



UNIVERSITAT DE
BARCELONA

RESEARCH REPORT

KEYS TO CREATING CHILD PARTICIPATION
PLATFORMS IN THE EU

IMCITIZEN



Funded by European Union

By IMCITIZEN COORDINATING TEAM: Ana Maria Novella Cámara, Marta Sabariego Puig, Asun Llena Berñe, Marta Beatriz Esteban Tortajada, Laia Ferrús Vicente, Elena Noguera Pigem

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Contact: IMCITIZEN

E-mail: pr.imcitizen@ub.edu

www.ub.edu/imcitizen/en

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RESEARCH REPORT

KEYS TO CREATING CHILD PARTICIPATION PLATFORMS IN THE EU

**IMCITIZEN
IMPLEMENTING CHILD PARTICIPATION PLATFORMS.
ACTIVE CITIZENSHIP IN DECISION-MAKING**

June 2014

Written by IMCITIZEN COORDINATING TEAM:

Ana Maria Novella Cámara, Marta Sabariego Puig, Asun Llena Berñe, Marta Beatriz Esteban Tortajada, Laia Ferrús Vicente, Elena Noguera Pigem



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Introduction

The project Implementing Platforms for Children's Participation. Active citizenship in decision-making (IMCITIZEN) promotes children's democratic citizenship as active and engaged members of their communities and identifies strategies to increase their initiative, decision-making and engagement in participation bodies in schools and communities. IMCITIZEN is made possible thanks to funding and support from the European Commission in the framework of the Children, Equality, Rights and Values (CERV) programme, which aims to protect and promote the rights and values of the European Union as enshrined in its Treaties and the Charter of Fundamental Rights, thus contributing to the maintenance and further development of open, rights-based, democratic, egalitarian and inclusive societies based on the rule of law.

The team coordinating IMCITIZEN consists of researchers from the Moral Education Research Group (GREM), the Intercultural Education Research Group (GREDI), and the Social Pedagogy Group (GPS) of the University of Barcelona, who have experience analysing and promoting children's participation. Some of the studies developed or in progress, complementary to IMCITIZEN, are the R+D+i projects Childhood and participation. Diagnosis and proposals for an active and inclusive citizenship in the community, institutions, and governance (RTI2018-098821-B-I00), Design and validation of a toolbox to promote child participation at local level (PDC2022-133276-I00) and Active citizenship and child participation in children's organisations and entities. Diagnosis and proposals to develop the innovative capacity of children and professionals in ways to ensure participation (PID2022-136267NB-I00); the European project Kids Got Rights! (KGR-101008506); and the project Meaningful and inclusive experiences of child and youth participation, developed with UNICEF Spain. IMCITIZEN involves five partners linked to child participation in Spain, who have taken responsibility for leading the project in their respective municipalities. These partners are Centro Trama Association, Los Glayus Association, the University of A Coruña, the Complutense University of Madrid and Mislata City Council.

IMCITIZEN promotes the participation rights of children as enshrined in the Convention on the Rights of the Child (United Nations, 1989) and General Comment No. 20 (United Nations Committee on the Rights of the Child, 2016). Its objectives are aligned with the European Commission's Strategy on the Rights of the Child (2022-2027) (European Commission, 2021), the European Child Guarantee (European Council, 2021), and the Bucharest EU Children's Declaration (Romanian Children's Board, 2019). The latter stresses that school should be a place where children learn and exercise participation, and this is precisely one of the keys of IMCITIZEN: **to promote the co-design of Child Participation Platforms with and by children, so that they can design and self-manage a space of participation for decision-making and involvement in the issues they want to take part in. These platforms have been developed in school institutions but could also be developed in other socio-educational institutions.**

IMCITIZEN involves ten primary schools in six Spanish municipalities (A Coruña, Azuqueca de Henares, Barcelona, Castrillón, Madrid and Mislata). Between February and June 2023, both children and supporting adults took part in training workshops on children's rights, particularly the right to participation and the right to be heard and considered. In each school, between September 2023 and January 2024, groups of IMCITIZEN volunteer children were formed and led processes of co-designing Child Participation Platforms. Child participation is understood as a

substantive right of children to exercise their democratic citizenship and as an engine of individual and social development, an essential axis for the formation of an active and committed citizenship, a civic-political exercise that implies *being part of* and *taking part in*, an awareness-raising and educational experience and a working methodology (Novella et al., 2023).

Within IMCITIZEN, the co-design processes of Child Participation Platforms are a fundamental pillar, which is why it has the Institute of Childhood and Adolescence of Barcelona as an associate partner and advisor in this area. Co-design is understood as ‘a type of participatory research that aims to build knowledge based on the participation in the process [...] of the population affected by a situation or problem’ (Gros, 2019, p. 2). Child Participation Platforms are civic associations that allow children to participate autonomously in issues that interest them, leading their participation and promoting collective change (Novella, 2023). These processes actively involve children in creating and designing participation mechanisms based on their agency and empowerment.

The processes followed by the Child Participation Platforms in each school have been unique and, therefore, reflect the needs, interests, and perspectives of each group of children. The platforms were supported by a counsellor who facilitated the co-design process and followed guidelines that they adapted to their circumstances. The co-design process, a collaborative effort, spanned seven to ten sessions of 30 to 60 minutes each. During these sessions, the groups confirmed their commitment, explained the project to the educational community, established their identity, got to know each other and assessed their skills, defined and allocated roles and drew up rules of procedure.

In this work process, we have discussed the approach to the gender issue in a broad sense. We are aware that the EU and the Council of Europe propose several documents on the subject, such as the Strategy on the Rights of the Child and the Istanbul Convention, which contain references to equality between boys and girls, violence against girls, gender stereotypes, sexism, hypersexualisation, etc. While it is necessary to address this issue during childhood, it is challenging. This is a time when children are still developing their gender identity. We recognise that addressing gender diversity with children is essential to promoting an inclusive and respectful society, as well as fostering functional, social, and cultural diversity. However, it is crucial to do this in a way that does not unduly influence children's decisions about their identity.

In view of the above, we would like to emphasise we cannot take a binary position on gender, and we must ensure that there is no abuse or hypersexualisation. In this respect, the IMCITIZEN project is positioned within a framework that analyses the context from the perspective of intersectionality. This perspective transforms gender policy by introducing a richer and more nuanced understanding of diversity and inequalities. It allows us not only to make visible gendered experiences but also to address the complexity of privilege and oppression experienced by children. In doing so, we can support them in promoting more inclusive and equitable participatory processes. To this end, we ensure that the following elements permeate the project:

1. Open, flexible, and safe contexts of opportunity: providing spaces where children can freely explore and express their identities without fear of being judged or restricted; and ensuring that individuals working in the project are respectful, open and adhere to codes of ethics for professionals working with children.

2. Promoting agency and self-determination: supporting children in expressing a preferred gender identity and/or expression and respecting children who do not wish to express it or are undecided about it.

3. Being flexible in the choice of activities: providing a variety of activities and resources that are not constrained by gender stereotypes, allowing each person to explore their interests and abilities.

4. Using respectful and inclusive language that recognises and respects all gender identities: fostering its use whenever possible, although we are aware that in Spanish, the generic masculine is accepted as neutral and there is no clear agreement on how to incorporate inclusive language.

5. Ensuring that everyone can speak, express themselves and be heard: regardless of their social, economic or cultural background or gender choice.

IMCITIZEN is, therefore, particularly sensitive to these considerations, as they are fundamental to creating an environment that respects and values gender diversity and supports the sound development and authentic expression of each person.

This research report focuses on analysing the co-design processes of the Child Participation Platforms through the accounts of the children and adults involved. Their accounts provide a detailed insight into the processes, learning and experiences. The research has made it possible to systematise these experiences in order to identify the keys to co-design and facilitate their implementation in other school groups.

The research report *Keys to Creating Child Participation Platforms in the EU* presents the inputs for co-designing this space for children's participation based on the information provided by children and adults collected in the process developed by each platform. All the information collected has been systematically analysed in order to develop a proposal for a co-design process so that other children can create citizen participation platforms in their environment. This report is organised in four sections:

1. Presentation of the context of the platforms' experience
2. Presentation of the methodological approach, research questions, informants, and data collection techniques.
3. Findings from the key dimensions: analysis of the co-design process, recommendations, learning and children's experience. Their perspectives were triangulated between the platforms and with those of the accompanying adults to systematise the co-design and offer keys for its replication in other EU municipalities.
4. Keys' proposal for developing the platforms and systematising the phases of the co-design process will guide and inspire other groups of children who can create their platforms for children's participation in the EU.

1. Co-design experiences: context and processes

IMCITIZEN is the result of collaboration between six partners, each based in a different Spanish municipality. These partners have been responsible for contacting and informing schools about the project, and ten primary schools, all state schools, are currently participating with their own Child Participation Platforms.

In Azuqueca de Henares, Castilla - La Mancha, the coordinating body is the Centro Trama Association and the participating school is CEIP La Espiga. The co-designed participation platform brings together 12 participants aged 9 to 12, who meet weekly on Thursdays from 12 to 12.30 p.m.

In A Coruña, Galicia, the project is coordinated by researchers from the University of A Coruña and members of the Provincial Federation of Public Schools of A Coruña, made up of family members of the schools' parent associations. The schools involved are CEIP Manuel Murguía and CEIP Ramón de la Sagra. The CEIP Manuel Murguía platform has 20 participants aged 10 to 12 who meet on Thursdays from 12.30 to 1.30 p.m., and the CEIP Ramón de la Sagra platform has 10 participants aged 11 to 12 who meet on Fridays from 4 to 5.30 p.m.

In Barcelona, Catalonia, the project is coordinated by a team of researchers from the University of Barcelona, with the participation of CEIP Els Porxos and CEIP La Pau. The CEIP Els Porxos platform is made up of 14 participants aged 8 to 12, who meet on Thursdays from 12.30 to 1.30 p.m., and the CEIP La Pau platform is made up of 14 participants aged 10 to 12, who meet on Thursdays from 1 to 2 p.m.

In Castrillón, Principality of Asturias, Los Glayus Association is coordinating the project and the schools CEIP José Luís García Rodríguez 'Campiello' and CEIP El Vallín are participating. The platforms of both schools have 25 participants aged 6 to 11, who meet once a month during break time.

In Madrid, Community of Madrid, researchers from the Complutense University of Madrid are coordinating the project, and the CEIP El Espinillo school is participating. The platform is made up of 12 participants aged 10 to 11 who meet on Thursdays from 1 to 2 p.m.

In Mislata, Valencian Community, a team of municipal officers from the City Council is coordinating the project, with the participation of schools CEIP Ausiàs March and CEIP Maestro Serrano. Both schools' platforms involve 23 participants between 9 and 12 years of age. In the first case, they meet on Thursdays and Fridays from 12:45 to 1:45 p.m., and in the second case, on Thursdays from 3:30 to 4:30 p.m.

The co-design processes followed by the platforms have common elements and specificities that make them unique. The common elements are described in this section. In all cases, there was a first phase of setting up a group of children who wanted to be involved in co-designing the platform. A call for the creation of the group was made based on their interests and willingness. This call was organised by the children's groups that led the rights awareness workshops developed within the IMCITIZEN project. They made sure that they were informed clearly and openly so that they could make a conscious decision about whether they wanted to take part. For example, children interested in participating in the initiative presented it to the educational community to inform them and encourage their peers to join.

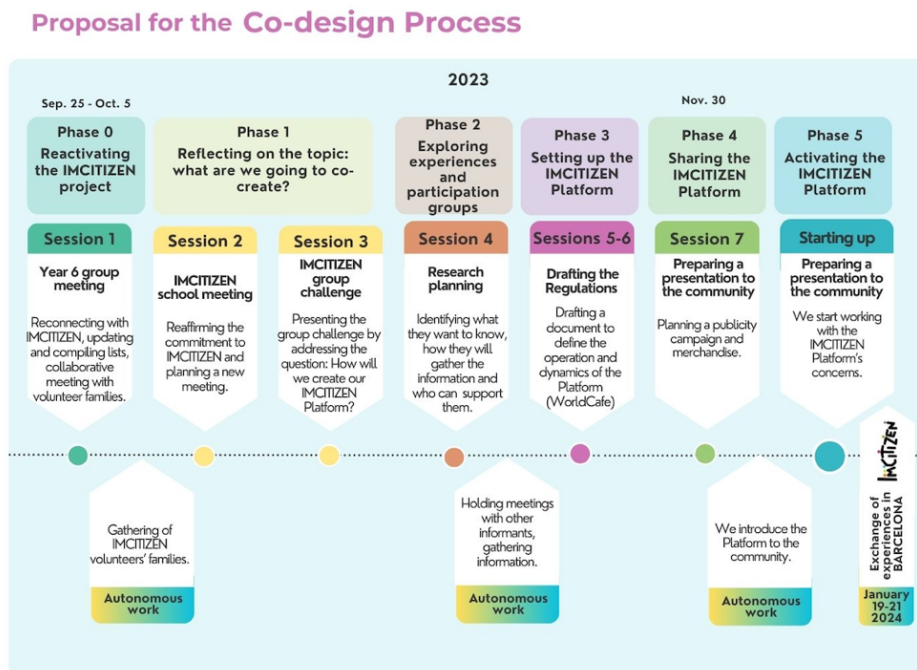
In phase 1, the platforms reaffirmed their commitment and focused on reflecting on what they wanted to co-design: how will we create our Child Participation Platform?

In phase 2, the children explored participation experiences and groups. They did this by asking and learning about how other children participate in experienced and well-established participation bodies, such as the Children's Councils. Each platform did this in their own way, either through questionnaires, interviews, etc.

In phase 3, members of the platforms analysed their skills to see what they could contribute individually and how the sum of these skills added up to the functioning of the group. They also worked together on their identity as a platform, designing the logo and merchandise, which allowed them to get to know each other better and make themselves known. During this phase, they also drew up the rules of procedure to define how they would organise themselves and how they would work. The rules included roles and responsibilities, frequency and duration of meetings, and membership requirements.

