
Participatory Methodologies to Elevate Children's Voice and Agency

edited by

Ilene R. Berson

University of South Florida

Michael J. Berson

University of South Florida

Colette Gray

Stranmillis University College



INFORMATION AGE PUBLISHING, INC.

Charlotte, NC • www.infoagepub.com

Library of Congress Cataloging-in-Publication Data

A CIP record for this book is available from the Library of Congress
<http://www.loc.gov>

ISBN: 978-1-64113-546-7 (Paperback)
978-1-64113-547-4 (Hardcover)
978-1-64113-548-1 (ebook)

Copyright © 2019 Information Age Publishing Inc.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, microfilming, recording or otherwise, without written permission from the publisher.

Printed in the United States of America

CONTENTS

Preface.....	ix
Acknowledgments	xv

PART I

CRITICAL PERSPECTIVES ON CHILDREN'S VOICE AND AGENCY: ETHICAL ISSUES AND DILEMMAS

1 Participatory Research With Children: Critical Reflections	3
<i>Tiffany Barnikis, Maggie MacNevin, and Rachel Berman</i>	
2 Student Voice Work as an Educative Practice	25
<i>Susan Groundwater-Smith and Nicole Mockler</i>	
3 Researching the Perspectives of Children With Additional Support Needs During Their Transition to School: Ethical and Methodological Considerations.....	47
<i>Edith Jolicoeur, Joanne S. Lehrer, Julie Ruel, Johanne April, and Mathieu Point</i>	
4 The Role of Reflexivity in Performing Collaborative Student Voice Research.....	73
<i>Joseph Levitan</i>	
5 Amplifying Youth Voice Through Public Engaged Research	93
<i>Ross VeLure Roholt and Michael Baizerman</i>	

CHAPTER 7

PARTICIPATING IN CREATING OPEN SPACES WITH AND FOR CHILDREN

A Kind of Participatory Action Research?

Carlo Fabian and Timo Huber

ACTION, RESEARCH AND PARTICIPATION: FUNDAMENTALS AND DEFINITIONS

More than 20 years ago P. Alderson “claimed, that the view of children and young people had been generally overlooked in research studies” (Alderson, 1995, p. 40, cf. Aldridge, 2016, p. 31). In order to include the general population, and specifically children, in participatory action research, it is necessary to clarify the following points: (a) What is action research? What is participatory research?; (b) Which fundamental concepts are central to conducting participatory action research with children?; (c) What are the foundations of this kind of research approach?; and (d) What ethical aspects need to be considered? In the following, these points will be addressed in a short overview.

What Is Action Research? What Is Participatory Research?

Participatory research is grounded philosophically and ethically on the intention to do research *with* people, not *on* people. Participatory research needs to reconcile questions of rigor and professionalism with the idea of sharing power and competencies with research participants. This is the tension between research and application. Fundamentally, one can ask whether social science research (increasingly) has an obligation to address people's real lifeworlds and to render its products and insights closer to these lifeworlds and, probably, more useful to them. In order for this to work, it is central for researchers to acknowledge people as experts of their lifeworlds and fully integrate them into the research process (Reason & Bradbury, 2008c).

Participatory research is not so much a methodology, but rather a research strategy, or perhaps a research paradigm. Participatory research is a matter of decisions regarding the collaboration between research and application, when it is possible and in what form. A key questions concerns decision-making powers: Do researchers or practitioners decide on the approach, or is it both together on an equal footing?

According to Reason and Bradbury (2008b) there are a number of origins and variants on this research strategy: "Action research is a family of practices of living inquiry that aims, in a great variety of ways, to link practice and ideas in the service of human flourishing" (p. 1). However, it's

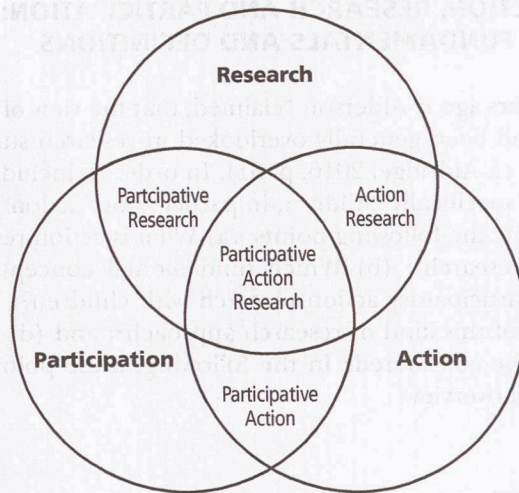


Figure 7.1 Relationship between participation, action and research (cf. Hughes, 2008, p. 385).

