.

/ Midterm and final evaluation (group reflection and validation);

/ Dissemination.

Learning design

The organisation of learning was divided into several units:

/ Raising awareness among design students towards designer's role in society and one's competences;

/ Informing about procedure and raising awareness towards context, target group, how learning may be organised and what is the role of design;

/ Learning of building an illustration, a visual communication

/ Implementation of the codesign process.

Designers' capacity building

This was the beginning of our project and the first impressions are always important, therefore I felt the freedom to use the fact of having to work from early in the morning to invite participants to do an interactive name game in the hallway of the school. It was a good icebreaker because people were laughing and getting to know me and the project in an informal context.

After that, we went back to the classroom discussing the project itself (aim, objectives, expected outcomes) and key concepts such as co-realization, collaboration and co-design. They wanted to research more about it afterwards with the professor, while I had to leave because the session in Miragaia school was starting.

On Thursday, their initiative of searching for further information was recognized and we referred to the outcomes and together we worked on explaining the similarities and differences between codesign, social design and participatory design.

In this session, we also covered some of the most important explorations:

/ Self-assessment of values and awareness to be asked in the beginning and in the end of the project (*Figure 43*): the participants had to answer individually from their perspective: what is the role of a designer in society and what are the most important competences of a designer?

/ Find out about three different key concepts of education and learning (non-formal, formal and informal), their similarities and dissimilarities, principles and methodologies.

Designer's role in the society and most important competences

What is the designer's role in society? Using post-its, participants reflected and wrote down their answers. Afterwards they placed them on the whiteboard and one volunteer has read them in front of everybody. The idea was to share the outcomes, not to judge or analyse. There were no false answers and this was communicated to youngsters when they started to doubt content of some of the written testimonies.



Figure 43. Designer's role and competences according to design students.
Photo courtesy of Olga Glumac.

Designer's role in society

Designer needs to be creative in what it does. Designer must have arguments to speak. Designer needs to captivate viewers, to demonstrate quality, understand message quickly and easily. Designer makes publicity for others. Designer is in charge for elaboration of identification. In society, a designer has the role of presenting the product or services in an appealing way and also making the world as a place with more colour. Designer develops products, and promotes them. Designer communicates visually. Designer makes attractive work. Designer demonstrates work in a simple and direct way. Designer gives various opinions to the clients. Designer needs to know how to apply (acquired) knowledge. Designer needs to know how to communicate with society. Designer needs to apply well visual communication. Designer needs to disseminate in an interesting way the product which will in future become needed in the society. Designer makes new appealing objects. Designer needs to have patience to work and learn. Designer needs to communicate in direct and visual way. Designer needs to capture people's attention and pass the right message by creating better design solutions. Designer needs to sell. Designer needs always to please public. Graphic designer is a fundamental person in dissemination of ideas and new approaches in imagery to convey its thoughts. Design is art.

[Free translation from Portuguese to English]

Designer's most important competences

Know how to reflect. Know how to design. Know how to dream. Know how to create. Know how to transmit. Know how to innovate. Know how to listen. Simplicity. Know methods. Be creative. Be innovative. Be original. Be punctual when delivering one's work. Make analysis of product that client asked for (Analyse the idea of the client). Be flexible and easy to adapt. Be communicative. Be open-minded. Be responsible. Be organized. Be available. Be versatile. Be sustainable. Have your own opinion. Respect others' ideas. Have principles. Be educated.

[Free translation from Portuguese to English]

Non-formal, formal and informal ways of learning

The students were divided into three groups, each group presenting one type of education (formal, informal, non-formal) and they needed to find answers to the following questions that were also given through handout form:

- 1 - What would be the format of sitting in the class/session by its composition of chairs while practising this kind of education.
- 2 - Imagine that knowledge is transferred in a visible and simple shape. Please draw how it passes from one person to another.
- 3 - Choose one of your experiences within this kind of education and draw it using only

one colour. In case you have never experienced it, try to imagine how it would look like using min 2 colour pens/markers.

It was an individual work (each person had their own paper) but they were in groups in case they wanted to discuss and help each other with the concept of specific education. Some participants were quite confused between the difference of non-formal and informal education (Figure 44).

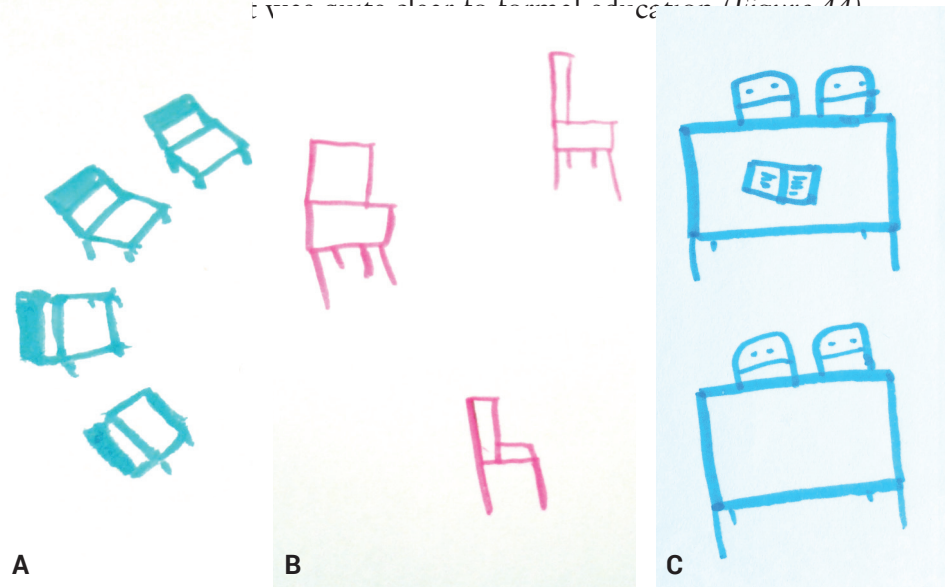


Figure 44. The physical setting (e.g. chairs) of a learning environment in non-formal (A), informal (B) and formal education (C).

They got there by discussing, raising questions in conversation with their professor and me, and also tried to do some research on their mobile phones or computers via the internet. The illustrated individual results turned out to be very similar to the whole group, especially when it comes to the composition of chairs and knowledge transfer (Figure 45) for each kind of education.

Some cases deviated the more general outcomes because they were based on the unique and personal experience of a specific individual. The ones that were quite interesting were about volunteering and learning in non-formal setting — scouts experience (Figure 46), swimming pool and learning how to swim (Figure 47). Only 3 participants said they have the experience of volunteering.

The need to differentiate the spontaneous learning (informal) and the one that is structured and it is addressing the needs of the learner (non-formal) seemed quite clear after this exercise.

To summarize learning outcomes, groups rotated and likewise, changed types of education (an e.g. group that had informal, after rotation had formal education to think about) and they needed to make a summary of what it is this type of education, or what it isn't.

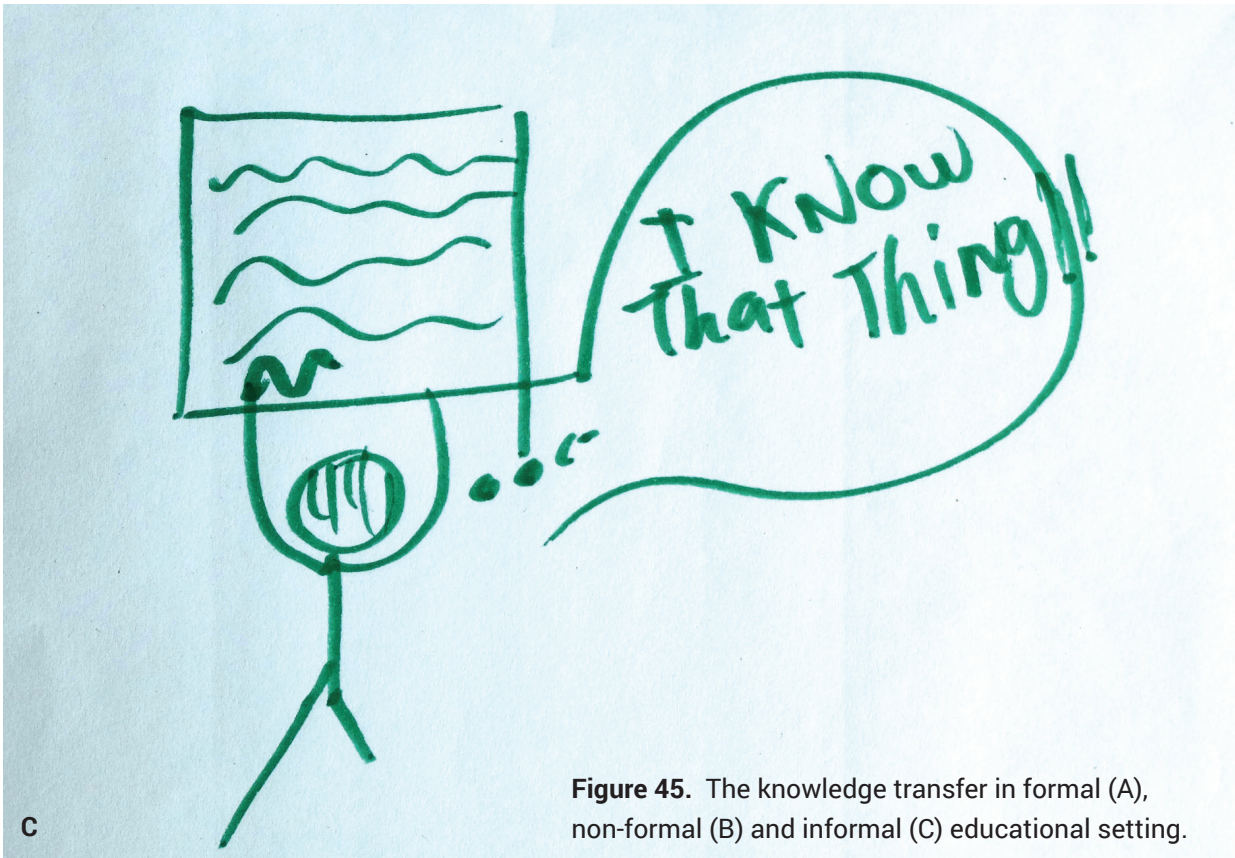
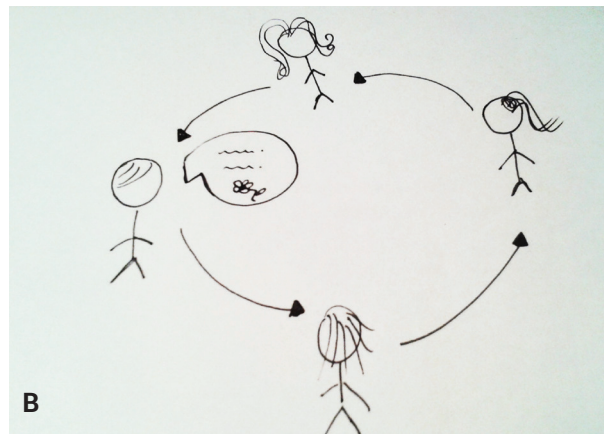
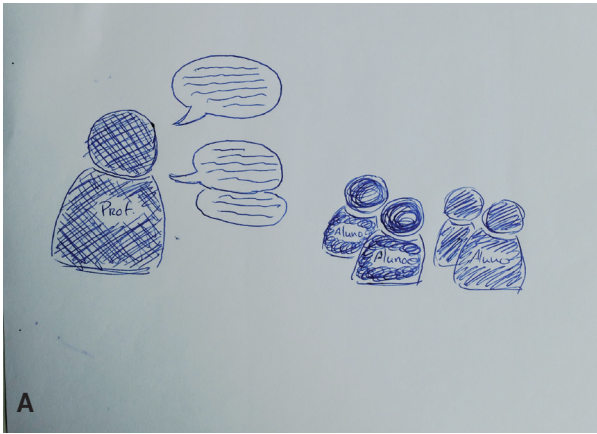


Figure 45. The knowledge transfer in formal (A), non-formal (B) and informal (C) educational setting.