In phase 4, the children shared their platforms with the school and local community.

Finally, in phase 5, they activated the platform. They are now actively involved in addressing issues of interest to them, putting into practice everything they have learned and developed in the previous phases and verifying the fruits of their efforts and commitment.



2. Methodological approach

This study answers the following research questions:










- What did the process of co-designing the platform mean to the children?
- How do they explain this process? What moments do they identify in the co-design process?
- What helped them in the co-design process? What difficulties did they meet? What recommendations would they make to other children involved in a co-design process?
- What do the children see as having been learned during the co-design process?
- According to the adults who supported the process, what recommendations would they make to support co-design adequately?

These questions aim to deepen the analysis of the co-design process, the lived experience, and the children's learning. They also identify elements that contribute to the key elements of creating platforms for children's participation and propose phases that systematise the process of co-designing a platform.

2.1. Informants

The sample of children in this study consisted of 171 children in years 5 and 6 and 24 children in years 1 to 4, according to the following distribution by municipalities and educational centres (see Table 1).

Table 1. School-based description of the sample

Years	A Coruña GALICIA		Azuqueca CASTILLA – LA MANCHA	Barcelona CATALONIA		Castrillón P. of ASTURIAS		Madrid C. of MADRID	Mislata VALENCIAN C.		N
	CEIP Ramón de la Sagra	CEIP Manuel Murguía	CEIP La Espiga	CEIP Els Porxos	CEIP La Pau	CEIP Camiello	CEIP El Vallín	CEIP El Espinillo	CEIP Ausiàs March	CEIP Maestro Serrano	
											
1-5			4	11	2				1	6	24
5-6	8	17	8	8	34	59	6	10	8	13	171
TOTAL											195

The sample is equal according to the gender variable: 93 girls participated, 83 boys, 11 marked the non-binary option, and 8 did not answer.

The adult sample consists of 22 adults who participated in the platforms meeting in Barcelona on January 19-21.

2.2. Research methodologies

This is a **descriptive study** (Cazau, 2006) in that it examines and attempts to describe the experiences of children and supporting adults in the **design of the platforms developed in ten schools** in the municipalities of Castrillón (Principality of Asturias), A Coruña (Galicia), Barcelona (Catalonia), Madrid (Community of Madrid) and Mislata (Valencian Community). Specifically, the aim was to identify the **common and different elements, the process analysis, the lessons learnt, and the experiences lived in the contexts analysed**. Finally, a series of key challenges are presented in the form of communication strategies and the recreation of the PLATFORMS identified from the experiences in order to **replicate their co-design in new spaces and other municipalities in the EU**. Three data collection techniques were used to triangulate the data collected:

I. An **individual questionnaire** addressed to **195 children from the ten schools** involved in the co-design of the IMCITIZEN platforms in order to explore three key dimensions: the learning achieved, the experience and the process followed to shape the creation of the participation platforms. Two parallel versions of the questionnaire were designed (see Annex 1):

- A version for children in Years 5 and 6. In addition to being more exhaustive regarding the number of questions per dimension, it includes the possibility of outlining the co-design of the platforms through a timeline with the steps followed.

- A version for children in years 1 to 4 of primary school. It is a simpler version with only four questions, which can be answered with the help of drawings if desired. It also has clearer and more child-friendly instructions for completing it.

II. The **analysis of documents and audio-visual material** in the form of records in different narrative formats: written, as in the case of the platform rules drawn up by the children from each of the centres, and audio-visual, such as the videos of the children's narratives (20 videos) illustrating the process of co-designing the platforms and the advice they give on the keys to accompany and replicate it in other spaces. There is also material produced by 37 children who took part in the participatory workshops held during the platforms' meeting in Barcelona, where they reflected on the co-design process and the key components that influenced their experience. Their development included the transcription of the videos in order to proceed to the analysis of the most relevant content in order to know the meanings, experiences and lessons learnt, as well as the analysis of the strategies and forms of mobilisation in the co-design of the platforms.

III. The design of a **participatory space**, a conversation circle (Escudero, 2014), with the group of supporting adults who attended the meeting of the representatives of the participation platforms of all the schools affiliated to IMCITIZEN in Barcelona, from 19 to 21 January 2024. **22 adults supporting children** were involved, including teachers, family members, facilitators/counsellors, municipal officers from the local administration, and teachers. The group of informants integrated the variety of profiles that have, in one way or another, supported and witnessed the co-creation of the platforms. From the heterogeneity that characterises them, they offer a series of proposals and suggestions to others, in line with the objectives of this participatory space:

1) Open and reflective discussion among participants to gather information and share experiences developed in each context.

2) Agree, from an adult perspective, on key elements for the publication of a book that would serve as a guide for other children to create their own platforms.

The discussion was audio-recorded with the informed consent of the participants (see Annex 4) to identify the key elements of the co-design of the platforms in a contextualised way and with complementary perspectives. To this end, participants were invited to reflect on what had been discussed, and advice and recommendations were recorded on specially designed worksheets (see Annex 2). The intention was to obtain guidelines and suggestions for replicating the experience in other contexts and to identify guidelines to support the process of creating the platforms.

For the *analysis of the qualitative data*, both from the open-ended questions of the questionnaire, the videos recorded by the children and the accounts of the adult group, a qualitative approach was considered, with an emphasis on the interpretation of the stories, the answers and/or the statements obtained, and within the framework of a conceptual organisation that guided the analysis of the constructed information (Stake, 2007). Specifically, content analysis was chosen. This method allows us to identify, organise, analyse in detail, and report patterns based on carefully reading and re-reading the information collected for subsequent analysis and the drafting of this report. The findings presented in this report include verbatims or quotes, extracts from the participants' narratives, to show that they come directly from their voices and that the interpretations and conclusions drawn reflect their experience and social perspective. In the report, they can be identified verbatim by two pieces of information given in brackets at the end of each. The following table shows the codifications.

Table 2. Codes to identify the platforms and the research techniques.

Platforms' codes	Research techniques codes		
CEIP Manuel Murguía, A Coruña	MMAC	I. Individual questionnaire	Q
CEIP Ramón de la Sagra, A Coruña	RSAC	II. Documents analysed:	
CEIP La Espiga, Azuqueca de Henares	LEAH	Videos	V
CEIP José Luís García Rodríguez 'Campiello', Castrillón	ECC	Rules of procedure	R
CEIP El Vallín, Castrillón	EVC	III. Meeting in Barcelona	
CEIP El Espinillo, Madrid	EPMad	Participatory space (adults)	EspPart
CEIP Ausiàs March, Mislata	AMMis	Platforms meetings (children)	Plat
CEIP Maestro Serrano, Mislata	MSMis		
	LPB		
CEIP La Pau, Barcelona	EPB		
CEIP Els Porxos, Barcelona			

Concerning the closed questions in the questionnaire on learning and evaluation of the experience, a general analysis was made of the frequency of the Likert-type response options proposed in the protocol, and the corresponding percentages were analysed for the graphs and histograms in the report.

Finally, we note that the ethical safeguards were respected, taking into account aspects such as confidentiality and the informed consent of all participants, both girls and boys, to answer the questions in the questionnaire, as well as the adults who participated in the discussion, as can be seen in Annex 3

The questionnaire allowed us to assess **satisfaction with the experience** of creating the platform using a Likert-type rating scale: as shown in the following graph, it was **very positive** in the perception of the 5th and 6th graders (see Graph 1)

Graph 1. Satisfaction with the experience. 5th-6th grade primary school n=171.



Sixty-one percent of children said they were very satisfied (9 and 10 out of 10) with their experience, while eleven per cent were dissatisfied.

The reasons for the most positive satisfaction relate to the interesting, fun, and constructive nature of learning and developing citizenship based on shared responsibility: ‘We are all citizens, and we have to work as a team’. It also promoted camaraderie and socialisation, helping the group work together, get along better, and create cohesion and better relationships. It aroused considerable interest, although certain aspects did not always inspire the participants: routine, excessive writing, and the insignificance of the issues at some point led to negative feedback: they did not like it or did not see the point in it. On the other hand, the experience is valued as exemplary, and more sessions, more time, and more activities are urged to be repeated.

Graph 2. Satisfaction with the experience. 1st-4th grade primary school n=24.



THE PROCESS

The co-design process was facilitated through workshops promoting information, idea generation, and prototyping. Some participation platforms have also held meetings with other children's participation groups to share information about how their operations and tasks. These meetings occurred at various stages to inspire and define their prototype. For example:

'We also interviewed colleagues from the Local Council for Children in Azuqueca to find out how they organise themselves and get ideas.' [V- LEAH]

'We did an activity to ask other children in the participation group how they organise themselves, what they propose, etc. And we wrote these questions on Lego bricks.' [V- LPB]

'In this project, we did some surveys for people of other ages so that they could give us ideas on how to get involved and whether they knew about the project.' [V- EVC]

In terms of the co-design process, eight dimensions or key moments emerge:

1. Strengthening their education on children's rights, participation, and citizenship.
2. Identifying their skills and potential contributions.
3. Defining the reasons for creating a platform.
4. Addressing the issues they want to tackle.
5. Establishing the platform's identity.
6. Organising the platform team.
7. Collaborating with others.
8. Drafting rules of procedure.

Below we describe the evidence found in each of these dimensions:

1. Strengthening their education on children's rights, participation, and citizenship.

They reinforced their **education on children's rights, participation, and citizenship**. Initially, they learned about these topics through playful activities in the classroom, which laid the foundation for the co-design process. This prior knowledge was essential for creating the platforms as mechanisms for children's democratic participation (Lister 2007).

'Last year we started working on rights, games, and activities, for example the good citizen portrait. Apart from working on rights, we also got to know facts about Europe and how to be a good citizen.' (V- ECC)

After laying this conceptual foundation, the children who had previously participated in the rights workshops **designed an educational process to share their discoveries with their peers**. They introduced other children to their rights, made them aware that they have the right to participate, explained IMCITIZEN, and shared the opportunity to exercise citizenship at school by creating a Child Participation Platform: *'[...] last year we did a pasaclasses to explain the IMCITIZEN project to the younger children'* (V- ECC), *'We helped other children to understand their rights'* (C- EVC), *'After learning more about what we were doing in the afternoon classes, we did a*

pasaclasses around the school and explained to the children in our whole school if they wanted to participate and if they understood what we were doing' (V- RSAC).

These findings allowed the children to increase their knowledge and make an informed decision about their participation in the platforms, which they expressed at the end of the school year and ratified in September after the summer holidays. The groups of volunteer children who confirmed their commitment to creating the platforms presented the project to the educational community: families, teachers, children and other stakeholders. In this way, all members of the community were informed, and other children were allowed to take part in the initiative:

'At the beginning of the whole thing, in September, the year 5 children presented the IMCITIZEN project to the school: children and our families. We were also able to ask questions and we could join the Platform.' (V- EPB)

At this point, three groups with varying degrees of participatory involvement were created. Children could choose which group to join based on their needs, concerns, and availability. They signed a commitment to work together and chose their preferred group.

'First, we learned a bit about children's rights; we also made presentations for the children to share their ideas. Then, we split into steering, support, and friend groups. Then [we held] the first meeting of the steering group and the creation of the rules and the logo.' (C- MMAC)

Figure 3. Collaboration commitment

**COMPROMISO DE COLABORACIÓN
PLATAFORMA DE PARTICIPACIÓN** **IMCITIZEN**

Las **PLATAFORMAS IMCITIZEN** son un espacio de participación de las niñas y los niños en su municipio. Son un punto de encuentro y colaboración ciudadana para avanzar en aquello que nos motiva del entorno. Las definiremos todas y todos juntos.

Yo, _____ Nombre y apellidos

Quiero formar parte de la Plataforma IMCITIZEN de mi escuela para implicarme en la mejora de nuestro barrio, defender los Derechos de la infancia y ejercer mi ciudadanía activamente.

La forma en que me gustaría implicarme es ...

- Grupo motor: codiseñar y coordinar la Plataforma (encuentros semanales o quincenales a decidir por el grupo).
- Grupo de apoyo: involucrarse en acciones puntuales y esporádicas.
- Grupo de amistad: recibir información de la Plataforma.

Aquello que yo puedo aportar a este espacio participativo es ...

_____ de _____ de 2023

Voluntario/Voluntaria IMCITIZEN

Madre, padre o tutor legal del Voluntario/Voluntaria IMCITIZEN

2. Identifying their skills and potential contributions.

Once the groups were formed, the children discussed **what they could bring to the group**. In this initial stage, and once the conceptual basis had been established, it was important to get to know each other and what each member could bring to the group. In addition, some groups shared their motivations for joining the platform: *'On the first day, we introduced ourselves and answered two questions: Why do I want to be an IMCITIZEN, and what topics do I want to address in the platform?'* (V- LEAH)

Moreover, many children shared this experience in the data analysed: *'We had a jar, and we put our names in it and some slips of paper with our star skills. For example, having patience, knowing how to behave and knowing different languages'* (V-EPB). This activity allowed them to explore their skills and citizenship competencies. In this respect, one experience stands out. In one of the schools, the children were asked to think about their skills as a group and those they could contribute individually to developing the co-design process. They were asked to give three stars to their strongest skills and none to those they were still consolidating. At the end of the session, one child asked if he could give one star to these developing skills as he felt they were also important. This reflection was a learning experience for all: it does not matter how developed the skill is, what matters is that it is there and that it should be highlighted and emphasised.