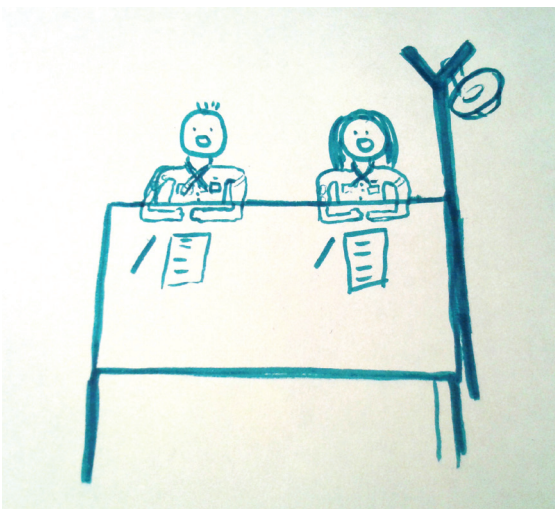


Figure 46. Non-formal educational setting: scouts experience.

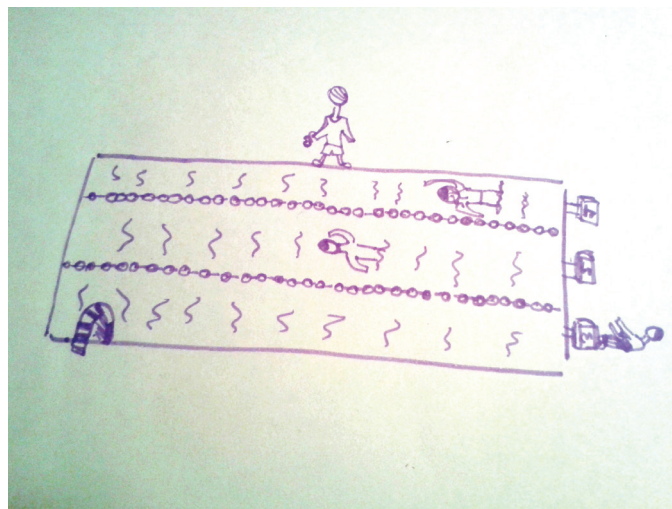


Figure 47. Non-formal educational setting: learning how to swim.

The summaries showed that they are aware of different approaches (*Table 18*).

Table 18. Overview of students' understandings for each type of education.

FORMAL EDUCATION	NON-FORMAL EDUCATION	INFORMAL EDUCATION
Good	Conviviality	Friends
Learning	Sports (swimming)	Media
Efficiency	School, friends, family, work	Casually
Training		Spontaneous
Principles	Communication through	Connections
Communication	Internet	Local
Dedication	Doctrine	Random
Effort	Public space	Disorganised
		Common talk
Bad	Interaction	Free
Dry	All people	Activities
Demotivating	In activities	
Disinterest		

To confirm once more, all the participants shared their outcomes and we did a final reflection. The participants needed to choose for each principle, to which education it goes, and if some of them belong to more than just one (see *Figure 48*).

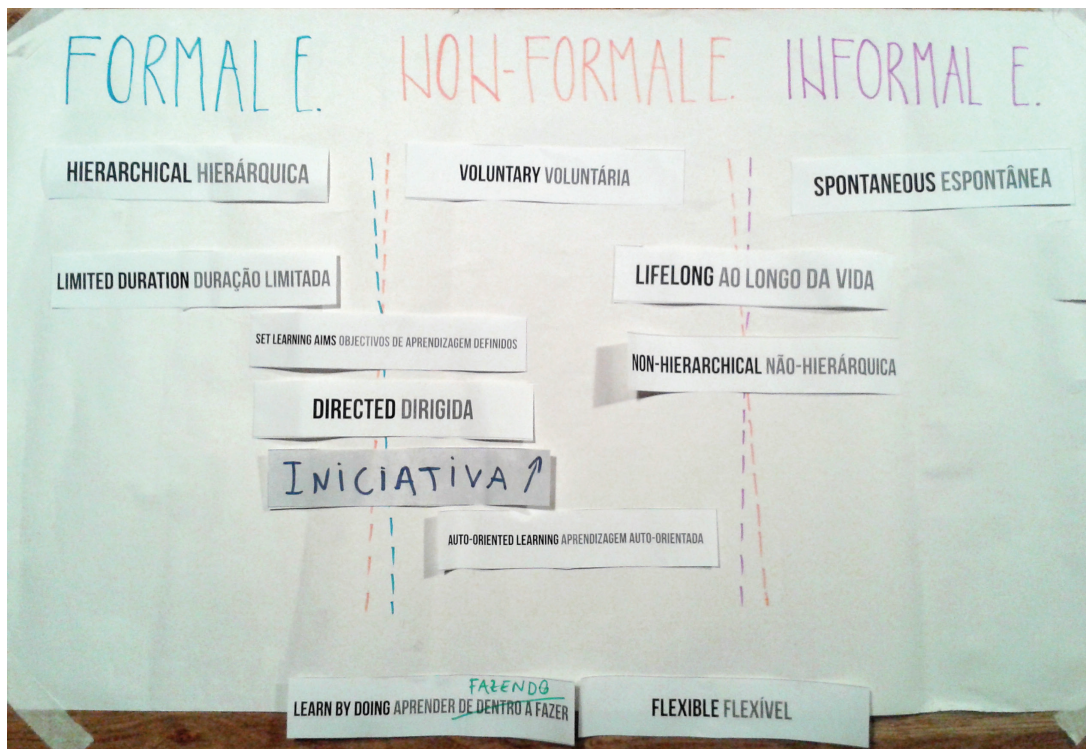


Figure 48. Final group exercise to summarize learning outcomes.

The participants concluded that missing principle is Initiative (based on an initiative of the learner) and both formal and non-formal ways of learning contain it. Learning by doing and flexibility are left out and they apply to all three cases of education, according to the participants.

Codesign process

Terminology

The idea of this initiative came out as a learning outcome. Once I realised that we were going to tackle the challenge of language (both pioneers and professor with her students of Árvore agreed), I enlisted the words-concepts that are mostly used in any discussion related to the topics such as active citizenship, youth policy making, CE. Among those concepts, I chose 23 (the number of students from Árvore who would work on each concept with one of the students from Miragaia). I was looking for the concepts that are more complex and visually challenging to express diversity. They are enlisted here:

Age of Majority
Citizenship
Community
Community Mobilization
Competences
Freedom of Expression
Formal Education
Human Rights
Informal Education
Informal Group
Municipal Youth Plan
Non-formal Education
Pioneers
Pioneers' Playground $e=mc^x$
Social Solidarity
Tokenism/Symbolic Participation
Tolerance
Youth
Youth Department
Youth Empowerment
Youth Leadership
Youth Participation
Youth Policies.

Of course, I also chose the concepts/terms related to Miragaia school context. Since this was about mutual learning between all the partners, but mostly between the peers of two schools, the idea was to tackle not only concepts related to citizenship *per se*

but also the terminology that might sensitize design students to understand their role within society. Participants picked up one paper with the term they would be working on. It was by chance and they had the possibility to exchange terms amongst each other, in case they wanted. All of them did their A4 handout with the professor's help and mine. While Miragaia students worked on more than one term, design students worked on only one.

Prototyping

The *Pioneers' tool for the civic terms and concepts* aims to provide the youngsters with the guidelines to reach their own conceptual understandings by constructing their definition for each given term and concept. The tool was designed as an A4 handout that consisted of 5 fields (see *Figure 49*). Each field meant a step closer to achieving the goal of the new definitions.

Given instructions

1 - The terms may be provided by the facilitator/practitioner or they can be thematically chosen by the participants. Once the term is known to a participant, one should match the existing definition with the term's meaning. Chosen definitions for this exercise are usually the one easily accessible through online browsing.

2 - In the second field, the participants are invited to choose the corresponding photo that suits the best the concept according to their created associations. The images used for this exercise were found online or sourced from a testimonial photo archive from our weekly sessions in Miragaia².

After choosing the image, the participants had a task to do a short visual analysis and write down their observations below the image.

3 - In the third field, the participants were encouraged to look back to their personal experiences and try to define synonyms and words of associations when having in mind the term, the existing definition, the chosen image and a short description.

4 - Moreover, in the field number four, they were also challenged to encounter their visual representations and draw the symbols associated with the term.

5 - Finally, in the fifth field of the exercise, participants would take the previous insights into consideration and filter the given information so they could recreate their own definition that would be clear enough for themselves. Most of them chose to write it down, but some of them decided to draw.

In the case of our framework, there would be always two students working individually, yet supporting each other, on the same concept deconstruction, so we could get two definitions and two understandings of the same term through individual reflections. This was a precondition in co-creating illustrations that further merge and describe definition.

² The images can be also made up on the spot. The reuse of the old magazines that have imagery corresponding to the terminology at hand so that participants can cut out what they think it suits the best to their concepts.

CAPACITAÇÃO DA JUVENTUDE

1 A DEFINIÇÃO DO TERMO QUE EXISTE:

... é um processo atitudinal, estrutural e cultural, permitindo aos jovens ganharem a capacidade, autoridade e agência para tomar decisões e implementar mudanças nas suas próprias vidas e nas vidas de outras pessoas, incluindo jovens e adultos.

Wikipedia

2



Descrição da imagem: Jovens a aprender.

3 QUAL TIPO DE PALAVRAS PODES ASSOCIAR COM ESTE TERMO? ESCRIVE AQUI:

Aprendizagem para
podem viver no seu
dia-a-dia. Para
ter uma vida melhor.