What is particularly noteworthy about this dimension is that thanks to their contributions, the children could see what they could do as a group when all their skills were combined. This allowed them to see that they could and did do things:

'(...) we chose the things that we were good at and that we could make the group grow with. We read them and realised that we could do a lot of things together!' (V- LEAH)

'We did an activity to get to know each other better. We wrote down our star skills, what we can do very well and what we can do well but need to improve. It helped us to know what we can do as a group and therefore to work better.' (V- LPB)

3. Defining the reasons for creating a platform.

While developing the Platform, the groups spent time defining their rationale and purpose, which allowed them to make their mission explicit. In different ways, participants expressed their *raison d'être* and clarified their role. Four interconnected reasons emerge:

- *Because they need a space to participate.* They express their interest in participating, in having a space where they can contribute their ideas, because they are citizens and adults should not make decisions for them.

'Because we children need a place where we can contribute all our ideas.' (R-EPB)

'To be able to participate everywhere and to be taken into account when decisions are made on issues that affect us.' (R- LEAH)

- *Because they have rights, and they want to make them known.* They claim to be subjects of rights that must be known by other children, but also by the rest of the citizenry. They stress the right to participate and to have their voices heard. According to them, raising awareness of children's rights is essential.

'It is about claiming children's rights and making our voices heard.' (R- MSMis)

'We have the right to be heard and to participate. Our vision of the world cannot be given through the eyes of an adult.' (R- RSAC)

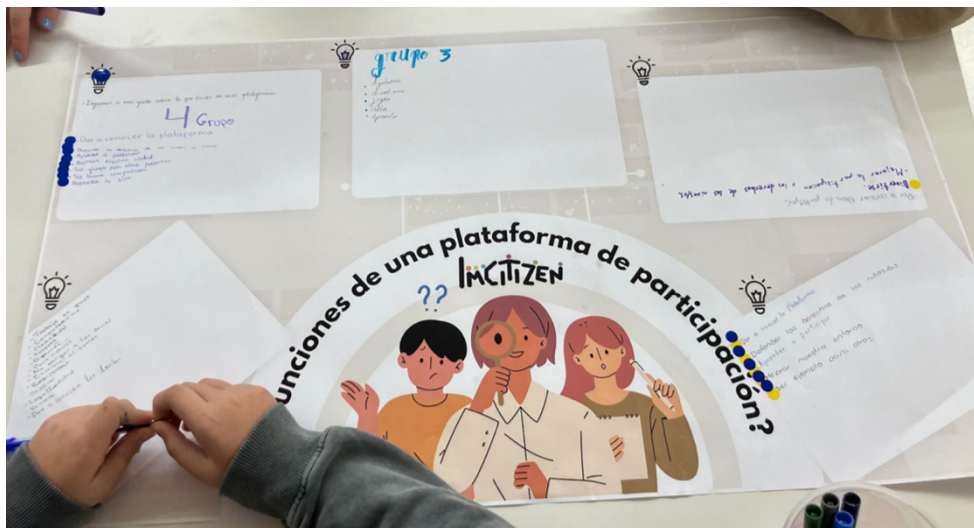
- *Because they want to encourage children's participation.* They say that from the platforms they want to make sure that more children participate in their municipalities, that they join the platforms. They see the platforms as means to achieve so.

'We will also raise awareness among children about children's rights. The aim is that when we are no longer here, we will continue to work in the same way and continue to collect ideas from our colleagues.' (R- ECC)

'We want more and more people to join the G.P.I.' (R- MMAC)

Children's contributions focus on creating a platform to participate as active citizens, providing ideas to improve the city, promoting children's rights and encouraging more children to participate. These ideas show that their goals benefit not only children but also adults, the municipality, and the community. At the platforms meeting in Barcelona, the representatives' contributions were *'to make the platform known; to improve participation; to defend children's rights; to improve our environment; to be an example for other people; to be partners; to have fun (Plat)'*.

Figure 4. One of the activities of the meeting in Barcelona: Platforms' tasks



4. Addressing the issues they want to tackle.

They point out that this is an important part of the co-design process.

'On the first day we introduced ourselves and answered 2 questions: Why do I want to be IMCITIZEN and what topics do I want to address on the platform? Then, as a big group, we said our answers.' (V-LEAH)

'In IMCITIZEN we talked about the purpose, which is fighting for rights, working in groups, caring for animals, recycling rubbish, talents and also caring for women.' (V-EPMAD)

Looking more closely at the issues they believe a platform should address, the following issues stand out:

- **Protecting the environment.** This is the most frequently expressed issue and is a constant concern both locally and globally. Children show a strong interest in keeping their communities clean and green and reducing pollution. They express a willingness to take concrete and sustainable action in their environment.

'Improving the environment and reducing pollution and waste in the city of Azuqueca.' (R-LEAH)

'Concern about pollution.' (R- EPMAD)

'To explain that we must not harm nature.' (R- LPB)

- **Improvement of public spaces.** They have clear ideas about how they want their communities to be -better places, better prepared, more comfortable. They show an interest in the common good that goes beyond their interests as children. In these questions, they express their sense of belonging to the community and their willingness to take responsibility for its improvement.

'Thinking about actions to improve the city, how to look after green spaces and renovate places in the city, such as slides and steps. Making proposals to improve transport in the town.' (R-EPB).

'Cleaner streets and telling people to throw their rubbish in the bins, not on the ground.' (R-LPB).

'Giving ideas for adapting spaces for people who need them; reporting on the insecurity for people from cars at the entrances and exits of the school; informing and advising on the price of the fairground rides and other things.' (R- LEAH)

- **Defence of children's rights, participation and well-being.** They are committed to children's rights and are involved in organising Children's Day. They are concerned about health issues, child abuse, bullying and the healthy development of children. At the Barcelona meeting, they said *'we want more children to express their opinions without fear'* (Plat). They hope to be able to express their ideas and help those who need it.

'Children's rights.' (R- ECC)

'Giving ideas for Children's Day.' (R- LEAH)

'Helping other children to do things and participate more in our city.' (R- EPB)

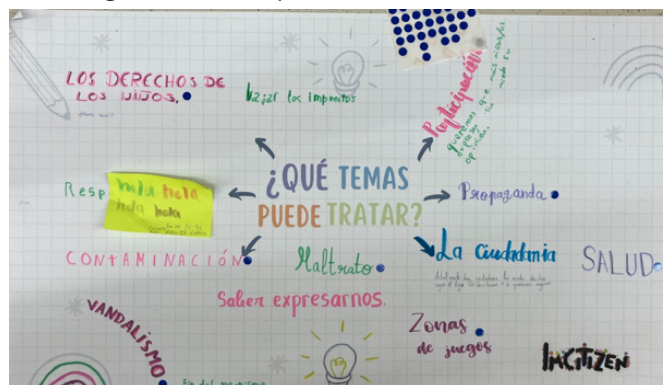
Other key issues that emerge in the collective construction of the Platform meeting are identified, to which they show sensitivity and awareness. These are:

'The end of machismo.' (Plat), *'Caring for women.'* (R-EPMad).

'Promoting a real access to culture for all children, motivating activities, events, conferences, ... really attractive and interesting for us and within everyone's reach.' (R- RSAC)

'The topics we want to address are the problems of the city, but also education and the environment, animals that are in danger of extinction. For example, a park, maybe we see more things in this subject than adults.' (V- MMAC)

Figure 5. What topics we would like to address



5. Establishing the platform's identity.

The co-design process continued with the definition of the Platform's identity. In this stage, they defined themselves as a Child Participation Platform. They gave their group a name: '(...) we thought about the name of the platform and we came up with GPI, which is the same as Grupo de Participación Infantil' (V- MMAC). They designed a logo: '(...) we have a logo that represents IMCITIZEN (...) it means "working as a group, in harmony, without squabbles' (V- MMAC) And they created merchandise to identify themselves and promote their platform:

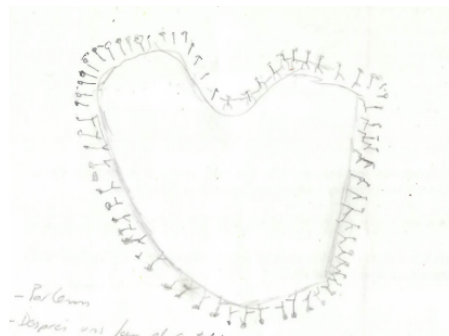
'(...) to identify ourselves we have an IMCITIZEN bracelet. It has a very special phrase, which is "boys and girls are active citizens"' (V-LPB). In some cases, they also worked on slogans 'to give us a voice' (V- EPMad).

'At the first meeting we thought about the name of the Platform and came up with GPI, which stands for Grupo de Participación Infantil (Children's Participation Group). Several people came up with a logo for GPI. In class we showed them and everyone talked a bit about theirs. Then we took a vote and the logo, which represents teamwork, won.' (V- MMAC)

Figure 6. Logo sketch



Figure 7. Logo sketch



The text reads: 'We've been doing group work, we've made cool posters, we've gone to see the mayor and we've done cool stuff.' (C- EPB)

6. Organising of the Platform's team

Once the knowledge needed to start the process of co-designing the platforms on children's rights, participation, and citizenship had been established, the groups had been formed through an informed decision, the skills that each member could bring to the platform and the potential that would result from bringing them together had been discovered and shared, the issues that they wanted to address as a group had been tackled, and their identity defined, it was time to move on to the **organisational phase of the group**.

The first step in organising themselves was to distribute the **roles**, that is, the functions they were to perform in the group. Sharing their best skills beforehand proved to be useful. Moreover, they did it in a playful way that allowed them to recognise the importance of each group member:

'(...) we made a game with a box and a mirror, and that way we knew how important people were and everything they knew how to do'. (V- LEAH)

The purpose of the roles, according to the children, is to organise themselves better and make the work easier:

'We created roles to organise ourselves better. For example, the timekeeper, who is this one here. The secretary was in charge of writing down at the end of the meeting how the meeting went, what we did in the meeting, and also what worked and what didn't work in order to improve it.' (V-EPMad)

They also appreciate having these roles: *'It's great to have a role to play for the group every day'* (V- LEAH).

In the meeting that took place in Barcelona, the children suggested and agreed on the following roles:

Table 3. Roles suggested and agreed at the meeting in Barcelona.

Speaker	Presenting the Platform to people outside the Platform. Passing on the information to the rest of the colleagues. representing the Platform.
Recorder	It is responsible for recording the session, who attended and who did not.
Assistant	Gives the floor, controls the volume, makes sure everyone has a chance to speak. Calls the roll so that everyone does not speak at the same time. Controls the noise level so that there is no shouting. Makes sure everyone can speak, so that everyone has a say and can express their opinion.
Secretary	Gathers the information discussed during the session in the form of a record. Stays at the end of the session to collect important information.
Peacekeeper	Brings peace and order to the session.
Timekeeper	Who is it? The person who manages the timing. What are they like? Observant, must have a watch. What is it for? To manage time better.
Resource manager	Hands out the necessary supplies to work with
Photographer	Takes photos and records videos with a camera. Posts the photos or videos on the website and social media.
Analysts	Improvements Assessments Analyses the children's and also the teachers' proposals and enhances them.

Another crucial organisational element was the drafting of the platforms' **rules of procedure**. These rules cover aspects such as the distribution of roles, the day and time of meetings, the definition of the groups that make up the platforms and their functions, who can join and how, and the issues they want to address, among others: *'What we have done in these two years is contained in the same set of regulations, which includes what we do, why we do it, when we do it and what the positions are'*. The regulations were drawn up in a participatory way, with the help of all the children:

'A key moment was the drafting of our rules of procedure. We realised that it was important to have one so that everyone is clear on how the group works. The support group helped us a lot with the drafting.' (V- MMAC)

With regard to the co-design phases, it is worth noting that each process was unique or, in the words of the children, *'the different schools or platforms have things that differentiate them'*. Despite the necessary common guidelines for the development of the processes, each platform carried out different actions that highlighted their uniqueness.

For example, in Manuel Murguía Primary School in A Coruña, they built *'three letter boxes to be placed in the school where the children could put their proposals, ideas, drawings...'* (V- MMAC); the CEIP La Espiga platform in Azuqueca de Henares interviewed *'the peers of the Azuqueca Local Children's Council so that they could tell us about their organisation and ideas'* (V-LEAH); the Els Porxos school platform in Barcelona celebrated Universal Children's Rights Day on 20 November 2023: *'we made posters to explain to all the people in the school that day'* (V-EPB); and, the Els Porxos and La Pau platforms in Barcelona took part in an *'event organised by another child participation project. Children from other schools made proposals to the mayor of Barcelona to improve the city'* (V- LPB).

7. Collaborating with others

At the Barcelona meeting, participants were encouraged to consider ways to collaborate with other stakeholders, particularly fellow children involved in the community, such as children's councils and schoolmates. The ideas generated focused on the importance of *meeting and getting to know one another better*. Suggestions included organizing regular meetings to collaborate and discuss the issues they are engaged in.

Additionally, there was an emphasis on the necessity of establishing *effective, supportive, and collaborative relationships*. The children proposed *regularly sharing their opinions and activities*. They recommended mechanisms for exchanging ideas, such as *'drawing names from a box containing the councils' and platforms' names and then exchanging letters.'* They also proposed creating videos to gather information and promote their projects. They acknowledged that *mutual assistance could lead to greater achievements* and that involving more people could broaden their activities. Furthermore, they underscored the importance of creating opportunities for contact with city council representatives to enhance cooperation and receive institutional support.

To conclude, after analysing two sets of data from the co-design processes, it becomes evident that each process was unique and distinctive, or, as articulated by the children themselves: *‘the different schools or platforms have things that differentiate them’*. Common guidelines for process development, each platform has undertaken distinct actions that highlight their individuality.

For instance, at Manuel Murguía Primary School, in A Coruña, *‘three letter boxes were built to be placed in the school where the children could put their proposals, ideas, drawings...’* (V-MMAC). Similarly, platform members at La Espiga school, in Azuqueca de Henares, interviewed *‘the colleagues who are members of the Local Children’s Council in Azuqueca to tell us how they organise themselves and how they get ideas’* (V-LEAH).

At Els Porxos in Barcelona, the platform celebrated Universal Children’s Rights Day on November 20th: *‘We made posters to explain the day to everyone in the school’* (V-EPB). Additionally, platforms from Els Porxos and La Pau schools in Barcelona participated in an ‘event of another child participation project. Children from other schools made proposals to the mayor of Barcelona to improve the city’.

The participation regulations also serve to encourage and inform others about how to join the platform. This underpins the importance of communication of meeting locations to facilitate broader participation.

Figure 9. Rules of procedure of El Espinillo School Platform



WHAT WAS MOST AND LEAST HELPFUL IN THE PROCESS?

1. What helped them most.

The children emphasise that teamwork has been the most helpful factor for them. They worked together, cooperated, and supported each other as a group.

They also highlight the **active participation of group members, which provided opportunities to better understand each other and enjoy their time together.** Furthermore, coordination, role distribution, and having a structured work routine were beneficial aspects.

Another positive element they value is the **freedom to express themselves and voice their opinions.** They listened to each other attentively, respected each other's speaking turns, and valued mutual respect.

Lastly, they acknowledge the **support of their counsellors,** who allowed them to play, have fun, and engage without feeling pressured to do things.

In summary, the children attribute their success to teamwork, active participation, structured roles, respectful communication, and supportive guidance from counselors. These elements have contributed significantly to their positive experiences and achievements.

2. What helped them least.

The children expressed that having **clearer initial guidance** would have been beneficial, helping them understand what to do in the first sessions. They also felt constrained by **limited time** for their work.

Regarding **teamwork,** several factors hindered effective platform functioning. Some children experienced barriers such as shyness, which inhibited their participation. There were instances of poor listening, excessive distractions, and discussions on irrelevant topics.

Additionally, **noise, lack of respect, and organisational issues** were reported in certain cases. Moreover, inconsistent attendance among members indicated a lack of commitment in some platforms.

In terms of organization and time management, some children mentioned their dislike for **missing playtime or physical education.** They also found the workload demanding, at times feeling isolated in their tasks.

Figure 10. Word cloud: What helped them the most.



Figure 11. Word cloud: What helped them the least



3.3. Learnings

The design of the platform as an IMCITIZEN group appears to foster three significant learning outcomes:

1. **Awareness of their power to improve the environment** -the neighbourhood, the city, the school- as a platform, from the conviction that *'we can participate in many things in which adults also participate'*, *'and the importance of the children'* (Q- RSAC); *'that, as children, we can improve things'* (Q- LEAH); *'that with a platform we can improve the neighbourhood'* (Q- LPB).
2. **Awareness of their right and ability to participate as children:** *'I have learnt that children can participate'* (Q- RSAC). This learning is expressed as a value rather than a statement: the children's narratives show that not only can and should they participate, but that it is important to do so: *'we have to value many rights that we have learnt, but the most important is the right to participate'* (Q- MMAC). To a lesser extent, it is expressed that learning about rights also means learning about duties: *'that we all have rights and also duties and also how important it is to work as a team'* (Q- EVC).
3. **Self-recognition of their citizenship:** Beyond mere identification, children see themselves as active citizens who actively participate in society. They understand and respect rights and responsibilities, developing a sense of belonging that encourages contributions to their environment: *'that children can participate in the city and that children can be heard'*, *'I have learnt that children have more of a voice than I thought'* (Q- MSMis). **They realise their agency** to contribute ideas and learn from their peers' through participation. These are critical elements in building their identity as active and present citizens in the community. The awareness of being able to do something to change their environment (neighbourhood, school, community) and to respond to problems and needs they perceive creates the necessary sense of relevance, their civic identity for engagement and change, such as taking initiatives and taking them forward: *'That we can contribute our ideas to others, participate and learn from the ideas and opinions of our peers'* (Q- ECC).

These learning outcomes exhibit a competence-based nature, which can best be best understood through three interconnected dimensions:

- **Cognitive dimension.** This dimension pertains to the acquisition of knowledge and understanding: *'we have learnt about children's rights, children's rights, better understanding of rights'* (Q- RSAC). Moreover, they have received information and training regarding the conceptualisation of participation, as evidenced by statements such as: *'I have learnt what the word participation means'*, *'we have learnt a lot about participation'* (Q- RSAC).

However, the value of this learning extends beyond theoretical understanding. It encompasses practical knowledge gained through the experience of participating in the platform. By actively engaging in the design and operation of the platforms, children have created spaces where they can understand, accept, and put into practice their rights and participation. They have developed a **sense of agency as subjects entitled to these rights and have learnt to exercise them collectively and independently:** *'I have learnt that children have more rights than we*

thought' (...), 'I have learnt that it is for children to be heard' (Q- MSMis) 'that we must value that we have rights (...) and participate in order to choose what we want to do' (Q- MSMis).

This power to *choose what we want to do* empowers children to take initiative and activate their agency. They have developed a sense of entitlement to their rights, decision-making capabilities, and a willingness to take responsibility: 'I have learnt that we are fighters', 'we have to let the children participate and help those who need it' (Q- MSMis).

This awareness of their power (to express themselves, to contribute, to think for themselves) is also reflected in the **ability to work without the help of adults** and to feel more independent and autonomous in the organisation of activities (for example, in the design of videos): '*learning to work in a team, to contribute ideas, to work with the team when I need help*' (Q- RSAC).

Following their experiences, the children express a heightened **initiative to undertake new or different things**: '*I have learnt to be creative, I have learnt to do different things*' (Q-EPB), as 49% of the children interviewed indicated when asked about the contribution of the co-design of the platforms, which they consider to be the most important (they answer with 10 or 9 on a scale of 10) (see Annex 5). They also highlight additional benefits such as '*appreciating other skills I didn't know about*', '*helping others*', '*living together with children from other groups*' (Q-ECC). Furthermore, the experience cultivates a critical attitude among the children, enabling them to voice their opinions, take responsibility, and contribute creative and innovative ideas: '*I have learnt to have ideas, to be more in a group, to propose, to participate, also to make posters and to improve the proposals*' (Q-ECC).

- **Instrumental dimension.** Learning in terms of **skills or competencies**. The design of the platforms **has favoured a 'know-how'** that involves taking on roles, organising, and executing collective projects such as creating posters, logos, and coordinating activities integral to the platform design. One significant skill children have learnt is project management and '*the importance of the project*' in order **to learn to participate**, to have ideas, to propose them and to communicate them: '*I have learnt to contribute ideas to others, to know how to express opinions*', '*to speak in public*', '*to respect the turn to speak and not to be selfish*', '*I have learnt to ask better questions*' (Q- RSAC).

In the accounts analysed, certain skills have emerged as particularly valuable for collective participation: the ability to share, contributing ideas collaboratively, creativity, and reaching consensus: '*I have learnt to work better in a group; I have learnt to respect my colleagues in my group*', '*We have learnt to treat each other better, to value equality, to learn how to form a group*', '*How to work in a team, how to listen or help*', '*Participating, giving the floor*', '*Organisation*', '*Sharing tasks*' (Q- EPMad).

These learnings are aligned with management and organisational skills and the ability to be strategic in this process (planning an idea and putting it into practice). The closed question of the questionnaire also confirms this, and when the children were asked what Participating in the design of our platform as an IMCITIZEN group meant, **more than half of them confirmed its value in terms of being more creative in conceiving and planning ideas** (62% of the children) **and their improved ability to communicate effectively, understand others, and work collaboratively** (61% of the children).

Throughout this process, the most significant and widely acknowledged learning across all contexts has been the development of **teamwork skills and the recognition of their importance**: *'working in a team is very important'; 'I have learnt to work better in a team'; 'the value and importance of teamwork', 'that you have to work in a team and listen to others', 'how to work in a team, how to listen or help', 'that cooperation and working in a team is very important'* (Q-MSMis). Answers to the closed questionnaire question Participating in the design of our platform as an IMCITIZEN group has enabled me, further underscore the significance of teamwork in their learning experiences. Over half of the children rate the contribution of platform design to teamwork and the ability to organise and plan as highly relevant (with ratings of 9 or 10 on a scale of 10), indicating its pivotal role in their development (65% of the children).

Beyond acquiring practical know-how, teamwork has facilitated **additional learning opportunities**: *'What I have learnt is that working in a team you learn more things'. Learning from each other's ideas and opinions'* (Q- ECC). This collaborative approach enables them to work towards common goals, enhancing their positive impact on the community: *'That if we work as a team we can achieve it, but if we don't we can't (...)', 'that we all have rights and also duties and also how important it is to work as a team'* (Q- EVC).

These learning outcomes align closely with the project's overarching goals of fostering active participation. However, achieving effective teamwork necessitates the cultivation of emotional and ethical qualities, which include interpersonal skills such as: *'respecting and listening to each other and respecting each other's turn to speak and not being selfish; respecting and treating each other better, not fighting when making decisions and getting along well', 'that we have to work as a team and listen to others', 'that we have to work as a team and take turns to speak'* (Q- RSAC).

▪ **Attitudinal dimension.** Learning in terms of **attitudes and values linked to this learning to live together**. From their experiences in teamwork, children have internalised important elements such as such as respect and appreciation of the diversity of views and opinions, a fundamental principle of democracy: *'respect for others (...), socialise more, have respect for each other', 'I have learnt to respect each other, to treat each other better, not to fight when we make decisions, to get along'* (Q- EPMad).

These attitudes and values are not only essential for effective teamwork but for exercising active citizenship. The experiences across the different schools highlight how children have learnt to collaborate, contribute ideas, and express opinions: *'Work more in groups and contribute all the ideas'*. Without forgetting to learn to listen, and above all, to listen actively, to pay attention and to pay attention to explanations: *'That you have to listen, pay attention and learn'* (Q- MSMis), to be patient and to express one's own opinion assertively.

This learning outcomes described were also corroborated by the final question of the questionnaire, where 61% of the children indicated that they had **learnt to effectively talk to others**. This finding underscores their increased ability to understand and cooperate with others, as articulated in responses such as: *'I've connected with more people, doing interviews and asking people questions, also to making the roles'* (Q- LPB).

Through their participation in shared activities, the children have several essential communications skills. They have learnt to communicate effectively and assertively, cultivated

their ability to listen to others and to adapt their communication style accordingly, depending on the context and the audience: *'be nice', 'be sociable'*. They have learnt to express their ideas and opinions clearly and respectfully: *'That, in order to work well in a team and organise ourselves, we have to respect and listen to each other'* (Q- EVC).

The development of attitudes is reflected in knowing how to be: socio-emotional competencies stand out (self-confidence, not being ashamed, patience - *not getting too nervous*) and social skills such as speaking in public. Also noteworthy are the **ethical skills** linked to the values of respect, acceptance of and by classmates, coexistence, not fighting and getting on well - *Getting on well with other children from other groups* (Q- EPMad), helping, solidarity with those in need and the value of equality.

The results from the closed questions on this experience reveal important insights, such as that 57% of the children found a very satisfactory space (they answered options 10 and 9 on a scale of 10) of trust and security to share ideas and proposals that they had imagined when designing the platforms. **Trust and safety help to strengthen their sense of belonging to a group:** *'It doesn't matter how old you are, we have fun together', 'We are very participative, you have to pay attention and be respectful'* (Q-LEAH).

On the flip side, responses to the closed question Participating in the design of our platform as an IMCITIZEN group has allowed me to, highlight certain challenges that the children have encountered, such as **functioning autonomously, carrying out different tasks without being assisted** (25% say they have not managed to do this - they rate it below 5 on a scale of 10), and **knowing how to react in situations where a decision has to be made in the face of different options or opinions** (22% say they have not managed to do this).

The learning of the children involved in creating the platforms allows us to conclude that the experience is valuable **in fostering their awareness of their ability and power to feel part of and participate in efforts to change the community** (neighbourhood, city, municipality). In this process, it is essential to respect their interests, support their critical attitude, and give them a voice so that they can think and make decisions for themselves. It involves recognising that they have something to contribute to the school, breaking adult-centrism by giving them a voice to share their creative and innovative ideas, and providing spaces for self-management and teamwork to organize their participatory work.

The co-design of the platforms has highlighted the value of collaboration and deliberation in shared spaces for teamwork, instilling a sense of responsibility in the children. They have seen themselves as catalysts of change, fostering a reflective attitude and active thinking about the contexts and actions developed. This process has also contributed to creating inclusive patterns of belonging and socialization processes that promote cooperation, joint effort, commitment, and social responsibility. Ultimately, the research has played a crucial role in making children visible as active citizens and in stimulating their co-responsibility with and towards the community.

3.4. Children's recommendations

The content analysis of the third video, Recommendations for creating a platform for children's participation, yields the following recommendations.

- **To have a referential framework in which children's rights are a solid and internalised knowledge:** the children underline the importance of being informed about children's rights and participation. This knowledge is essential in order to recognise themselves as subjects of rights and to be able to contribute to decision-making spaces. Knowledge of rights, especially the right to participate, increases their willingness to engage in the co-design process and ensures that the resulting platform promotes and protects children's rights, among other aspects.

This content was part of other project phases, not the co-design one. However, children repeatedly mentioned it as one of the first elements necessary to shape the co-design process, highlighting its importance. Therefore, it is crucial that in groups where a children's rights culture is low or non-existent, people explore these rights, form an opinion, and, above all, recognise their importance.

'I would recommend that they first educate themselves about children's rights, about participation, so that they are more informed and know more about it.' [V- MMAC1]

- **Getting organised, assigning roles:** the children emphasise the importance of organisation and role allocation within the group. They consider that having clear roles and good organisation is crucial for the smooth running of the group and to avoid wasting time.

'It is good to have a role for the group every day.' [V- LEAH5]

'It's important to be well organised so that we don't waste time and can do activities and come up with good ideas.' [V- LEAH7]

They also recommend knowing what will be done and being clear about the tasks to be carried out in each session. They believe that a timetable can help to clarify what will be done in the next session.

- **Listening, conditions for dialogue:** among their recommendations, they stress the importance of active listening and respect for speaking time. They consider that it is very important to learn to listen to everyone's opinion and to respect everyone's turn to speak.