QUAL TIPO DOS SÍMBOLOS PODES ASSOCIAR COM ESTE TERMO? DESENHA AQUI:



4 NOSSA DEFINIÇÃO QUE TODO MUNDO PODE PERCEBER É:

Capacitação da
juventude é
desenvolver as
capacidades dos
jovens aprender.

Figure 49. Pioneers' tool for the civic terms and concepts.

The handouts coming from pioneers haven't arrived at the same time. When they finally did, most of them had promptly achieved a result of their commitment to emerging with original concepts that combine theirs and the pioneers' ideas. The maps were presented and discussed in pairs: teacher - student, facilitator - student.

To proceed with further work, we had to make a few decisions:

/ Whether students want to join pioneers on Tuesdays in their school and work on illustrations together (which was an original idea) and then work more throughout other days of the week on computers in their classroom or;

/ Work from the beginning of design process until the end of their classroom.

Being more comfortable to work in their classroom because of infrastructural support (computers, internet, network) and knowing that there is a tight deadline, they chose their classroom and asked if pioneers could come and join them there. This brought another issue: urgently needed authorization from pioneers' parents and coordination with the school.

3. Contextual exchange

Planned, yet informal visit has been paid by the young designers to Miragaia school. The aim of this local mobility exchange was a collection of impressions of the similarities and the dissimilarities Miragaia school had with Árvore school. Thus, it was about visual caption of the elements that could serve as an inspiration to their future collaborative work. In the first encounter of the two groups, there were only two pioneers. Others didn't show up that day.



Figure 50. Two pioneers with a facilitator filling in the handouts.
Photo courtesy of Olga Glumac.

They accepted to stay and work because this was the only way to respect the deadline of delivery so we have proceeded with handout development without waiting for the contribution of the other pioneers (*Figure 50*).

They accepted the responsibility in the name of the whole group. This brought a doubt: **How the co-creation process would be organised if these two pioneers cover too many terms and concepts? How can they simultaneously work with more than just one student of Árvore school?**

They were too shy to be showing design students around the school. They promised that next time they would collaborate more and work with design students, but in that moment they were not comfortable with.

After concluding the visit, Árvore students went back to their school and to the graphic design classroom and in the next session, they shared what they had experienced. In the following session, we talked about the collected impressions. Most of them never had a chance to visit Miragaia school before.

Participants' senses were oriented toward the smells: saying that it smelled like soup and meat but also humidity; and towards visual/aesthetic aspects: they said the school was missing some colour; It had a lot of space and natural light inside the classrooms which they appreciated; there was much space and not so many people (unbalance); the way to reach the school was by going down in a very steep street which made some of the students uncomfortable due to their health issues; they also referred to sound and strong echo effect. None of the students refers to any of the impressions related to their term and concept but rather related to the comparison between their school and this one. Árvore seemed fuller of people but it was much less in size while Miragaia school was quite opposite. Their filter for observation was what they are accustomed to having (colours, people, no food smell everywhere, among others) and what they were lacking in their school (extra space and more natural brightness). Conversely, design students didn't pay attention to their peers standing next to them; as they didn't pay attention to all intergenerational relationships they could have seen while being in the classroom with some teachers and their students.

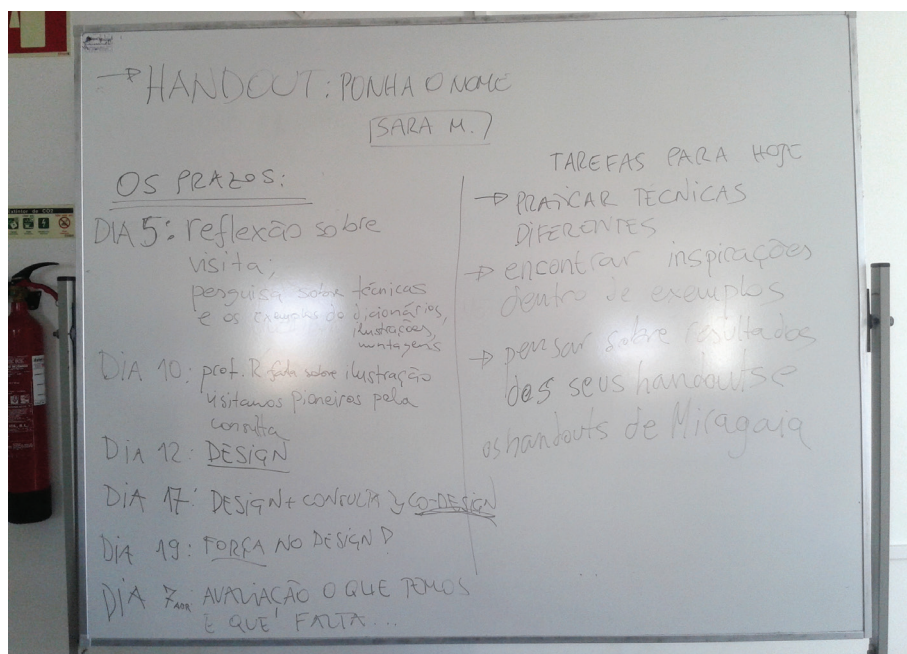


Figure 51. Timeframe and milestones of our collective project.

Photo courtesy of Olga Glumac.

After Miragaia school visit, the students continued working on our subject-matter from their workshop classroom. Iterating our action plan, we determined the timeframe and

the milestones — theory sessions as a foundation for the illustrations delivered by the professor of graphic design, co-design sessions, validation, preparation for the public event, layout and printing the materials, among other (*Figure 51*).

For further support, beside their competence to browse and look at examples via the internet, the professor also prepared and gave them a few books that represent a visual dictionary of typography, graphic design and some books that show examples of various styles in illustration.

I have made folders with documentation that would help them to contextualize Miragaia (testimonies and images from weekly sessions, local documents, Porto's Municipal Plan for Youth 1.0 and 2.0).

Students were encouraged to focus on their individual work and summarize the data collected through their fieldwork, from handouts - both there and from one of the pioneers. They were invited to construct visual maps so that they could more easily weave different outcomes (handout outcomes, online research, examples from books, fieldwork visits and additional documentation about Miragaia and Porto) drawn together by shared experience and investigation through visual analysis and research via the internet. The example of given guidelines is shown in figure 12.

4. Visual mapping

Having in mind the schedules of two groups, we were aiming to encounter many possibilities to meet and exchange, and work together. This was the hardest challenge in the whole process – the time and place allocated when both groups are available to meet at least once per week.

The next collective encounter should have been on Monday, March 16th, 2015, yet I received an email from the form teacher, explaining that pioneers had to stay and additionally study mathematics at the usual hour of our session. I have answered by email asking if there is a possibility for them to work with design students on Thursday instead, and if they could join us in *Árvore* for one hour so we could all together work and discuss details in person. I have never received a reply to this question.

Even if we managed to meet two times, the weight of the workload mostly fell on design students. They turned to be the carriers of the project since:

/ Miragaia students were on the last year of their elementary education and they couldn't join our sessions because of the after class tutorials with a school staff (within TEIP programme).

/ *Árvore* students found more suiting to work in their Graphic Design Workshop classroom in which they had all conditions they are used to work with; an environment in which was harder to include Miragaia students because of the reason explained afore and because of the process of obtaining permissions from the guardians/parents.

/ While for Miragaia pioneers this was volunteer work, for *Árvore* students was much more: it was a curricular work and they would be graded for the performed task, therefore their sense of responsibility was greater and they invested much more time into finalizing the creation process.

Consequently, after accomplishing having two definitions for the same concept and exchanging the ideas of how Miragaia school and community is somehow similar, yet different, the next stage was to learn a bit more about illustration and before going to drawing/designing illustration, design students were invited to make a visual map so that they could more easily weave different collected data (see *Figure 52*):

/ Comparing tangible and intangible documentation of Miragaia and Árvore schools (local, school, people, students);

/ Comparing and merging the two definitions of the students from two different schools;

/ Make a visual brainstorming with the examples provided by their teacher of graphic design and examples collected through an online enquiry;

/ Go back to the images found in the handout *Pioneers' tool for the civic terms and concepts*;

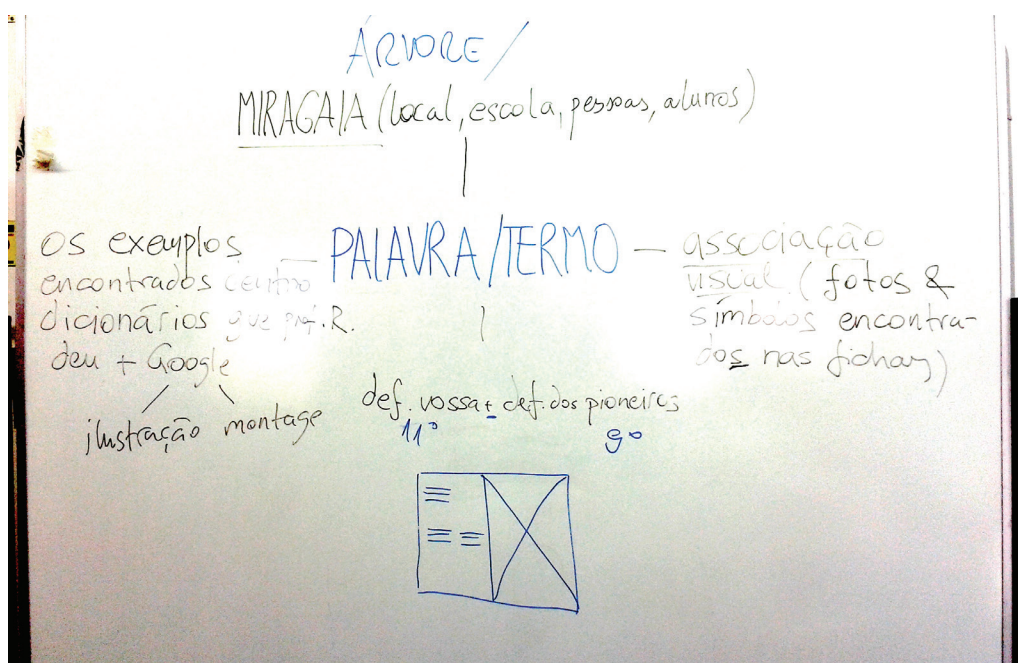


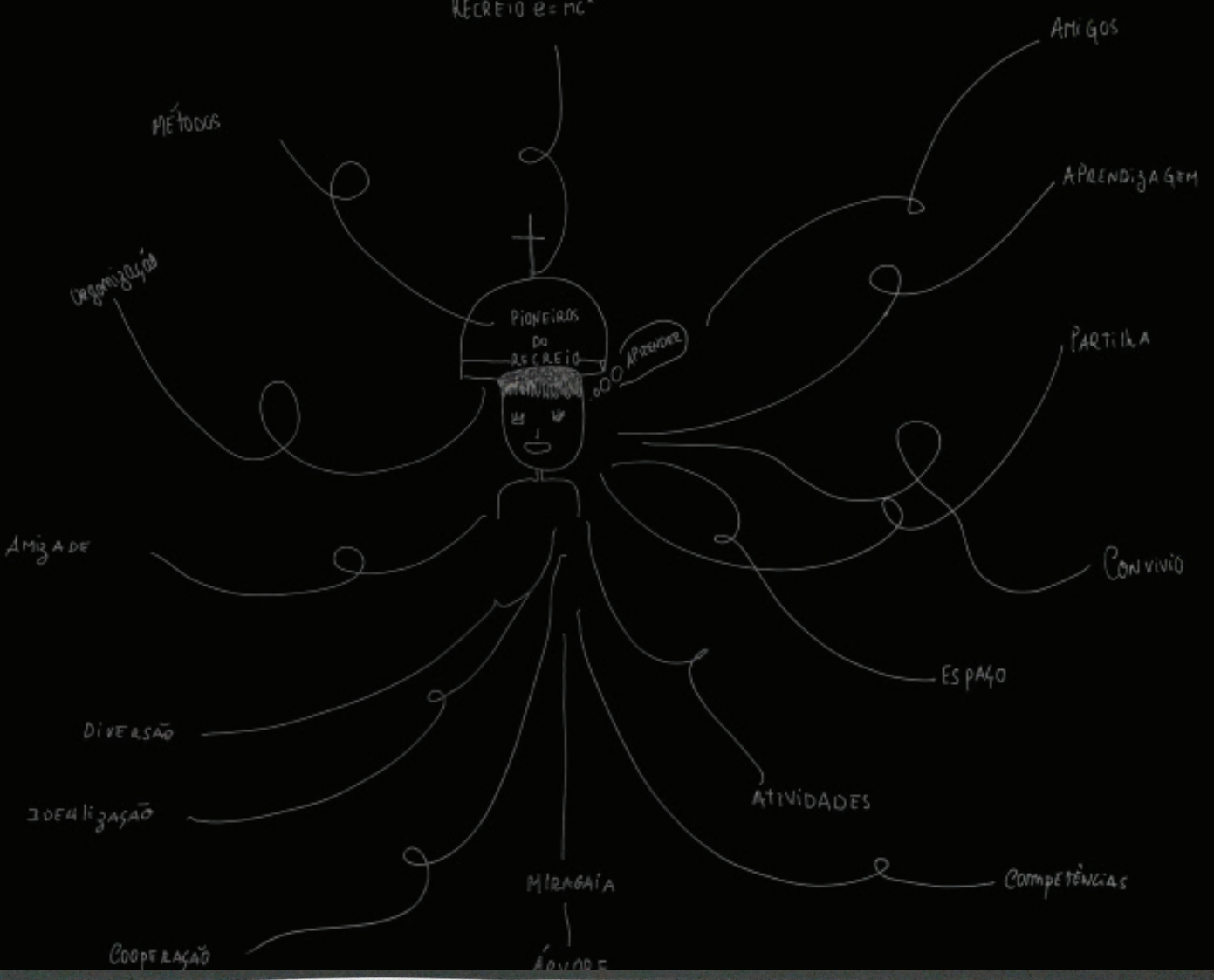
Figure 52. Visual map template - analysis of collected data and proposal for the layout of the dictionary.

The most interesting observation made by students and their work in progress, that came out so clearly, was that there was a difference in an output made by these two groups:

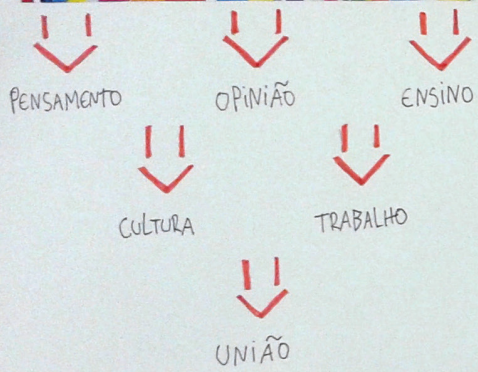
/ Miragaia pioneers wrote their definitions strictly based on their personal experience and what they live through on a daily basis;

/ Árvore students were closer to constructing their definitions influenced by abstraction and already existing definitions, but still filtered through their own way of understanding it.

Some of the outcomes of this experiment are shown in the *Figure 53*.



⇒ SIMBOLO DA DEMOCRACIA



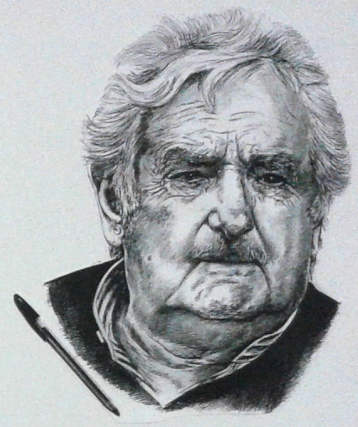
POLÍTICAS DE JUVENTUDE

⇒

PROCURAR CONDIÇÕES PARA O BEM ESTAR e desenvolvimento dos Jovens

⇒

OPINIÃO E O PENSAMENTO de uma Comunidade Jovem e Unida



José MUJICA
(EX-PRESIDENTE DO URUGUAI)

⇒

90% do seu salário é doado para ONG's e pessoas carentes

"Este dinheiro me basta, e tem que bastar porque há outros que vivem com bem menos"



Figure 53. Visual maps for terms *Pioneers' playground* and *Youth policies*.

5. Illustrations

The introduction to the illustration module was implemented by the teacher of graphic design oneself. The students had a chance to be familiarised with the meaning of illustration and how it can be used to establish the interpretation of a written word.

The students needed to translate that knowledge to our visual dictionary task and to challenge themselves to go beyond the simple application of illustration as some kind of explanation of what is being written (the two definitions), but to be able to embed the outcomes of their visual maps which intertwined the variety of data. Accordingly, each illustration, in this case, aimed to complement two definitions given by the students and to represent a pluralistic approach to the concept understandings (see *Figure 54*).



Figure 54. Pioneers observe and discuss 23 illustrations with design students.
Photo courtesy of Olga Glumac.

The pioneers had a chance to see for the first time how it looks like to be inside *Árvore* school, inside the classroom number 52. Also, it was their first time to see how the design process is going on and what are the visual outcomes. Design students welcomed them and showed them final versions of their work. We played a game of guessing which term goes with which illustration. The easiest to guess were the terms of Youth, Tokenism or Symbolic Participation, and the terms regarding education.

They really liked the ones done by hand using colour pencils. They had a chance to hear from almost all co-authors on how their designs were made and how the pioneers' insights were taken into consideration and incorporated into the final pieces. They were satisfied and happy about it.

6. Name

The name of the book was created during one class with *Árvore* students. Out loud, we enlisted the ideas and then each person voted for what one considered the most suitable and appealing for the title of our book. Finally, there were two titles left that had an equal number of votes (*Figure 55*): *Ilustracionário* and *À minha maneira*.

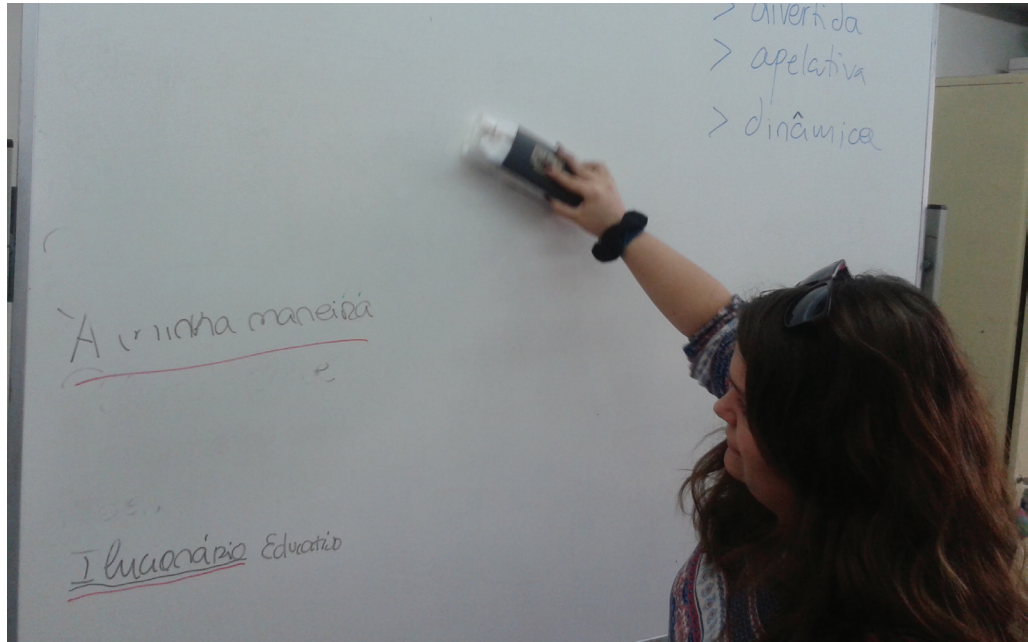


Figure 55. Democratic decision-making process among design students.
Photo courtesy of Olga Glumac.

We decided to merge them in a final form: *Ilustracionário, à minha maneira*. The title was shared with the pioneers and they accepted the idea. It would have been better to have found a solution in which both sides could contribute with the proposals and voted to choose the final one. Unfortunately, this wasn't a case due to time constraints, the reachability of pioneers and a need to advance with promotion and dissemination of the book and the project.



Figure 56. Promotional poster/banner for the public event – applied to gather local stakeholders.

This is the moment where we would like to stop and reflect on the experience, share it with others and understand better what we have in our hands. We are searching for a way to understand those concepts — the terms and existing definitions and then translate them into something that children and young people could more easily understand. And, yes, we also played and experimented with visual expression, not only because it is cool and we have fun doing it, but because some of us learn and adapt better the concepts by having a visual explanation along the side of written definitions. An image speaks out loud, it is our impression of the world, a mark of our own existence. To produce images is an exercise of reflexion upon them and the world that we are all living and sharing. To make an image it is experiencing the world. Therefore, it contributes to the thought of having more personalized and inclusive approach to learning.

[Taken from the call for the event *Ilustracionário, à minha maneira*, April 16th, 2015]

External validation and dissemination



Figure 57. Public event consisted of the exhibition (A), Youth NGO presentation and activity (B), roundtable discussion (C), presentation of the visual dictionary (D).
Photo courtesy of Árvore school (A), FAJDP/CdA (B, C), Olga Glumac (D).