'Not to talk about things that do not concern them and to listen to others.' [V- LPB4]

'Respect each other's turn to speak.' [V- EPM2]

- **Teamwork:** the children positively value teamwork. They recognise that teamwork improves the group's efficiency and promotes friendship, diversity of opinion and mutual support. They also think working in a team is more fun than working individually.

'Yes, I really like working in a group because it helps to make friends, give different opinions and help each other.' [V- MMAC2]

'No, in a team. Because when you work individually, you have fewer ideas.' [V- EPM15] *'(...) and it's also more fun to work in a team.'* [V- EPM16]

▪ **Respect:** the children stress the importance of mutual respect for the group's good functioning. They believe mutual respect is essential for a positive atmosphere and better organisation.

'We must respect all opinions and speaking time so that everyone has the right to be heard and taken into account.' [V- LEAH10]

'Don't fight, don't shout and don't laugh at others.' [V- EPB6]

'Respect for each other is essential for the group to function.' [V- ECC6]

▪ **Building a motivated group:** the children stress the need for a motivated group and the active participation of all its members. They see mutual motivation as essential to keep the work from becoming too burdensome.

'Our ideas are to have a motivated group, to allocate roles, have rules and a logo.' [V- LPB2]

'People are important to form a group. They have to participate to keep the work going.' [V- ECC3]

The children propose to play cohesion games to strengthen relationships within the group and improve its functioning. They value being able to stick together and get to know each other better. They also emphasise the importance of having a common goal, which helps them keep the group together and avoid internal divisions. It also helps them to understand what they are doing and what they are committed to.

'Hello, [...] I am going to talk to you about the common goal. It's important to come to an agreement so that everything goes well, and we don't get distracted.' [V- ECC5]

'It's also important to have a common goal, because otherwise a single group can split into several factions and it's chaos.' [V- EVC3]

▪ **Equal participation, participation on equal terms:** the children stress the importance of equal participation, where everyone's opinion must be respected. They consider all contributions to be equally important and emphasise the need to respect speaking time so that everyone has the right to be heard and considered.

'Be flexible: Everyone has good ideas and each time someone else's idea will be taken up.' [V- LEAH6]

'When working in a group, it is important that when someone raises their hand, it is their turn to speak and that we can all participate equally. There are some people who want to be more involved and don't let others have their say.' [V- MMAC4]

▪ **Enjoy, have fun:** the children suggest teamwork should be an enjoyable experience. They believe that when teamwork is enjoyable, group members are more likely to stay motivated and committed.

'Have fun: We have to have fun or people will stop coming.' [V- LEAH9]

'Avoid boredom: We are volunteers to improve the city and it is important that when we get together it is fun.' [V- LEAH14]

▪ **Daring to contribute, all ideas are good and necessary:** the children encourage group members to contribute and support the team.

'Try to express your ideas even if you think they are not good.' [V- MMAC3]

'Express your opinion: We should dare to express our opinions because we all have good ideas.' [V- LEAH2]

The following are other recommendations that the children mentioned but less frequently.

• **Sharing learning and experiences with others:** the children recommend sharing what they have learnt with other people [V- MMAC5]. They think that sharing learning and experiences can be beneficial for others.

• **Having more time:** the children suggest that having more time for meetings can facilitate more activities.

'Time: Having more time together means being able to do more things and be calmer.' [V- LEAH4]

• **Things take time. Results will come:** the children recognise that change and results may take time, so it is important to be patient [V- LEAH8].

• **Attendance, regularity of attendance:** the children emphasise the importance of regular attendance to maintain continuity of work [V- LEAH11].

• **Quiet space, listening to one another:** the children suggest that a quiet space facilitates effective communication [V- EPB3].

• **Agreed place and time:** the children stress the importance of having an agreed time and place for meetings. What is planned has more value.

'Hello, (...) to organise a team activity you need a specific place and time.' [V- ECC4]

'The first tip is that you need to have a fixed time and place. In our case it's Friday at 9am.' [V- EVC2]

• **Creativity:** the children value creativity as an important skill in teamwork.

'Socialisation, organisation, teamwork, active listening, creativity...' [V- EPM1]

In some narratives, recommendations have been made about **what to avoid**. The children warn against behaviours that can be detrimental to the group, such as lack of respect (being disrespectful [EPB4]), distractions [EPM8], noise, selfishness [EPM7] and lack of participation.

'You must avoid losing the thread of the meeting, otherwise you will contribute little or nothing.' [EPB5]

'[Anger] You have to be flexible and not get angry because you will not always do what I want.' [LEAH13]

'[Noise] You need some moments of quiet and silence so that we can all listen to each other and communicate well.' [V- LEAH15]

'[Writing] We write and read all morning, so in the break we want to do games and fun things.' [V- LEAH16]

'No dialogue' [MSM2] (...) *'Not participating and not knowing.'* [MSM3]

These recommendations provide valuable guidance for co-designing a child participation platform. They highlight the importance of different aspects of teamwork and group participation and emphasise the need for respect, organisation, motivation, equal participation, and enjoyment in the process. These recommendations can inform and guide the design and implementation of the platform.

3.5. Adults' recommendations

This results section gathers the views of adults who have supported children in various capacities and with varying degrees to derive helpful insights and guidelines for future experiences in co-designing Child Participation Platforms. After reflecting on the pivotal moments in the creation of the platforms, the following recommendations are put forward to support their co-design:

BEFORE CO-DESIGNING THE PLATFORMS

- Where necessary, adults should undergo training and receive information to effectively support the co-design processes. The aim is to foster a **shared awareness and sensitivity regarding the significance and value of children's participation and citizenship**. This will help to overcome potential resistance and cultivate a culture of recognition, support, and accompaniment for children in co-designing the platforms based on the conviction that children can, are capable of and want to do so. As echoed by their testimonies, *'Before the creation of the Platforms, it is important to inform all the people involved in the project: the families, the teacher, the students so that they understand it, adapting the information; seeking the involvement of the rest of the teaching staff and the management team. Training is also important. The facilitator needs to be trained and sensitive to these issues. Training and experience are fundamental to understanding and living these processes with conviction and commitment'* (PartSp).
- The challenge lies in acknowledging children's agency so that they can exercise it both individually and collectively. However, we often come from more patronising and adult-centric experiences that breed resistance. It is incumbent upon adults to **address this resistance with support from allies and institutions**, fostering greater coherence in their collaboration with children. Based on lived experiences, a key recommendation is for adults to act as a barrier against such resistance and to support others in doing so, thereby expanding the scope of action. In this regard, it is crucial to foster collaboration networks between schools and local councils, mobilise resources, and forge alliances with families to strengthen the **shared intra- and intergenerational horizon**. *'The capacity to stand as a barrier against resistance due to adult-centrism, and for children and young people to feel sufficiently comfortable to be able to say what they think and to feel that what they say is heard'* (PartSp).
- To prevent children from disengaging from the platforms, they need to grasp the purpose of what they are doing and what they want to achieve. This starts from identifying local needs, determining what they aim to change, and planning their course of action towards achieving these goals. It is essential to **ground the platform in tangible objective rather than**

abstract ideas, facilitating a more concrete and actionable design process. This approach also enhances learning integration by providing meaningful context. Understanding their destination enables them to practice and learn the step-by-step of the process effectively, preparing them to see projects through completion.

Equally crucial is ensuring families receive comprehensive information about the project. Beyond granting permission, families should understand the project's scope, its potential impact, and be equipped with examples and past experiences. This deeper understanding builds trust and encourages greater participation in the project.

- It is important to **establish a timetable, have time to plan, foresee the process, and organise its complexity to ensure feasibility.** Allowing time for assessment and adjustments is equally vital for sustainability. These processes need to be ingrained to maintain continuity effectively. The timetable should align with a roadmap that serves as a theoretical, legal and practical framework, ensuring institutional coherence and providing a solid foundation for the project's success. Adults play a pivotal role in supporting the co-design process, ensuring that all stakeholders remain focused on the roadmap and the concrete objectives. This approach unlocks the full potential of the experience, empowering children to exercise their rights and active citizenship in the present moment. To achieve this, it is essential to provide both theoretical knowledge on children's rights and citizenship, and practical examples drawn from successful practices and past experiences.

DURING THE PLATFORMS CO-DESIGN

- The adults supporting and facilitating the co-design processes **must recognise that children are the primary actors on the process** empowered to develop it with organisational and operational autonomy. Children determine their group identity, the issues they wish to address, and the methods they prefer to use. As one counsellor emphasises: *'Listen and always start from the ideas that come from the children; from their ideas, that it is their idea that is being worked on. Everything that comes from them helps to connect with them'* (PartSp).
- It is crucial to **provide strategies** that support the process towards autonomy. This includes ensuring there are tools and strategies in place beforehand to facilitate viability. Meaningful spaces should be established for learning how to activate a platform, make decisions, navigate challenges, understand roles, and assume responsibilities. Short sessions are recommended, not scheduled according to adult timelines, but aligned with children's schedules.

It is crucial to **respect their time and autonomy** which entails creating opportunities for them to set their own pace, decide meeting times, duration of sessions, common goal, and estimate the time needed to achieve them: *'It is important to have their own spaces and means: let them do things, respect the children's time; respect their time (...) Set aside a space and time for children and young people where they will meet...'* PartSp).

- The **effectiveness, stability, and sustainability** of the platform depend on establishing specific days and times that ensure it is prioritized in their schedules. It is equally vital to allocate a dedicated space within the educational institution where children can gather and store their materials.: *'Reserve the physical and temporal space, facilitating the conditions to provide stability'* (PartSp); *'Reserve clear times and places for the children of their meeting*

moments.' (PartSp). Designating a **physical space and a set timetable** not only supports the stable functioning of the platform but also underscores the school's commitment to children's active participation. This sends a clear message throughout the educational community: children's involvement is integral to the school's educational mission and is integrated into its planning. It also ensures that children feel their participation is genuinely valued and impactful. Adults must therefore ensure that these times and spaces are clearly defined and respected in all cases, on an equal footing with other curricular activities. Adults must therefore ensure that these designated times and spaces are consistently respected, giving them equal importance to other curricular activities. This approach reinforces the ethos of children's participation and underscores its significance within the school environment.

- The co-design process necessitates incorporating **playful moments** as essential components that foster friendly and collaborative environments. Adults orchestrating dynamic processes should integrate play into work sessions from the outset to cultivate a warmer atmosphere and enhance productivity: *'When the first part is finished (where they feel part of the platform and are aware of having power and being able to make decisions), the exercise is reinforced with participation, and when they start to work, when they are aware of what they are doing and see results, that is when they report back. That's when they will say and be aware of what will be useful for many more things'* (PartSp).
- The platforms require **teamwork and peer collaboration** for group cohesion and cultivate a positive dynamic that emphasises the team's value and the significance and responsibility of their work. Through collaborative efforts, participants learn that tasks can be accomplished collectively and empower themselves by understanding their rights as citizens. According to feedback: *'The education of the youngest children is positively appreciated. The pasaclasses practice has a very good atmosphere and they are very involved. They are proud to work with the most important and to talk to the youngest'* (PartSp).

4. Conclusions

Based on the contributions of children and adults, various key elements are proposed to systematise the process of co-designing Child Participation Platforms. This process aims to enhance children's participation in decision-making within their environment and empower them to lead initiatives and projects on issues that resonate with them. Furthermore, it serves as an avenue to influence public policy and foster the development of citizenship skills among children.

The research conducted on the co-design process allows us to outline essential elements for creating Child Participation Platforms. Firstly, it identifies crucial aspects that facilitate the co-design process of the platform, ensuring an optimal context for participation. Secondly, it systematises the steps involved in co-designing a platform, encouraging active engagement from children in conceptualising and designing their space for participation. Below are these key elements:

4.1. Crucial keys that will facilitate the Platform co-design process

Elements to strengthen the culture of participation of children in the community, promoting their representation as citizens and ensuring their treatment as such.

Promoting adult cultural change: overcoming limiting beliefs and empowering opportunities.

Promoting a cultural shift among adults is crucial to recognise and acknowledge children as current citizens. Often, children struggle to perceive themselves as active agents because adults view and engage with them as individuals in development or objects requiring protection. Without acknowledging their knowledge, experiences, expertise, and abilities, children may not feel invited to participate actively. It's essential for adults interacting with children to recognise their rights, power, and capacity for participation. This process of awareness-raising may necessitate initial facilitation, creating opportunities and spaces for discussions on children's rights and their societal roles.

Increasing children's knowledge of the Convention on the Rights of the Child and promote their awareness of their identity as active citizens (Art. 12).

Children should have opportunities to learn about children's rights from an early age. Their awareness that they are rights holders who can exercise, defend, and promote their rights is crucial. This awareness empowers them to see themselves not just as recipients of rights but also as active agents capable of positively contributing to their community. Understanding and exercising their rights are foundational to fostering a fair and just society. It also enables them to comprehend and respect the responsibilities associated with their rights, such as respecting others' rights and contributing to the well-being of their community. Therefore, it is essential to educate and inform them about their rights and to establish and maintain environments where they can freely and confidently express their opinions. This includes providing safe and accessible spaces for children to participate fully in decision-making processes.

Elements to pave the way for the co-design process and ensure it is meaningful, sustainable, accessible, and child-led.

Ensuring that the process is child-led.

Ideas, proposals, and actions must originate directly from the children themselves. Adults should function as facilitators, supporting and guiding the process rather than imposing their own ideas. This approach allows the process to evolve organically and remain open to emerging proposals. It promotes a genuine sense of ownership and autonomy among children, empowering them to take the lead in their participatory efforts.

The co-design of the platform should be the result of informed decisions by children.

The development of any platform, structure, or participation tool should be based on decisions made by children themselves. The socio-educational agents supporting and facilitating the process must ensure that information provided is suitable, pertinent, and accessible to all participants. It is crucial that children understand all available options and the implications of their choices without the process being directed or supervised. Sufficient time and space should be afforded to allow for thoughtful decision-making.