Internally, we validated our individual and collective work through accomplishing the definitions, final versions of illustrations and book design that the students managed to conclude until the deadline. Both pioneers and design students had contributed in building not only definitions and illustrations of the terms they have received to work on, but also in coproduction of a learning tool that could be used to address intergenerational equity in youth work, both education and youth policy making.

Before the project closure and final internal reflection session, we wanted to externally validate what we have achieved together. The outcomes were presented through a public event in *Casa das Associações - FAJDP* (Figure 57) in the formats of the exhibition of illustrations (A), Youth NGO presentation and activity (B), roundtable entitled *Inclusive learning through codesign* (C) and presentation of the visual dictionary (D).

The roundtable discussion was oriented towards methodologies of codesigning inclusive learning and education of children and young people, having in mind three levels of discussion:

/ **Learner** – How a young individual relates to the identity of a learner? How to conduct an assessment of youngsters' learning needs, interests and learning styles inside and outside of the classroom?

/ **Environment and methodology for learning** – How environment (school, local community) accepts individuals and adapts learning processes and services? How are

their representatives/stakeholders trained to be good facilitators in supporting and coaching the learning of youngsters? What kind of training opportunities exists or should exist to empower teachers as facilitators? How to codesign learning processes and services with the youngsters? How can designers support this facilitation and codesign?

/ Recommendations – What each participant, present in the roundtable discussion, can bring to support these processes and what they take from this experience? What are the outcomes of the roundtable discussion that should be taken into consideration?

During the discussion whose outcomes are presented in *Table 19*, it was clear that codesign was associated with a high level of learning and collaboration experience, as it was a good tool for organising learning processes. There were several recommendations that belong to two categories:

Table 19. Overview of students' understandings for each type of education.

LEARNER	ENVIRONMENT AND METHODOLOGY FOR LEARNING	RECOMMENDATIONS	NEW PARADIGMS
codesigner = learner	Challenge the formalities of traditional teaching; Reflection in action; School = potential of the new elements; Education equals co-design (mutual motivation);	Apply gamification in learning - use the game logic for other contexts to solve problems; More participation, more knowledge; More cooperation, less competition; Reward -> inspiration; Teachers promote informality; Take them out from the school area to collaborate; New ambient of co-design equal education;	Mimicking the professions: U.Porto showcase;

/ The question of gamification of learning.

What is the difference between gamification and game-based learning? What can it be positive about gamification in learning? What can it be positive about game-based learning?

Through gamification process, the students get an opportunity to accomplish learning goals by learning content (without alteration to content) and get rewarded for it externally (Kapp, Blair & Mesch, 2012, p 59). However, I think that disadvantage would be to measure the learning of each student and use game-like elements such as levels or/and points or/and badges, if they would demonstrate that learning outcome is a number of levels you achieve / points you gain / badges you collect and that learning is hierarchical (use of levels as elements of progress recognition).

Thus, it would stress extrinsic motivation through external rewarding, in opposition to intrinsic motivation and self-awareness of who we are as the learners and why anyone is learning new things in general. This approach is narrow to the traditional way of evaluating students within the formal education system because the learning outcome and content is specified by someone else, and not the learner. I agree that the advantage of gamification in learning is the embedded storytelling within given challenge and ongoing feedback that can be stimulating and playful (Kapp, 2012). Consequently, to make gamification learner-centred, it would have to be designed in a way that the feedback and rewarding system are identified and agreed with the learners and that terms of playing are also identified by the learners (e.g. how much time student needs to dedicate to learning specific task, what is the reward for this task, etc). The badges for learning to learn and social and civic competences are useful tool and they already found application in non-formal education throughout variety of educational activities.

Meanwhile, the **game-based learning** (Kapp, 2012) uses the game format as an educational approach with certain content, rules and feedback. It can be both problem-based and project-based way of learning. To name few examples:

_ *Ja!do and S*intro!* are games tackling education for Democratic Citizenship and Youth Participation targeting young people, designed through approaches of non-formal education methodology and design-based learning by Dínamo (Sintra, Portugal), Youth Department of Council of Europe, Planpolitik (Berlin, Germany), DARE network (Antwerpen, Belgium) and Aga Khan Foundation (Portugal) within international project *EDC for All - Qualifying and Mainstreaming Education for Democratic Citizenship within Europe*, co-funded by the *Transfer of Innovation action of the Lifelong Learning Programme* of the European Commission.



Figure 58. *EDC for all* game package. Source: *DARE Network* website.

_ *World Peace Game*² that aims to teach children and youngsters about the concept of peace through resolving conflicts, reinforcing the practice of communication skills while

¹ www.dinamo.pt/noticias/472-edc-for-all-expert-support-needed. Retrieved 29.12.2017.

² worldpeacegame.org/the-game/mission. Retrieved 29.12.2017.

negotiating collaboration. It is a life work of-of educator John Hunter, implemented by the World Peace Game Foundation (Virginia, US).

_ *Zombie-based learning*³ appropriated for the subject of Geography within national curriculum, for the children and youngsters of school of the second and third cycle of basic education in the US. The author is David Hunter from Seattle, Washington.

_ *Quest to Learn*⁴, a public school for youngsters of basic and secondary education that bases its educational approach to game-based learning (New York, US).

Even if the raised discussion certainly had a justified proposal, we continued working with non-formal education methodologies and codesign approaches. This employed techniques such as role-playing, debates, work in groups, quiz, evaluation, group building, drawing, exhibitions, collecting stories from locals, mini theatre, brainstorming, research. Thus, design-based learning is also present through codesign challenges.

/ The question of space for peer collaboration between schools.

The learning space doesn't necessarily need to be within school grounds or in schools whose students are participating in the project, but rather in more neutral spaces like the *Casa das Associações - FAJDP* where a different group of students can more easily work together. **What do we gain with this? What kind of neutrality? Is it feasible?** De-contextualisation may bring about the change that concerns all its citizens when displayed on 'neutral' grounds. However, the quality of our programme reflected upon students actually visiting each others' school in quest of comprehension, similarities, dissimilarities and deconstruction of the unfamiliar and unattractive.

While the importance of having a joint project among local partners was recognised, yet, the particular recommendations for voicing youngsters' engagement weren't stated. For the whole duration of the public event, we could see that young people stayed and participated. While some design students shared their thoughts about the project expressing that they could have given more of their efforts and make better visual outcomes, others participated as listeners/observers.

The representative of the *Gabinete da Juventude da Câmara Municipal do Porto* was curious about the project and recognized its potential and acknowledged the message of our work. After the event, representatives of Federação das Associações Juvenis do Distrito do Porto and Instituto Português do Desporto e Juventude made it clear that they are interested in future collaboration.

Evaluation and discussion

Context

Along the project, there was an opportunity to hear among the *Árvore* professors that their students are generally being in unease with the young people from Miragaia neighbourhood. Having in mind that *Árvore* students are usually travelling to Porto to study so they might be perceived as the 'outsiders', and knowing that local youngsters, including the students from Miragaia school, could be easily connected to foul activities,

³ zombiebased.com. Retrieved 29.12.2017.

⁴ www.q2l.org. Retrieved 29.12.2017.

it is always important to work on prejudices and stereotypes. The stereotype, in this case, is having Miragaia school with not such a good reputation, and this was the perfect occasion to deconstruct that. In this opportunity for collaboration, these situations were perceived as an added value to the working model. Árvore students had a chance to visit Miragaia school and Miragaia students have visited Árvore which helped to deconstruct the sense of the unknown and it gave participants a moment of observation of similarities and dissimilarities of both places.

Participatory processes

This project aimed at creating the space of exploration, trial and failure where young people would work with as fewer constraints as possible. In addition, the concept and promoted values were based on a higher level of meaningful participation and shared ownership, including the final outcomes illustrations.

To work with a group of students in design, there was an opportunity to work with them within the discipline, because they would usually emerge in school tasks the whole day and they would travel home straight after school. Consequently, due to time constraints, bureaucratic processes and incompatible schedules, occurred manoeuvres appeared quite rigid and not supportive enough to create exactly what was imagined. Of course, the human factor played its role as well. The pioneers were shy and not feeling comfortable in going to Árvore at first, but later we managed to visit it together. On the other hand, design students were feeling the need to stay in their comfort zone and work with all the tools accessible to them in their classroom. The general impression was that they felt pressure to finish everything on time and may be perceived this project as the same assignment as before, except they had a chance to have a personal contact, being in the same local as their ‘users’ (other students for whom they were developing the visual dictionary).

Within our processes codesign in citizenship wasn’t practised at the highest level. The pioneers didn’t participate on the highest level in the exercise of visual expression. By the end of the project initiative, design students had more ownership over illustrations, since the decision-making process of which information, ideas and details they wanted to incorporate into their final artwork was theirs.

Group reflections

With design students, we managed to assure there was reflection-in-action at all times. By the conclusion of the project, we gathered students of design together with pioneers in Miragaia school. The process of evaluation consisted of:

/ Evaluation form;

/ Open discussion and collective sharing moment.

/ Self-evaluation of designers by asking the question from the beginning of the collaboration: What are the most important designer’s competences (that stay with us)?

Evaluation form

The form consisted of 14 questions, of which only one was open-ended. The rest had a scale from disagreeing to agree: disagree; disagree but not completely; don't know; agree, but not completely; agree (*Table 20*). There were 25 students who participated, 5 from Miragaia and 20 from Árvore schools. The questions and results are as following:

Table 20. Evaluation form outcomes.