Empowering children to take ownership of the co-design process.

Children should see themselves as central and responsible participants in the co-design process. Their contributions are significant and relevant due to their knowledge and agency. This approach helps them recognize themselves as active citizens who share responsibility and possess the necessary skills and insights to contribute meaningfully. This enhances their well-being, motivation, and sense of the value of their contributions.

Establishing a clear and shared roadmap to guide the co-design process.

A well-defined roadmap is crucial for children to comprehend and engage meaningfully in the process. Understanding the purpose and objectives of their participation provides them with a tangible framework, reducing ambiguity. A clear vision of the process's goals and stages enables children to effectively manage their motivations and actions throughout.

Enriching the process with creative and playful activities.

Incorporating collaborative strategies and activities that foster cooperation and creativity is essential. Playfulness and promoting camaraderie among participants are crucial for enhancing group cohesion and fostering a sense of belonging. Integrating playful and collaborative activities helps solidify participation and makes the process more enjoyable and meaningful for children.

Respecting children's languages, cultural codes, and timings.

It's crucial for adults to adapt to children's languages, cultural codes, and rhythms to ensure their communication is understandable and relevant. Establishing a schedule of meetings and a timeline of actions aids in visualizing goals and key moments, promoting shared understanding and better organization of the process.

Creating and facilitating spaces for horizontal dialogue and action.

It's important to create spaces for interaction and action that are safe, enjoyable, and rich in meaningful content. These environments should encourage reflection, decision-making, and active participation, allowing children to perceive themselves as active agents engaged with others who view them as integral to the community and appreciate their contributions. Establishing such spaces not only nurtures a sense of belonging but also sparks interest in ongoing participation.

Promoting continuous reflection and analysis.

Creating spaces where children can continuously reflect on and analyse their activities is crucial. Discussing what has been accomplished, how it was accomplished, what worked well, what did not, and why, enhances understanding and ownership of the process. Regular feedback sessions strengthen participatory approaches and heighten children's sense of ownership and responsibility.

Strengthening the willingness to participate and the skills of the group and each child before and during the co-design process.

Participation is a skill that evolves through practice, and all individuals, irrespective of age or background, learn as they engage in the process. It is crucial to intentionally cultivate the participatory skills of each individual and the collective group. Making visible the existing skills and the development of new or complementary abilities through collaborative work enhances awareness of their capabilities. This awareness empowers individuals to participate more effectively and actively in the co-design process.

Elements to feed into the co-design process to strengthen its architecture.

The children's input highlights the need to enhance the architecture of the co-design process with four additional phases integrated into the initial steps to consolidate three essential aspects: ensuring that inclusivity for all; fostering personal and collective engagement; recognising that I-we can participate; and deepening our understanding of children's rights to inform the platform's co-design. The detailed descriptions of these four phases are provided below:

Phase 1. Call for the formation of a diverse group of children interested in participating.

This phase entails actively encouraging the participation of a diverse group of children, ensuring they are well-informed about the process's development and providing opportunities for them to engage. While this stage may not always be required, it forms a fundamental basis for advancing the process, tailored to the specific territorial, cultural, and participatory contexts of the children involved.

Phase 2. I want to take part, and I have skills that I can bring to the group to develop the co-design process.

In this phase, each member considers the skills they can contribute to the group to achieve the set goals.

Phase 3. We crystallise our knowledge about the right to participation.

During this phase, the group is encouraged to learn about children's rights, with a particular focus on the right to participate. This stage involves exploring and consolidating their understanding of these rights, empowering them to advocate for their participation. It is crucial for fostering a participatory group that operates on a foundation of comprehensive knowledge about their rights and capabilities as citizens.

Phase 4. Finalising the platform: creation, implementation and review.

In this final phase, the platform is created, operationalised, and reviewed. After establishing the platform through co-design, often without prior experience or clear reference, it is essential to pause and evaluate progress. This evaluation phase is crucial for ensuring the platform's success and refining its operational framework.

It is crucial to consistently nurture children's reflective capacity, aiding them in defining and refining their identities and how they wish to fulfil their responsibilities. The co-design process necessitates time to refine the prototype, assess its effectiveness, and make necessary adjustments.

Meta-participation (Trilla & Novella, 2001), as a form of engagement, encourages reflection and decision-making regarding the platform's operation. This includes evaluating participation styles, organizational structures, and strategies for involving other children. In essence, they will revise and update their operational framework—the rules of procedure—to ensure the platform aligns with their needs and objectives.

Therefore, consistent with the environment and participatory culture, the co-design process requires an introduction that ensures children are informed about their rights and recognised as capable and motivated individuals initiating this process consciously and purposefully. This recognition is vital for their full engagement and empowerment as active participants and co-creators of a participatory space. Upon completion of the co-design process, it also necessitates a post-design phase to refine the prototype and adjust platform operations based on the accumulated experiences of the children's group.

4.2. Systematising the co-design process: 10 steps to shape the co-design process of a Child Participation Platform

STAGE 1. PROVIDING INFORMATION AND TIME FOR A FREE AND INFORMED DECISION

The initial stage involves informing and sensitising a large number of children about the initiative. It is crucial to ensure that children grasp the challenge of creating a Child Participation Platform, enabling them to make an informed decision about their involvement. Clear and accessible information regarding the purpose, objectives, and benefits of the platform creation

must be provided. Children should be afforded both space and time to freely decide on their commitment and responsibility. Consequently, a procedure should be established to enroll children who have chosen to participate in the co-design process of the platform.

This initial phase upholds children's rights, particularly their right to participate, and encourages inclusivity, inviting all to feel acknowledged and empowered to actively contribute to the formation of a Child Participation Platform.

Step 1. FORMING A GROUP: Who wants to get involved in promoting children's participation?

The objective is to assemble a group of children motivated to collaborate on topics of interest to them. To achieve this, they will be invited to an information session regarding the proposal to establish a children's participation platform. Inclusivity will be ensured, overcoming potential inequalities based on gender, abilities, backgrounds, etc. Children will have the opportunity to decide freely and with full awareness whether they wish to participate in the process and begin shaping the platform.

The goal is to instil the understanding that they are active citizens who hold significance within their communities, and that the platform will empower them to exercise their citizenship rights.

Action: Announce the meeting and develop the information session

Announce the meeting. Design engaging posters, conduct the 'pasaclasses' and create eye-catching communication materials to reach as many children as possible. Accompanying parents or guardians are welcome as minors are involved.

Develop the information session. During this session, the children's steering group will present the challenge: "to create a space for children's participation, to create a platform for children's participation". Topic may include: what rights and the right to participate are, why it is important for children to participate and where and when they will meet to create the platform. how they will work, where and when they will meet to create the platform. The session will include a Q&A segment to address questions and concerns. It's vital to encourage more children to join the process. The steering group will announce meeting dates and approximate process duration, including the date of the first working meeting.

Children will be given **time to consider whether they want to be part of the pioneering group** that will shape the Child Participation Platform. Registration forms stating "I'm in, I'm part of creating a space for participation" will formalise their commitment. A register of all participating children's names will be maintained.

Emphasise: TOGETHER WE CAN ACHIEVE ANYTHING WE SET OUR MINDS TO.

STAGE 2. ESTABLISHING THE GROUP: EMBRACING A SHARED CHALLENGE

Once the group is formed, their initial meetings will focus on understanding their motivations, common interests, and collective goals. They will articulate their shared challenge and reinforce their commitment to creating a platform for participation, underscoring the significance of children's participation. Providing ongoing support throughout this process is essential to foster their sense of capability and empowerment.

To enhance their engagement, the group will be encouraged to participate in workshops designed to identify and combine their skills. These activities will strengthen their sense of agency and recognition as capable citizens. Additionally, activities aimed at shaping their group identity, sharing skills, and developing their collective approach will be conducted. These efforts are aimed at defining their challenge and consolidating their commitment to the platform.

Step 2. CREATING A LOGO

Adults will assist the group in defining their identity and aspirations. Together, they will design a logo that serves as a visual representation of their collective identity and purpose. Depending on their age, they may also consider creating a mascot or slogan, as well as developing promotional materials such as posters, badges, T-shirts, and pens to raise awareness about the platform. This process helps the group to articulate and communicate their shared vision effectively.

Co-design workshop – ‘Creating our Group Logo’

Brainstorming: Begin with a creative brainstorming session, where each participant's unique ideas are valued. This is the time to gather all the elements that our logo should represent. Feel free to seek inspiration and jot down anything that sparks your creativity.

Prioritising the elements: Create a list prioritising the most significant features shared as a group.

First individual logo design: Each participant will design their logo individually.

Small group sharing: Participants gather in small groups to share their designs. This collaborative process allows each group to choose or combine elements from individual proposals. Together, your collective creativity will shape the final logo.

Sharing the logos and their meanings: All group proposals are presented, explaining what each logo symbolises and why it was created.

Choosing the logo - A collective decision: From all the proposals, the group collectively decides on the logo to adopt. This decision-making process ensures that the chosen logo truly reflects the group's identity and aspirations.

STEP 3. UNDERSTANDING OUR RIGHTS: REALISING THAT WE CAN PARTICIPATE

Children need to comprehend their rights, particularly the right to participate, in a way that empowers them to act collectively within a shared framework. The co-design process empowers them to shape the platform as a tool for expressing their opinions, leading projects, and using their contributions to effect positive change and defend their rights. By forming a group committed to participation and creating a platform where children can actively improve their environment, they foster a sense of agency and responsibility. This process encourages children to recognise themselves as individuals with rights and the ability to participate actively, leveraging their competencies and capabilities effectively.

Co-design workshop ‘Building, Empowering and Consolidating the Group’

The purpose of this workshop is to construct, strengthen, and solidify the group throughout the co-design process. Creating a positive and inclusive atmosphere is essential to ensure that participants feel comfortable collaborating. The workshop aims to foster mutual understanding among members and encourage them to share their unique strengths through the Star Skills exercise.

Why do I want to take part in this challenge? Exploring why we are part of the group.

Participants individually reflect on their motivations, interests, and reasons for joining the IMCITIZEN platform creation. They jot down initial thoughts on topics they wish to address through the platform. Next, they form small teams of three or four members to collaborate on synthesizing their individual contributions into concise summaries. Finally, the small teams present their summaries to the entire group. A dialogue circle is then facilitated to openly share motivations and reasons that led each member to engage in the platform's co-design process.

My citizen self, able to participate. Participants are of their significance in creating the platform. They engage in an intriguing exercise involving a box containing a mirror, symbolizing their intrinsic value to the group's mission. This simple but powerful action explicitly shows that each of them is essential to creating the IMCITIZEN platform. After focusing on themselves, participants are invited to list their most outstanding skills. The strongest ones are placed on the left and those that need further development on the right. This will produce a list of skills, some well ingrained and others that need more practice. This exercise allows the group to become aware, first individually and then as a group, of their strengths and where there is room for improvement.

The Star Skills jar. From the list of skills identified, each participant selects the one they consider the most crucial. The first step is for each person to take a piece of paper and write down the chosen skill. The following questions can be suggested: What is the star skill you can bring to the group? Which Star Skill do you think the group should work on? Once the skill has been noted, all the papers are placed in a glass jar. The process starts with one person drawing a paper at random and defining that skill. The rest of the group can add to the definition. Once the skill is defined, the person who wrote it down draws another paper, repeating the process. This continues until there are no tokens left in the container. If necessary, skills essential to the smooth running of the group that are not in the jar can be added. Once the Star Skills have been identified, it is important to take a moment to reflect on the Star Skills of the group. This second part is done in a verbal discussion, and the suggestions are written on a whiteboard to be recorded.

STAGE 3. PROTOTYPING, RESEARCHING, AND INQUIRING TO IDEATE AND SHAPE

From this point onward, they embark on exploring the creation of the platform, its purpose, and operational strategies to achieve their goals. This marks the beginning of imagining and defining the platform's characteristics through research, definition, and detailed planning. The children will enhance their understanding by researching and studying other groups already engaged in similar initiatives, seeking insights into their methodologies, successful practices, and recommendations. This gathered information will enable them to specify the essential elements for designing a participatory group. This includes defining its objectives, thematic focus, operational procedures, organizational structure, meeting protocols, and methods for engaging others in their initiatives.

From this exploratory phase, they will progress step by step to develop and prototype pivotal questions that guide the platform's design. Each co-design workshop during this phase will assist them in formulating essential questions such as objectives, thematic focus, organizational structure, and meeting protocols. They will document these discussions either in written or graphic form, which will contribute to shaping their foundational document, the platform's rules. This incremental approach allows them to refine and define the rules that will shape the essence of their Child Participation Platform, reinforcing their identity as a participatory group throughout the process.

This stage is structured in five steps.

Step 4. SETTING GOALS: DEFINING OUR OBJECTIVES

The objective is to grasp and outline what binds the group together: "to shape a participation platform". They will draft their rules of procedure, a guiding document that clarifies their identity, activities, and operational methods. All efforts will focus on configuring this participatory space, which they will autonomously manage. Their initial step involves defining their aspirations for the platform, including the issues and proposals they intend to address through it.

Co-design workshop 'Our compass. Establishing our goals'

A **brainstorming session** will be arranged to address the following questions: What do we aim to achieve with the IMCITIZEN platform? They will explore other children's participation experiences in similar groups. During the subsequent meeting, they will discuss their findings. Drawing inspiration from these sources, they will formulate their objectives, refine them to achieve consensus, and proceed to design a section of the rules of procedure. This may be illustrated with drawings or images.

Step 5. THINKING ABOUT ISSUES AND PROPOSALS.

The group has a twofold purpose. Firstly, it aims to establish a children's association that advocates for and defends their rights, with a particular focus on the right to participation. Secondly, they determine which issues they are interested in addressing within their community, municipality, country, or at the European level.

Co-design workshop 'The Platform's Issues Traffic Light'

Based on their opinions and the information gathered, participants will collaboratively compile a comprehensive list of all the issues they are interested in addressing. The selected issues should consistently focus on defending children's rights, promoting the right to participate, and resolving matters of interest. The traffic light technique will be employed to prioritise the issues for action, with participants reaching consensus on their importance:

RED: Very important issues requiring immediate attention.

YELLOW: Important issues that can be addressed in the near future.

GREEN: Issues of importance that can be deferred.

Consider strategies for ongoing collection of new issues from other children once the platform is established. The suggestion of topics will remain open to continual expansion; any child can contribute at any time. One option could involve setting up a mailbox to gather ideas.

Step 6. ORGANISING THE GROUP.

A pivotal moment is deciding on the structure of the platform, as it serves as the foundation upon which opportunities for participatory action and leadership are built. Leveraging collective knowledge and expertise enhances their capacity to implement their initiatives effectively. Therefore, it is crucial to define how they will organise their work by identifying organisational structures that will enable them to realise their goals. Selecting the appropriate structure streamlines the development of their proposed action plan. Planned and organised collective action fosters co-production through shared responsibility. A well-defined structure clarifies roles, facilitates decision-making, and encourages children to collaborate effectively.

Co-design workshop 'How is the platform organised to achieve its goals?'

The organisation should **facilitate the decision-making process and promote cohesion and cooperation**. A discussion group will be initiated to reflect on the group's organisation and its operational framework, thereby fostering a participatory environment. Key questions guiding this reflection include: What responsibilities and roles enhance participation? What do these entail? How can we effectively fulfil them?

Through creative exercises in small groups, they will endeavour to **define each identified role** and/or structure comprehensively. They should articulate the position, its functions, execution methods, and necessary resources. Practical guidance on role identification and execution may accompany this process. Sharing proposed role definitions is crucial to achieving consensus, understanding their significance and relevance, and preparing to fulfil them.

The workshop will conclude with **drafting guidelines for each agreed-upon role**, detailing how it should be implemented. It is imperative that upon platform activation, these roles are put into practice, their effectiveness evaluated, and necessary adjustments made accordingly.

Step 7. PLANNING A WORKING SESSION.

The group takes the lead in planning and organising their work sessions. These meetings should be carefully designed, executed, and monitored to ensure that the platform functions as a safe and supportive space where everyone feels empowered to express themselves. Clear guidelines for operation should be established, emphasizing the importance of collaboration and mutual respect.

Meetings should foster organised participation, integrating elements of play and enjoyment. This approach ensures that sessions are engaging and productive, encouraging active involvement and creativity among all participants.

Action. Co-design workshop ‘Scripting a Session Together’

Remember that creating a **conducive atmosphere, rooted in respect and initiative**, is crucial for ensuring equal participation among children. It is essential that each of us takes responsibility to ensure that everyone in the group feels valued and heard. Define roles and responsibilities for facilitating the participatory development of the session. Compile a list of topics to be addressed, prioritising gathering information first and reserving the main topic for the central part of the session. If there are multiple topics, consider forming small groups to discuss each in greater detail. Afterwards, share the outcomes. Document the agreements reached to ensure clarity and uphold commitments made by all participants. Conclude the meeting with a summary of all topics discussed, the agreements reached, and outline the distribution of tasks for the next steps.

Step 8. COLLABORATING WITH OTHER AGENTS. With whom can we cooperate?

The platform's members cannot accomplish everything independently; they need to collaborate with other stakeholders dedicated to enhancing the community. They should engage with other participatory groups to address shared challenges, such as local councils; by working together with other children, they can tackle more significant challenges. It is also crucial that they collaborate with the local government and introduce themselves to local authorities to present their proposals and explore opportunities for cooperation. This collaborative effort requires regular monitoring and follow-up to track the progress of their proposals and ensure ongoing impact on local, national, and European policies.

Action. Co-design workshop ‘The Stakeholder Profile: Who Can We Cooperate With?’

The platform needs to **identify key stakeholders crucial for addressing the issues** they care about. This entails determining whom they should collaborate with to tackle their challenges. Children are tasked with creating a profile of individuals and organisations willing to cooperate and align with the platform. The objective is to pinpoint essential partners—those they will work with, rely on, and engage to collectively impact their environment.

Once these stakeholders are identified, it becomes critical to **define the nature of the collaboration** and how it can be initiated. Developing communication strategies to engage more people and ensuring accessibility when needed are paramount. Each entity in the profile requires thoughtful consideration on how to effectively involve them.

Concrete strategies for engaging each stakeholder are pivotal. The platform aims to serve as a focal point for children, necessitating strategies to raise awareness about their initiatives and encourage input and participation proposals. They strive to be an **accessible participation hub**, open to all.

Key questions to address include: How can we inspire their contributions and involvement in specific initiatives? How can we inform them about our activities and enlist their support? How can we remain accessible to them and ensure they consider our perspectives?

Building a collaborative network is crucial for the platform. By expanding dialogue spaces, they can effectively influence, enhance, and transform their communities.

Step 9. REVIEWING THE PROCESS TO MOVE FORWARD.

Evaluation occurs regularly throughout the co-design process of the platform, allowing members to pause, reflect on their progress, and propose new ideas to adapt their operations, objectives, and initiatives.

Action. Co-design workshop ‘The Reflective Circle’

Platform members are invited to **review and reflect on the co-design process, exchange ideas, and assess their experiences**. Initially, they are encouraged to conduct individual reviews of the process:

- What did you discover during the co-design process?
- What did you enjoy or find most interesting?
- What would you improve?
- What facilitated your participation?
- What hindered your participation?

Following this, they will collaborate in small groups to share their ideas and reflections. The goal is to **foster collective reflection**, identifying successes and challenges in the co-design process. As a larger group, they will strive to reach consensus on these reflections, enhancing their sense of belonging and understanding of achievements and methodologies.

The workshop concludes with a **reflection circle to document agreed-upon outcomes**, thereby preserving collective memory. The reflective circle will capture collective testimonies and individual stories alike, ensuring continuity and collective learning.

STAGE 4. ACTIVATION, IMPLEMENTATION AND ASSESSMENT

With the co-design process concluded, it is now time for the group of children to commence their work with the proposed objectives and themes, organising their activities based on the organisational and collaborative working proposal they have developed. Everything that has been designed and prototyped will be compiled into a document outlining the platform's operations. This document may be termed as the platform's rules of procedure or operating guidelines.

Once activated, the platform begins its configuration, and the children start their participatory work. They need to observe, evaluate, and validate that their envisioned plans are effectively materialising in ways that facilitate the work processes and achievement of objectives. It is crucial for them to identify areas for improvement to streamline their work. Therefore, reflective thinking and civic competences are vital skills they mobilise and put into practice within the platform to enhance the participatory space and its functionality.

Although the co-design process has concluded, they must continue to explore and refine their identity and functioning based on their ongoing experiences and experimentation. This iterative process ensures continual improvement and adaptation according to their evolving needs and insights gained from practical implementation.

Step 10. TAKING ACTION

The children have already defined and configured the participation hub and made decisions about how the platform will operate. Now, it is time to implement the prototype they have envisioned. In one way or another, the active co-design process will continue, as adjustments to both the definition and organisation of its functioning, inherent in participatory leadership, will be necessary. The inclusion of other children, daily life, and changing circumstances will reveal new needs that require ongoing adaptation and refinement.

Action. Reflective Circle - A Strategy to Improve the Platform through Practice

This **ongoing evaluation and improvement approach** is crucial to ensure effective collaboration and the achievement of objectives. Continuous reflection enables the platform to adjust and enhance its performance, ensuring that the prototype evolves and improves over time. The reflective circle methodology can serve as a suitable mechanism for recording session-by-session activities, methods, and outcomes. This allows the group to pause collectively and reflect regularly, perhaps monthly, on their progress.

The platform must **regularly pause to reflect on its objectives, themes, and operations**. This reflective practice strengthens their participation and reinforces their commitment to active citizenship.

5. References


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Annexes

ANNEX 1. Questionnaire sent to schools to find out the views of the children

Template for children in years 1 to 4

1º - 4º CURSO



CUESTIONARIO FINAL CODISEÑO

Ya tenéis la Plataforma creada, ¡enhorabuena! Antes de acabar necesitamos vuestras aportaciones para enriquecer la investigación del proyecto. El equipo de investigación os agradece vuestro compromiso.

Iniciales del nombre y apellidos Fecha

Escuela Municipio

Género Niño Niña Prefiero no contestar Curso 1º 2º 3º 4º


1. Si tuvieras que explicar a otro niño o niña el proceso que habéis seguido como grupo IMCITIZEN para crear vuestra Plataforma, ¿qué le dirías?


Para explicarlo puedes dibujar aquello que te venga a la cabeza

1

2. Qué has aprendido junto a tus compañeras y compañeros como grupo IMCITIZEN en el diseño de la Plataforma?

3. Si piensas en el proceso de codiseño de la Plataforma IMCITIZEN, describe aquello que te ha gustado más y aquello que no te ha gustado tanto:





4. ¿Estás contento/a de la experiencia que has vivido en la creación de la PLATAFORMA? *Marca tantas estrellas como puntos quieras darle.*

No estoy muy contento           Estoy muy contento

5. ¿Quieres aportar alguna cosa más de la experiencia vivida como grupo IMCITIZEN para la creación de vuestra Plataforma?

¡Muchas gracias por tu tiempo y sobre todo por tus aportaciones!



Template for children in years 5 & 6**5º - 6º CURSO****CUESTIONARIO FINAL CODISEÑO**

Ya tenéis la Plataforma creada, ¡enhorabuena! Antes de acabar necesitamos vuestras aportaciones para enriquecer la investigación del proyecto. El equipo de investigación os agradece vuestro compromiso.

Iniciales del nombre y apellidos Fecha

Escuela Municipio

Género Niño Niña Prefiero no contestar Curso 5º 6º


1. Con qué 3 palabras explicarías que ha supuesto para ti participar en la creación de la Plataforma IMCITIZEN?

2. Si tuvieras que explicar a otro niño o niña el proceso que habéis seguido como grupo IMCITIZEN para crear vuestra Plataforma, ¿qué le dirías?


Para explicarlo puedes usar la línea del tiempo de la última página.

3. Qué has aprendido junto a tus compañeras y compañeros como grupo IMCITIZEN en el diseño de la Plataforma?

4. Piensa en 3 cosas que os han ayudado más y 3 cosas que os han ayudado menos del proceso seguido para crear vuestra Plataforma?



-
-
-





-
-
-

5. ¿Cómo os habéis organizado para desarrollar el proceso de diseño de la Plataforma?

Explica brevemente, cómo habéis tomado las decisiones, cómo habéis trabajado, cómo habéis participado todas y todos

6. Si tuvieras que volver a empezar el trabajo para la creación de vuestra plataforma IMCITIZEN, describe lo que volverías a hacer y lo que no repetirías?



7. Participar en el diseño de nuestra Plataforma como grupo IMCITIZEN me ha permitido...

Valora las siguientes frases desde POCO (1) a MUCHO (10):

	1	2	3	4	5	6	7	8	9	10
Tener iniciativa y ganas de hacer cosas nuevas o diferentes.										
Tener autonomía para llevar a cabo diferentes tareas, sin la ayuda de otras personas.										
Trabajar en equipo, con capacidad de organización y planificación.										
Tener confianza y seguridad para compartir ideas y propuestas que imagino.										
Saber hablar con los demás con ganas de entendernos y colaborar conjuntamente.										
Saber responder ante situaciones donde hay diferentes opiniones y maneras de actuar										
Imaginar cosas creativas para planificar una idea y después llevarla a cabo.										

8. ¿Estás contento/a de la experiencia que has vivido en la creación de la PLATAFORMA? Marca tantas estrellas como puntos quieras darle.

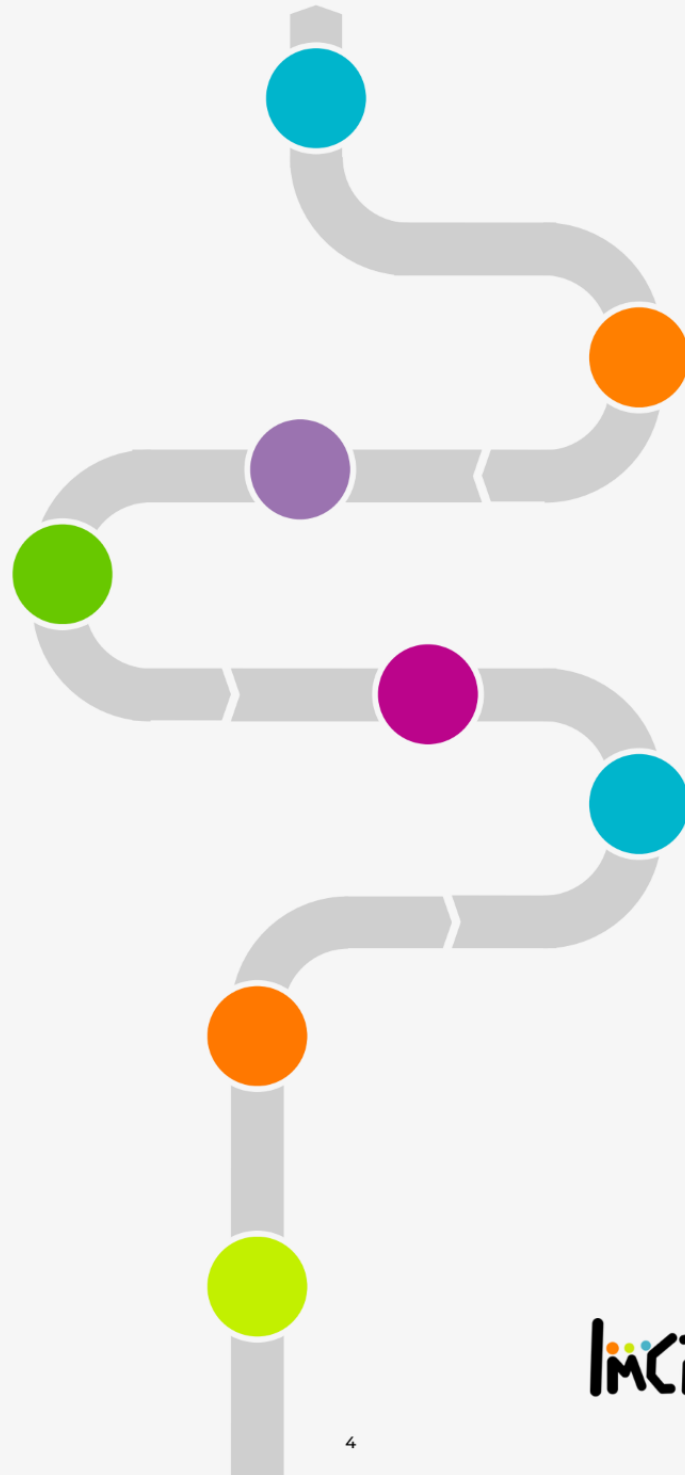
No estoy muy contento Estoy muy contento

9. ¿Quieres aportar alguna cosa más de la experiencia vivida como grupo IMCITIZEN para la creación de vuestra Plataforma?