1. Do you agree it was necessary to explore the challenge of language – the understanding of the terms and concepts usually defined and explained by adults (media, politicians, among others)?				
Disagree	Disagree, but not completely	Don't know	Agree, but not completely	Agree
0	3	0	8 [5 from Miragaia]	14
2. Do you agree it was necessary to explore and recognise the level of understanding of terms and concepts from the perspective of each youngster?				
Disagree	Disagree, but not completely	Don't know	Agree, but not completely	Agree
0	3 [1 from Miragaia]	1	0	21 [4 from Miragaia]
3. The handouts helped me to understand terms and concepts from written and visual perspective.				
Disagree	Disagree, but not completely	Don't know	Agree, but not completely	Agree
0	0	3 [2 from Miragaia]	11 [3 from Miragaia]	11
4. Did you enjoy collaborating with other class/school from the same local?				
Disagree	Disagree, but not completely	Don't know	Agree, but not completely	Agree
0	0	2	10 [1 from Miragaia]	13 [4 from Miragaia]
5. To work and collaborate in the group is important.				
Disagree	Disagree, but not completely	Don't know	Agree, but not completely	Agree
0	0	0	0	25
6. My participation was active and meaningful along the project.				
Disagree	Disagree, but not completely	Don't know	Agree, but not completely	Agree
1 [1 from Miragaia]	0	0	2	22 [4 from Miragaia]

7. I showed respect for the others along the project.				
Disagree	Disagree, but not completely	Don't know	Agree, but not completely	Agree
0	0	0	0	25

8. The project was innovative for me.				
Disagree	Disagree, but not completely	Don't know	Agree, but not completely	Agree
0	0	0	11 [2 from Miragaia]	14 [3 from Miragaia]

9. I practiced my creativity during the process.				
Disagree	Disagree, but not completely	Don't know	Agree, but not completely	Agree
1	0	0	8 [3 from Miragaia]	16 [1 from Miragaia]

10. Co-design is a form of learning, critical thinking and empowerment, even for designer.				
Disagree	Disagree, but not completely	Don't know	Agree, but not completely	Agree
0	0	1 [1 from Miragaia]	4 [1 from Miragaia]	20 [3 from Miragaia]

11. Designer should respond to actual needs.				
Disagree	Disagree, but not completely	Don't know	Agree, but not completely	Agree
0	0	1 [1 from Miragaia]	4 [2 from Miragaia]	20 [2 from Miragaia]

12. People know their needs and designer should listen to them.				
Disagree	Disagree, but not completely	Don't know	Agree, but not completely	Agree
0	0	3 [3 from Miragaia]	4	18 [2 from Miragaia]

13. Do you think it is important to continue with this type of activities?				
Disagree	Disagree, but not completely	Don't know	Agree, but not completely	Agree
0	0	1 [1 from Miragaia]	1	23 [4 from Miragaia]

14. What do you take with you? What did you learn?

Pioneers say:

I learnt to work in a team. I learnt to work as a member of the team and also to listen to my colleagues. I have learnt that contacting others and learning new things is very important and keep our mind open. I learnt a lot about society. It was an experience, we learnt enough to collaborate with others and mainly work as a team.

[Free translation from Portuguese to English]

Design students say:

Improved communication and learning from others. I really enjoyed the experience, I learnt to show in an illustration what the word means. I learnt about my process — the word or phrase that was given to me. I think it's a good new experience for all people. I improved certain abilities. I learnt to be more creative and innovative. Know how to use different ideas from each other. I enjoyed the experience, but I could have coordinated better if the themes were more specific. I think it was a good experience to do a teamwork with a different school. I've learnt that different schools can do very interesting jobs, and with the help of everyone we can do different things. It was good to share thoughts and ideas. I use manual work to design the poster and improve the communication within a team. I learnt more about my word (term/concept). I enjoyed the experience and it was good to share and compare ideas. I think the themes should have been easier to explore, but it was an interesting proposition. I learnt that interschool work works well and should be more often done with the goal of making the world more peaceful and interactive.

It was an interesting experience. I learnt new approaches to work. I learnt that: I must explore (in terms of poster development), and I think these group work helped us to improve our skills, and I think it's important to know what others think. It's interesting to work together and share ideas. I improved my way of developing ideas for the illustration.

I liked this experience. It was something different, but it was a good initiative because we can work and cooperate with each other. I liked this experience, I learnt new approaches in this work, I find it interesting.

[Free translation from Portuguese to English]

According to the evaluation form, both pioneers and design students agreed that collaborative work is important. Through reflection on their own participation, all participants thought they showed respect for the others. Among pioneers, there was one student who joined the project only at the end, for the public event in Casa das Associações and afterwards for a couple of times/session. That is why in some answers there are answers of 'disagree' and 'don't know'.

The most important takeaways about students' perspectives and learning outcomes that belong to *social and civic competence* and *learning to learn* were:

/ The raised awareness that majority of students does consider designer as a citizen and a facilitator;

/ That codesign is a type of collaborative design that gathers people around the shared goal/issue;

/ That codesign facilitates learning;

/ That approaching the theme of language was valuable, as deconstructing it to their own understandings;

/ That their contributions and engagement were important;

/ That peer collaboration and learning is effective.

Upon receiving the visual dictionaries in their hands, pioneers felt happy with an outcome. They showed it to their social worker with whom they study in TEIP in between and after the classes. Some of them showed it to their parents, however, they didn't show it to their form teacher. The reason stays unknown.

Open discussion and collective sharing moment

In the evaluation session, besides written reflection, we wanted to share and stress some of the failures that we can learn from:

Design student: 'We missed a bit of the contact with the partner colleagues from Miragaia school.'

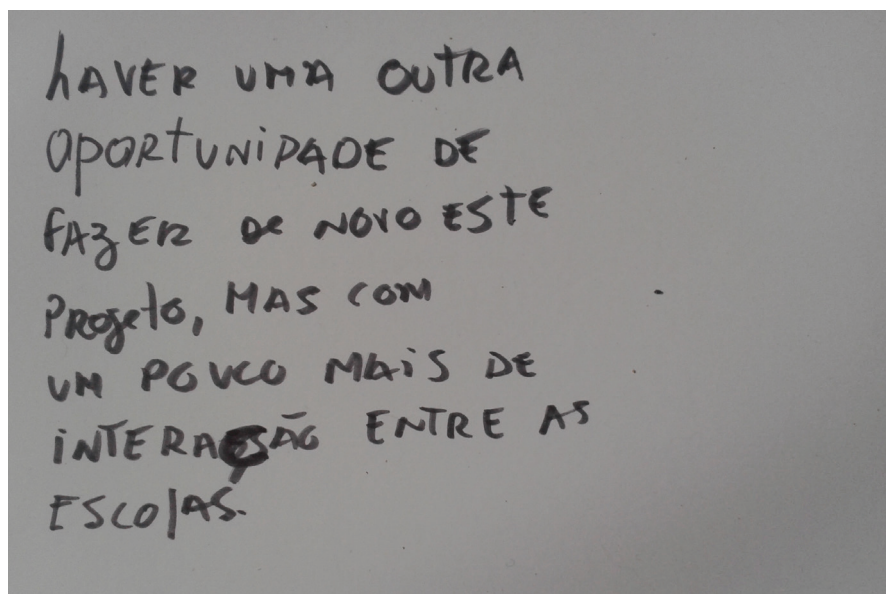


Figure 59. Interschool interaction as a necessity.

We spoke about possibilities of either design students visiting Miragaia school and working remotely, yet directly, with the pioneers; or having this project implemented over a longer span of time. Some of the students mentioned that if there was another opportunity as such, it would be good to have more interaction between the schools/students (see *Figure 59*).

We agreed that the programme and public event could have been more organized and interesting for young people if them (as organisers) could have contributed more in planning and managing the sessions, not only in contributing with the ideas and managing logistic tasks.

Thus, all of the participants considered that this type of initiatives are important and they expressed the wish to continue with its further development, giving ideas that are presented in *Table 21*.

Table 21. Outcomes from brainstorming exercise about follow-up activities.

LAB OF COLLABORATIVE YOUTH (future ideas)	VISUAL DICTIONARY (application)
Make initiatives and projects	During the learning
Art & Exhibitions	In education
Opportunities & Challenges	To explain word in another way
Union & Exchange of ideas	More interaction between schools
Creativity & Novelty/Innovation	Practice to express a word
Group work and cooperation	through an image
Terms and words; contents; dictionary	Dissemination tool to demonstrate work already being made
Learning & Achievement	Continue to work on word –
Contribution	image relation
New beginning – Restart	It shows that different people
Continuity & Dynamics	have different opinions about
Design for cooperation	words/terms
	To give our opinion to help fundament opinion of others as well as our work
	Personal usage

During evaluation discussion, the Lab of Collaborative Youth was presented as a platform that is open to new ideas and suggestions, and the students were asked to reflect and identify directions which could take according to their likes. Enlisted in the left column in *Table 21*, it is possible to see that the ideas are based on experiences achieved through *Ilustracionário, à minha maneira 1.0*, which reinforces the pertinence of implemented actions as something they would like to repeat, and also confirms the statement that youngsters usually know only what they have been experiencing, and can't / don't want necessarily to predict what could happen in theory.

As for the application of visual dictionary, students did understand the multiplicity and scale of use, in the way that can be a learning tool for individual, peer-to-peer learning, or within a group. Additionally, it is also a strategic tool that fosters opportunities for meeting and exchange among different schools, as a construct of opinions that united form a lobbying tool for stronger recognition of youth citizenship.

Finally, the students of design had been also asked to reflect in the beginning of the project and in the end, about their stand towards designer's role and competences one can contribute with to society. It was observed that their perspective slightly shifted from a technical/commercial point of view towards a more holistic point of view.

As Morais (2012) describes,

The graphic design class should be a constant reflection about the process, the conscience about the world around us and the concern about the individual in relation to the community, never forgetting the tradition and the past as learning tools for the unpredictable future. The built artefact becomes secondary and is just a pretext for interconnection and construction of effective group relations.

Consequently, the students demonstrated that in the process they actually became more sensible to the context and target group they worked for; as recognised the need to hear their peers and reinforce the partnership with presence and direct collaboration. In the following text, we can see those final reflections on the learning outcomes of individuals/design students/co-learners.

Designer's competences that stay with us

Analysis and comprehension. Creativity. Imagination. Organisation. Originality. Responsibility. More knowledge. Endeavour. Cooperation. Critical thinking. New ideas. Communication.

More collaboration.

[Free translation from Portuguese to English]

In the evaluation meeting, besides the students, there was their teacher of Graphic Design who was actively engaged throughout the whole process as a coordinating partner on behalf of the Árvore school. According to this teacher,

Ilustracionário – à minha maneira 1.0 was a project that united all class. The meaning and concepts explored were unknown to the students, so it was a different way of learning by themselves or with other students. Inside a formal teaching, there was a space for informal learning without forgetting the graphic design competences.

The conviction was that there is another way of teaching, which does not assume the border positions between subjects and pedagogy, teacher and student: the class can be a performative space of construction where students decide and build their own thinking and therefore their project.

[Free translation from Portuguese to English]

Intergenerational collaboration practice

For this project, on behalf of Miragaia school we, the external collaborators, were more of a coordinating body than the form teacher and socio-cultural animator. Nevertheless, to complete the evaluation enquiry I requested the feedback from the form teacher (after delivering the copy of our visual dictionary that had seen for the first time). The form teacher immediately asked if the pioneers already saw the book, and I told her that

they made a book and that their names are inside, and that each pioneer received one exemplary. After finding the names of pioneers in the book, with a smiling teacher said:

They are important, they have their names in the books.

- Form teacher of the pioneers that participated both in *warmUP* and *buildUP* programme

The reflections of the form teacher were obtained through informal conversations on several occasions at school. Firstly, the teacher confirmed that

These experiences are really good for them (pioneers). Within their characters, they are the kids that are very interested in something today, and tomorrow it already doesn't answer their needs;

It has to be always innovative, for example even if they didn't like the chemistry professor, they were going for 15 days to work on that electric car (for the upcoming schools' competition).