¡Muchas gracias por tu tiempo y sobre todo por tus aportaciones!





MOMENTOS IMPORTANTES DEL PROCESO DE CREACIÓN LA PLATAFORMA




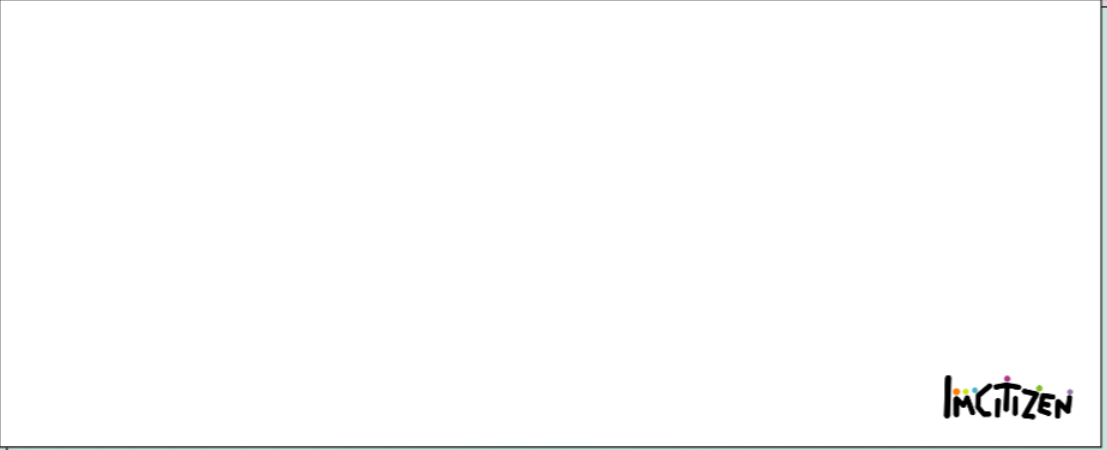
IMCITIZEN

ANNEX 2. Template form to be filled in by adult participants in the reflective circle

Aspectos necesarios para acompañar y facilitar el proceso de codiseño de las plataformas



¿Momentos o etapas en el proceso de acompañamiento de creación de las Plataformas?



Uno de los objetivos es diseñar una guía para acompañar en el inicio de nuevas Plataformas de participación. Siendo la persona adulta un destinatario de este material, ¿qué contenidos consideras imprescindible de proponer?

IMCITIZEN

ANNEX 3. Informed consents

**CONSENTIMIENTO INFORMADO
Familias/tutores legales de participantes menores de 18 años
FORMAR PARTE DE PLATAFORMA IMCITIZEN**

Título del Proyecto: IMCITIZEN

Persona coordinadora:

Referente de equipo de proximidad:

El equipo investigador se compromete a tener en cuenta los comunicados de la Comisión de Bioética de la Universidad de Barcelona (CBUB) sobre la participación de las personas menores de 18 años. Se compromete a prevenir, proteger y responder a los daños a los niños y niñas en las actividades científicas que es responsable y a seguir las orientaciones adecuadas sobre posibles temas éticos en las publicaciones científicas.

Por favor, leer detalladamente este documento de consentimiento informado.

Este proyecto se plantea como una oportunidad para crear plataformas de participación infantil en los centros escolares y en el municipio. Con el acuerdo del Claustro del centro, se pretende fomentar la formación en el derecho a participar de la infancia en su entorno.-En este estudio participan doce escuelas de cinco municipios (Barcelona, Madrid, A Coruña, Castrillón, Mislata y Azuqueca).

Este curso 23-24, se constituirá el grupo de niñas y niños que quiere implicarse y participar en este reto. Nuevamente, compartimos con vosotros niñas, niños y familias los aspectos de protección de datos para que estéis informados de los aspectos legales que se garantizaran en los espacios que participaran ellas y ellos.

Implicaciones de la participación en la plataforma IMCITIZEN curso 23-24:

Aportar información y valorar el proceso de aprendizaje para el ejercicio de la participación en el espacio de participación dentro de la escuela y en la comunidad mediante: 1) actividades que desarrollaremos en el proceso de Codiseño del espacio participativo; 2) encuentros de reflexión con el propósito de evaluar qué hemos hecho, a través de la grabación de sus relatos y el análisis de sus producciones, siempre anonimizados; 3) innovar en los procesos de participación de las niñas y los niños en la escuela y en su municipio.

Los niños y niñas son co-investigadores dentro de procesos de participación y tienen voz y espacios para generar conocimiento y difundirlo a nivel escolar, local, regional, nacional y comunitario. También tienen un papel central en la evaluación, planificación, diseño e implementación de acciones óptimas para avanzar en las necesidades identificadas y compartidas por y con ellas/ellos.

I. Riesgos, beneficios y compensaciones.

No hay ningún riesgo en su participación. Las personas integrantes del equipo de investigación han firmado un acuerdo con un código compartido para proteger a los niños y niñas de cualquier daño y respetar sus derechos y garantizar el cumplimiento de las normas de Keeping Children Safe. No se prevé ninguna compensación para su participación en este espacio participativo curso 23-24.

II. Confidencialidad.

La identidad de las/os participantes se mantendrá confidencial y únicamente los miembros del equipo tendrán acceso a los datos del proyecto. Si hubiera que presentar los casos de estudio, siempre se usarían seudónimos, tanto en cuanto al uso académico como la difusión pública. Si se considera que algún resultado del proyecto puede afectar o puede ser de interés por parte de las personas o colectivos participantes, habrá que comunicárselo.

III. Voluntariedad de la participación

La participación de vuestro/a hijo/a en este proyecto es completamente voluntaria, se formalizará mediante una hoja de consentimiento. No hay ninguna penalización en caso de no participar.

IV. Derecho a retirarse del proyecto

Vuestra/o hija/o tiene el derecho a retirarse del proyecto IMCITIZEN en cualquier momento. Solamente debe comunicarnos su decisión por cualquier medio.

V. Registro y uso de testimonios de su hijo/a, quien también podrá (o no) consentir que se hagan citaciones literales de sus intervenciones sin mencionar el nombre.

En conformidad con la guía para investigadoras/es de la UB en materia de protección de datos, se recogerán los datos personales que sean adecuados, pertinentes y no excesivos en relación con las finalidades del proyecto de investigación (principio de minimización de los datos). Dado que se tratan categorías especiales de datos para configurar los grupos de menores participantes (menores en riesgo de exclusión y también se consideran las categorías como el género y origen) se tendrá especial precaución y se evitará recogerlos, salvo que sea estrictamente necesario para el proyecto de investigación que se lleve a cabo.

Tanto usted como su hijo/a tiene derecho a acceder a sus datos, solicitar la rectificación de los datos inexactos o, si es el caso, solicitar la supresión, así como limitar el tratamiento, a limitar su tratamiento, a oponerse al tratamiento, así como a solicitar su portabilidad. Estos derechos los puede ejercer mediante escrito en la dirección postal o mediante un mensaje de correo electrónico a la dirección; protecciondedatos@ub.edu con un documento al que deberá adjuntarse una fotocopia del DNI o de otro documento válido que identifique a la persona afectada. Así mismo, le informamos de su derecho a presentar una reclamación ante la Agencia Catalana de Protección de Datos en el caso de cualquier actuación de la Universidad de Barcelona que considere que vulnera sus derechos

En caso de dudas o consultas, pueden contactar con la persona coordinadora del equipo de trabajo de su zona, . Si lo consideran, también pueden ponerse en contacto con la investigadora principal del proyecto de investigación: la Dra. Ana Novella Cámara (anovella@ub.edu)





Consentimiento informado

Título del Proyecto: IMCITIZEN

Persona coordinadora: Referente de equipo de proximidad:

FAMILIAS/TUTORES LEGALES DEL PARTICIPANTE

Yo <nombre y apellidos>, con DNI en calidad de padre, madre o tutor/a de <nombre y apellidos niño/a> afirmo que:

- He leído información sobre el proyecto IMCITIZEN curso 23-24 y he tenido la oportunidad de hacer preguntas, las cuales me han sido respondidas satisfactoriamente. SI NO
- Autorizo que los datos personales de mi hijo/a sean tratados con la finalidad indicada. SI NO
- Entiendo que la información anonimizada (sin ningún dato que permita identificar al informante) de este proyecto será puesta a disposición de otras investigaciones un tiempo después de haber finalizado este. SI NO
- Accedo a que mi hijo/a pueda ser grabada/o durante las actividades con fines estrictamente coherentes con el proyecto IMCITIZEN SI NO
- Autorizo que se hagan citaciones literales de sus intervenciones sin mencionar el nombre y preservando su identidad siempre. SI NO
- Consiento la publicación de fotografías vinculadas con el proyecto IMCITIZEN. SI NO
- Autorizo la participación voluntaria de mi hijo/a y he recibido una copia de este consentimiento SI NO

Firmado por tutores legales _____ Fecha: ___/___/202

NIÑA, NIÑO O ADOLESCENTE PARTICIPANTE

Yo <nombre y apellidos> _____ en calidad de participante afirmo que:

- Se me ha explicado y comprendo en que consiste mi participación en el proyecto IMCITIZEN. SI NO
- He tenido la oportunidad de hacer preguntas, las cuales me han sido respondidas satisfactoriamente SI NO
- Estoy de acuerdo en participar de este proyecto y comprendo que lo hago libre y voluntariamente. SI NO
- Autorizo que se hagan citaciones literales de mis intervenciones sin mencionar mi nombre y preservando siempre mi identidad. SI NO
- Accedo a ser grabada/o durante las actividades con fines estrictamente coherentes con el proyecto y a que se publiquen imágenes vinculadas al proyecto IMCITIZEN SI NO

Firmado niña, niño o adolescente _____ Fecha: ___/___/202

Responsable de la entidad:

Coordinadora del proyecto:



**CONSENTIMIENTO INFORMADO ADULTOS
PARA EL USO Y PROTECCIÓN DE DATOS OBTENIDOS DURANTE EL
ENCUENTRO IMCITIZEN BCN (19, 20 y 21 enero 2024)**

En el encuentro de trabajo se desarrollaran actividades que permitirán avanzar en la generación de conocimiento sobre las Plataformas de participación infantil en el marco del proyecto IMCITIZEN (Cerv-2022-CHILD). Pedimos tu participación aportando conocimiento sobre la experiencia que será de gran utilidad para avanzar en la participación de la infancia y en la creación de plataformas de participación. En todo momento podrás decidir si quieres participar o no de las acciones comunicativas, ser o no grabada y retirarte, en caso que así lo desee. No hay ningún riesgo en tu participación. El encuentro del 19, 20 y 21 de enero, el equipo de la Universidad de Barcelona se compromete a seguir las orientaciones adecuadas sobre posibles temas éticos en las publicaciones científicas de conformidad con el Reglamento general de protección de datos (RGPD), a continuación, puedes ejercer los derechos de acceso, rectificación, supresión, oposición y limitación sobre tus datos mediante un mensaje de correo electrónico a anovella@ub.edu o protecciondedatos@ub.edu. En caso de tener dudas al respecto se puede poner en contacto con anovella@ub.edu.

Título del Proyecto: IMCITIZEN

Persona coordinadora: Ana Novella- Facultad de Educación, Universidad de Barcelona

Yo <nombre y apellidos>, con DNI en calidad de adulto/a acompañante de los niños y niñas <nombre y apellidos niño/a> afirmo que:

He sido informado/a de las finalidades de las sesiones de trabajo durante el encuentro IMCITIZEN-BCN y he tenido la oportunidad de hacer preguntas, las cuales me han sido respondidas satisfactoriamente.	SI	NO
Estoy conforme, a que la información aportada sea tratada con la finalidad indicada dentro del encuentro garantizando siempre la confidencialidad y su anonimización; que sea grabada/o y/o fotografiada/o durante las actividades del encuentro Barcelona (19, 20 y 21 de enero) con fines estrictamente coherentes con el proyecto IMCITIZEN.	SI	NO

Firmado por persona adulta acompañante _____ Fecha: _19_/01_/2024

Responsable del tratamiento: UNIVERSIDAD DE BARCELONA, con CIF Q0818001J, domicilio a la Gran Vía de las Cortes Catalanas, 585 -08007 Barcelona.

Delegado de protección de datos: puedes ponerte en contacto mediante correo postal, dirigiéndote a Travessera de les Corts, 131-159, Pavelló Rosa, 08028 – Barcelona, o mediante un mensaje de correo electrónico a protecciondedatos@ub.edu.

Coordinadora del proyecto:



ANNEX 4.