[Free translation from Portuguese to English]

Secondly, the teacher could see that even if the youngsters liked our team and the project concept, that sometimes it was difficult to captivate their attention and sustain their motivation:

And you dealt with this a lot because many times they didn't want to go to the project, It has to do also a lot with their motivations;

[Free translation from Portuguese to English]

The teacher added that the project has to be presented in a very structured way, aiming at the concrete results, where students know exactly what are they going to do and why are they going to do it because

If they don't understand what is the purpose of something, you had this problem on some Wednesdays, when they didn't understand what they are going to do, you have to present them.

[Free translation from Portuguese to English]

And the teacher referred to the *Ilustracionário, à minha maneira 1.0* as a moment in which I won over the students again, since

*You accomplished more objectivity, more concrete, go to *Árvore* school, go another time, the calendar was known and this month they do this and that.*

[Free translation from Portuguese to English]

Finally, the teacher thinks the learning outcome for the students is a built-in stronger sense of responsibility.

When I enquired about the teacher's role and how one saw herself in it, one mentioned that was a bit on a side of a project (not within sessions themselves). Subsequently, one was looking for a more of a social benefit through one's role as a form teacher:

I think it is good for me because it is good for them. It always stays in the reunions of my class noted about this project — I always make a paragraph about this project. It is a project made by them and I think it should stay noted/archived.

[Free translation from Portuguese to English]

She also believed that the project should have got more recognition from the *Cluster of Schools Rodrigues Freitas* and more support from the school itself. The teacher did understand my challenges of discussing and disseminating to the Directorate:

The school said yes to the project, but then they should have given more recognition to the project, not abandon it.

[Free translation from Portuguese to English]

Unfortunately, none of Miragaia school representatives was present at the public event at Casa das Associações on April 16th, 2015, and throughout the time indeed the support and recognition were neglected.

Conversely, the community of Árvore school was very receptive and available to experiment and experience this type of partnership and work on this topic. Not only that the students and their teacher of Graphic Design demonstrated determination, but other teachers and the Directorate supported and attended the public event.

Summary

Árvore school in comparison to Miragaia school demonstrated the application of active student participation in daily life of school. For example, students enjoy freedoms when learning through project-based and design-based educational activities, which are also very transdisciplinary and support student's reflection of experience-based learning outcomes. Students feel supported and they are invited to experiment and learn from their mistakes. Of course, these are two types of school and design students of 11th grade are older than Miragaia students. However, the dispositions and attitude of the educational community in Árvore school is respecting the principles of democracy in action, learner-centred approach to learning, experience-based learning which is also open-ended and highly participatory. The fact that is about acquiring specific professional competences which belong to area of practice, influences the application of the methods and methodology behind the courses. Nevertheless, youth power is present and self-empowering process is encouraged. The ownership of learning reinforces the group dynamics and collaborative spirit among teacher-student but also student-student relationships. Students through their process of self-empowerment are actually stimulated to become more responsible citizens who practice their competences co-creating design solutions to address some contemporary challenges, collaborating with local NGOs, projects and campaigns. For example, when in the class of graphic design, students are also invited to work in pairs and teams, establishing their own rules for peer collaboration and organising themselves to set aims and objectives of their learning by co-creating experiences.

Conversely, this type of practice shouldn't be only applied in vocational school that teaches design among other things. It could be also the practice in public schools

throughout the compulsory education, starting from the earliest grades. Considering the youth citizenship as defined for the purpose of this thesis, the impact on youngsters was made, as the social impact on the community of Miragaia and the city of Porto:

/ Students seized the opportunity to participate in something they considered fun and relative;

/ Students recognised their process of capacity-building and as such, they allowed others to facilitate their self-empowerment;

/ Students practised their power, both in decision-making and in co-creation of the content, aiming to demonstrate their own definitions and authorship over the learning process.

The adults who directly decide about the quality of life and education of youngsters in Porto had a chance to see that youngsters may gather and collaborate when the conditions are created and sustained.

On December 22nd, 2016, our work (visual dictionary) served as a reference at the General Assembly of Youth Council of Porto when the research coordinators for the state of art of Porto's youth mentioned occurred challenge of language when youngsters didn't understand what they are being asked. Followingly, chief Michele Azeredo da Silva e Pinto, the Chief of Youth Department of Porto mentioned that might know someone who could have helped with that, looking at me, as the Lab of Collaborative Youth representative.



Photo courtesy of Olga Glumac.

PART 4/

Engaging in the meaningful practice of the Lab of Collaborative Youth

Conclusions

Enrolling to the PhD in Design at the University of Porto, I challenged myself to design and conduct a research with youngsters *in loco* without any previous knowledge of state of art on youth in this city.

Considering that it was fundamental to learn about youngsters and their lives, I chose to work with one of the school of second and third cycle of basic education, and its students of age bracket 12 to 16 years old. This was organised in the Miragaia school and conducted through 2 educational codesign programmes (*Recreio dos Pioneiros*, *Ilustracionário, à minha maneira 1.0*), or/and 3 research programmes (*warmUP*, *buildUP*, *play*), across three consecutive academic years (2013/2014, 2014/2015 and 2015/2016), together with 61 students.

In this endeavour to comprehend their daily reality, and to find connections between formal education and citizenship practice, I have applied a long-term programmatic research that would obtain the necessary information with regard to the youngsters' position in society/school; their opportunities for citizenship practice; and the experience to co-create their learning (processes). This was formed into a research question:

How does learning through codesign foster youngsters' active citizenship in the school context?

In view of a youngster's daily participation, engagement, and responsibilities towards their compulsory schooling, I learnt that the goal of formal education is not to convey to citizens-in-making their rights and duties when turning the age of majority, but on the contrary, to support the young citizens to discover the world and their role within (as explained in *Chapter 1*). Thus, when they are about to choose next steps, they have the ability to transform themselves and the society, according to their ever-changing motivations, aspirations, and needs.

Consequently, I have underlined in my thesis that students as active learners are also active citizens, and they have the right to not only be heard and consulted but also to actively contribute to the resolution of challenges and co-creation of their educational activities and learning processes.

In this PhD project, the youngsters as protagonists and as learners have been invited to experience co-created learning environments, moving from a non-formal to a formal design of space, and alongside enriching their knowledge through understanding themselves and their potential to effect positive change. The related empirical work is described and discussed in the *Chapters 8 and 9*.

Conversely, for youngsters to practice codesign in citizenship, certain barriers have been identified, which may deter the process of students' self-actualisation and self-determination through the co-creation in a school context.

Firstly, it is the seemingly everlasting challenge of achieving a positive image of a youngster as an equal contributor, and it entails proposing adult collaborators to develop a mindset that lets youngsters explore their world and its possibilities without being judged or misinterpreted. Secondly, it includes accomplishing an intergenerational partnership based upon shared values, trust, and respect, whether in the field of compulsory formal education or the youngsters' role in the local society. Thirdly, it involves identifying the main issues when it comes to co-creating a learning environment in which the community of co-learners (local stakeholders as the local partners and co-learners in intergenerational collaborations) is to be formed, for functioning at a micro level (a school), until a macro level (a city).

To stress the duality of the main concerns, the associated issues and questions have been acknowledged and addressed from both top-down (adults') and bottom-up (youngsters') perspectives.

Mutual empowerment

This thesis is based on the assumption that on the verge of either being controlled by others or taking it 'easy' down the road, youngsters' daily life is in danger of being steered by the adults' gestures and their rigid reciprocity with the hidden interests. Youngsters' lives are influenced by the adults' preconceptions of a constructed image — youth as a problematic group of citizens, worrisome for the society or/and as a resource to promote and deal with the national/global agendas, national/international youth-policy making, and educational strategies, among others.

According to adults, should youngsters worry about actual challenges of their surroundings, such as the lack of green areas, lack of clean streets in the areas for conviviality or, for example, the absence of school gym due to flooding? I draw these examples as they have been provided by the pioneers along the project in local needs assessment (see *Chapter 8*).

Where and how might youngsters practice their participatory citizenship? Do youngsters feel comfortable and capable enough to address issues of concern, and approach it through partnering with adults? At school? In the city of Porto? Does formal education enable them accordingly? What is the meaning of schooling for the youngster? What kind of fulfilment of the day compromised by attending the compulsory education is in sight for any youngster?

I understand the value of being educated and to learn, I have a positive attitude about education; I see the value in the development of my competences, I see the value in acquiring new knowledge.

- 14-years-old former pioneer (10th grade of the secondary education, of the Cluster of Schools Rodrigues Freitas)¹

How many youngsters do have a certain perspective on future planning and pursuing their dreams upon concluding the basic education? What are their criteria and image for themselves in future?

Is fostering the learners' dreams and hopes embedded into any educational planning? For example, can the behaviour of a learner's mother be overruled by the dispositions and actions of co-learners in a safe and open learning environment? The lack of the student's motivation to demonstrate academic efforts reflects in 2 questions

Why should I study if I can't find work?

Why should I wake up at 8 AM if my mother doesn't?

- Collected insight from social worker of Miragaia school

What kind of examples do adults need to show to youngsters? What kind of support do they need to provide to the youngster, so that one knows one can do something about cleaning up the streets in an organised way? What are the needed conditions for students' active citizenship in school, in the neighbourhood, in the city?

My perspective related to these concerns was already introduced in *Chapter 1* when the concept of active youth citizenship was deconstructed into three preconditions: youth participation and engagement, youth empowerment and youth power (collaboration).

Whilst already debating the issue of youth power, or the absence of same (the issue of shared intergenerational power/collaboration) it is a full duty of the adults to reconsider their disposition and approach when working with youth. This was tackled in Part 1 of the thesis (partnership as a mindset - *Chapter 1*; partnership as a practice - *Chapter 2*; facilitating active citizenship learning through 2 key competences - *Chapter 2*; and finally constructing safe and open learning environment for sharing and discussion - *Chapter 3*). As for youth participation, it is important that adults actually provide youngsters with as many opportunities to participate, since it is the only way they will practice the freedom of choice and learn through chosen experiences, what it means to be a part of something to position themselves within.

The most vulnerable precondition for active citizenship is youth empowerment which can also be defined as:

A process aiming at affecting the attitude of youth towards themselves and their environment, with the end of nurturing the faith that both the inner and the outer world can be actively co-created, and which simultaneously imparts tools, skills and the capacity to acquire insights for them to co-create themselves and their world in line with a vision they carry inside or begin to develop.

¹ Contribution received on November 24th, 2015 [Free translation from Portuguese language]

- 30-years-old youth worker and social entrepreneur, Holland/Philippines²

The cognitive development of an individual at this age is a very demanding task to work on, knowing how much youngsters are in need to distinguish themselves as individuals, and yet sometimes they find themselves in a position to adjust their incentives and disposition to a more general peer culture in order to build a sense of belonging (one of the main reasons why the youngsters of this research agreed to participate in our project).

There are many daily decisions that are made, which ultimately influence one's life on a long-term basis (compulsory education lasts for 12 years or until the youngster reaches the age of majority), and what part of that decision-making lies with the youngsters? Can they empower themselves?

I think so. As we grow and gain logical capacity, that is, the ability to think rationally including the pros and cons of any situation we may take, we are empowering ourselves in person, yet not everything is personal due to the fact that our attitudes and abilities mould themselves into something else. We empower ourselves as we grow, realise, and learn.

- 14-years-old former pioneer (10th grade of the secondary education, of the Cluster of Schools Rodrigues Freitas)

The example of the 14-year-old student shows that youngsters are indeed capable to focus on their self-awareness, self-actualisation and self-determination. What determines one's sustainable participation is to **'continuously learn, to continue challenging oneself, to be heard (my ideas and my opinions)'**, the 14-year-old student adds.

Can we as adults set a good example and show, and practice

Unwavering faith in the youth's spiritual capacity (that capacity which engages in the above, instead of merely existing to survive);

Unfailing trust in that nothing needs to happen except learning to ever more be who we truly and deeply are (this transfers agency and autonomy from the facilitator to the youth and imbues them with trust in Life as well);

Unconditional love for all people (this teaches to live and pursue life together instead of in competition, and makes youth feel valued and precious);

The strength of character and self-discipline to hold agreed rules and guidelines intact without frustrations and anger (without it, youth doesn't learn the discipline needed to create through time);

Honesty and openness.

- 30-years-old youth worker and social entrepreneur, Holland/Philippines

To conclude this subsection, I was stressing on adult-youngster viewpoints for the sake of raising awareness among the ones with power over youngsters' life when it comes to designing their curriculum, deciding about local/national/European youth policies, and the impact one has over an individual's local life and wellbeing.

² Contribution received on November 27th, 2015.

In this thesis, I call for attention to reflect, relearn and find more inclusive approaches to consider and reconsider how much power adults practice over young people and how much of that power should be trusted in the youngsters' hands to decide for themselves. If the determination of strong intergenerational partnership is born, then mutual empowerment as a precondition for the codesign process is achieved. Consequently, the following challenge of finding a theoretical and practical format in which the conditions would be in favour of fostering youth initiatives and voicing their citizenship through codesign will be discussed.

Codesign categories as a knowledge aim

Through analysis of both theoretical review and empirical work, certain categories emerged, that were later used to set foundations for constructing the learning framework. I would like to address them individually and summarise the methods as theories and necessary knowledge aim when it comes to organising and implementing codesign founded on this learning framework.

The categories that are visible elements in the framework structure are:

/ **Motivational drivers (needs, aspirations, incentives):** *needs assessment method* (pre-assessment tool for youngsters' needs in school/city they live in); *map of emotions method* (assessing the relationship youngsters have with the school space; as where they feel safe and good; or where they don't feel good); *cultural probes method* (determining one's motivation to come to school and study).

/ **Competences (learning to learn and social and civic competences):** *pre-assessment and final assessment tools* (questionnaire, informal talks, group discussions);

Learning to learn competence: *I, the learner method* (reflection on the most important thing that somebody learnt); *Pioneers' tool for civic terms and concepts* (constructing their own definitions and understanding of the specific concept); *Visual dictionary tool* (to raise an awareness towards plurality of understanding concepts; fostering collective and intergenerational understandings of the same concept); *3D prototypes of the learning tools* (conceptualisation and design-based problem solving; individuals reflect on the learning needs and codesign a tool that can help them, their peers and teachers to learn about it); **Social and civic competences:** *have your stand method* (position oneself according to formed opinion and argument it); *pineapple trial* (decide to participate in co-decision making when the decision has a direct influence on the individual); *group rules* (democratic approach to co-deciding which rules are to be followed by the group during our collaboration); *paper bridge* (practising leadership skills and group communication); *cultural probes* (disposition and openness to change).

/ **Context (school, city):**

School context: informal walks around the neighbourhood and in school; cultural probes (sensing the community within); *What should Porto know about youth? tool* (poster to be filled according to students' responses to the subject); *storytelling cards* (cards with images that represent pioneers experiences in the project, key moments, outcomes, processes, among other things); **City:** active participation in the Municipal Youth Council; meetings with local authorities.

/ **Co-creation (Codesign in citizenship)**: learning design of two educational programmes (the pedagogic scenario that organises learning through codesign).

Other concepts that closely reflect on the framework structure are:

/ **Learning format** (learning environment as approach, culture and physical setting; map of the community of co-learners and their benefits to collaborate among themselves): in this thesis the lab was explored and experienced as a stable format of good practice founded on the learning framework, and the format that has conditions to implement learning framework strategies and analysis for establishing qualitative empirical work.

/ **Co-learners (local partners, members of the community in which youngsters are situated)**: while the accent is placed on youngsters as learners, their collaborators are considered co-learners. The strongest pre-condition and an outcome of each collaboration is learning from and about each other.

/ **Learning design (as a learning pedagogical scenario)**: it consisted of several iterative phases such as exploration, design, implementation, and reflection, that was repeated after each session and throughout the whole duration of each educational codesign programme. Learning design supports concretisation of the learning format through choosing the right methodology and methods appropriated for the community of learners, within the context in which the learning is situated and co-created. It is based on several principles of NFE such as: participatory, open-ended learning process, voluntary, democracy in action, learner-centred and experience-based.

Learning framework as a value for codesign practice and research

Part 2 of the thesis is devoted to staging the *Learning framework in an active citizenship: an active learner is an active citizen*, through a literature review (*Chapter 4*), and through discussion based on empirical work in which the concepts and structure of the framework are presented (*Chapter 5*), as practical implications of the framework in which the limitations of its applications were stressed (*Chapter 6*).

Since the framework was built around the collected learning outcomes from the empirical work confronted, the final model of it is presented in this thesis, and it is already being applied when creating new educational codesign programmes and research through codesign. The practitioners interested in applying this framework in their practice should be informed that:

/ Previous knowledge about codesign/participatory design as an approach to co-creation is desirable as it provides with a set of working principles and has a rich toolbox that might come in handy (Simonsen and Robertson, 2012);

/ Precondition to its implementation is aiming towards mutual empowerment (if we don't achieve it, the quality of the programme or/and research may suffer severe challenges. To name few: if youngster feel that their voice doesn't matter because adults don't care, they will be demotivated to continue with their participation; if there is no support from the school community, and there is an impact on youngsters-participants, the social impact can be measured only through the learning outcomes of individuals, and sustainability of the project might be at risk);

/ Previous knowledge and pre-assessment about the learners, co-learners, context and the nature of resources available is needed (any of the partners can initiate the partnership, and whoever is the initiator, should remind the community of co-learners about preconditions for establishing the collaboration).

Lab of Collaborative Youth will continue with promotion and open training offers/tutorials for their partners and other interested stakeholders (individuals, entities) on how to apply this framework.

Lab of Collaborative Youth as a value for the state of art on youth, education and research

Lab of Collaborative Youth is an informal platform based on youth-driven codesign with the stakeholders of the local communities, the structure of which is introduced in *Chapter 7*. As mentioned before, the lab represents a learning format through which educational programmes and research is developed and explained in Chapters 8 and 9. These programmes and research may be implemented through curricula, or not. They belong to the outcomes of the partnership between academia and non-academia.

Considering that the educational codesign programmes are a playground for research through codesign, the outcomes of the programme are further validated and disseminated in international communities through conferences, symposiums, workshops, and mobility programmes for youth workers, among others. Even if the lab is mostly concerned with the local impact, it is open to international collaboration and exchange.

Future work

Being a PhD student and a full-time researcher has certainly widened the horizon on everyday politics, and how important it is to do a research based on right values and principles when it comes to codesign in youth citizenship. Working with and for young people on their education and training is important and responsible work, that I proceed with passionately. The future work can be condensed into several points:

/ On behalf of Lab of Collaborative Youth, implement pilot projects/experiences with undergraduate students of design and identify the possibilities of applying the methodological praxis approach described in this thesis within higher education/design education. I would like to invest efforts in sensitisation of young professionals towards more social responsibility and sustainability.

/ On behalf of Lab of Collaborative Youth, proceed with working on establishing educational codesign programmes with local partners in the city of Porto, and eventually expand to other cities; finding more primary and secondary schools that are open to this type of exploration and experimentation.

/ On behalf of Research Centre for Design Media and Culture (ID+), proceed with validation and dissemination of the learning framework for interdisciplinary purposes, aiming for international discussion and feedback from the communities of social sciences; educational sciences, politics; design and social innovation, among others.

I will certainly keep improving my codesign competences and continue programming and reprogramming future endeavours. Generated outputs and outcomes are going to be publicly disseminated on the LoCY's website³.

To other practitioners interested in this area, which they may pick up from this thesis:

Ethics

/ Recognition of certain qualities of the practitioner's attitude and disposition of how one can consistently conduct a research/collaborative practice with people;

/ Deconstructing the concept of everyday politics means becoming aware of all negotiation and decision-making processes one takes part in as an external collaborator/researcher/practitioner (always considering the approaches that may avoid manipulation, decoration and tokenism of any partner, including oneself).

Praxis

/ Young (design) researchers and practitioners may pick up on the methodology as inspirational guidelines when forming their programmatic research through codesign;

/ Young researchers and practitioners may pick up on the logic of learning design and understand the necessary steps when codesigning learning processes;

/ Learning framework in an active citizenship: an active learner is an active citizen may be organised around a learner who is not necessarily a young individual/student, but of some other age/group (in research, in practice);

³ labofcollaborativeyouth.wordpress.com/

/ Lab of Collaborative Youth is an informal platform that may serve other practitioners (academics, non-academics, NGO representatives) as a social mechanism to develop new educational codesign strategies, programmes and research through codesign;

/ Lab of Collaborative Youth will keep sharing and publishing all the learning outcomes, tools and research publications as an open resource material under the license of Creative Commons.

Further research questions

/ What are **other possible learning formats** that can foster active learning and active citizenship through codesign?

/ How can **self-discovery and self-reflection** of all engaged partners/co-learners be tackled through the process of co-creation?

/ How can **teachers/professors** and other educational members with a formal education background **autonomously apply codesign in their classrooms?**

/ What are the differences in approaches to codesign when **fostering youngsters' self-esteem and self-actualisation in formal and non-formal learning contexts?**

/ Can Learning Framework in Active Citizenship be **applied to the context of higher education?**

These are some of the possible research questions that researchers and practitioners from academic and non-academic background might want to follow-up. I certainly hope this thesis stimulates more enquiry and discussion regards:

/ One's identity and role as a co-learner in educational, research and codesign practice;

/ Other possible contributions from participatory design/codesign when it comes to intergenerational collaboration and created conditions that directly cultivate in youngsters their understanding of the world and their role within.



Photo courtesy of um Pioneiro.

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