worth mentioning Lewin here as the founder of this research approach. Lewin's starting point was the conviction that theory and practice are closely related, and he aimed at conducting actual experiments with *naturally occurring social groups* (Lewin, 1951). It is difficult to draw a clear line between *action research* and *participatory research*. Additionally, there is *participatory action research* (McDonald, 2012, p. 40; Reason & Bradbury, 2008a, p. 696f). Hughes (2008, p. 385) provides a useful typology for this chapter.

In this chapter we maintain that participatory action research (PAR) "is an umbrella term covering a variety of participatory approaches to action-oriented research" (Kindon, Pain, & Kesby, 2010, p. 1). As will be explained below, QuAKTIV includes all three elements, that is *participation*, *action*, and *research*. It doesn't make much sense to try to separate them out, as all three work together, complement each other and should be considered as a whole.

Because of this, we use the concept *participatory action research* (Swantz, 2008, p. 31f). According to Reason and Bradbury, "Action research is part of revisioning our worldview, a paradigm shift, changing what we take as knowledge" (cf. Reason & Bradbury, 2008a, p. 698; see also Kindon et al., 2010, p. 14). In this chapter we discuss the fundamental concepts and key elements, as well as ethical aspects, of PAR. On this basis we present the program QuAKTIV and finally analyze it against the backdrop of PAR and the action research paradigm.

FUNDAMENTAL CONCEPTS OF PARTICIPATORY ACTION RESEARCH WITH CHILDREN

Before considering the foundations, processes, and methods of action research, it is important to clarify the fundamental concepts. In order to participate, formulate a concern, or put forward an opinion on equal terms, a person requires certain competencies. These can be fairly general, such as communication competence, rhetorical competence, bravery, perseverance, and so on. In the context of PAR the following deserve a special mention: *participation*, *empowerment*, *emancipation*, and *autonomy*. These will be explained briefly here, and discussed and elaborated later in the chapter.

Participation and Emancipation

Participation in the context of urban development, as it is understood and implemented within QuAKTIV, aims at fostering participation in the development process of a quarter or a specific open space. In this process, those in a position of power (local authorities or local administration, schools, etc.)

enable and organize participation. It is thus embedded in and connected to democratic society. Emancipation involves a step-by-step, procedural, and experimental approach, because emancipation aims to increase the participants' self-determination, autonomy, and recognition, and can be considered an open-ended process of learning and liberation, on an individual and collective level (Oehler, Drilling, Käser, & Thomas, 2017). It always involves liberation from power relations on the one hand, and self-liberation on the other.

Empowerment and Autonomy

An empowerment approach means abandoning paternalistic practice and replacing it with a focus on individual care provision, support, and education, with new strategies specific to target groups, aiming at lifeworld activation and mobilization. Empowerment denotes measures, strategies and concepts that increase autonomy and self-determination in the lives of individuals or communities, that enable them to autonomously champion their interests and independently shape their own environment. Participatory projects also give rise to critical and ethical questions (Salge, Glackin, & Polani, 2014). A central question is *who* should be empowered. Empowerment requires engagement with the needs, concerns, and circumstances of disadvantaged, weaker, or vulnerable people (Fabian, Drilling, Niermann, & Schnur, 2017). But who exactly is considered to be disadvantaged, weak, and vulnerable is determined through the normative gazes of professionals. However, this normative gaze "from above" contradicts the empowerment approach, in which the people affected should be the driving force for change (Salge et al., 2014).

In summary, participatory processes can have emancipatory impacts. Participatory processes have a great potential to strengthen individuals—including children—and even communities and groups in learning and development processes. Participation and emancipation have a number of overlaps and commonalities, but they differ in their starting points, in the difference between *empowerment by others* and *self-empowerment*. But often empowerment by others is a precondition for self-empowerment. Both approaches can thus be considered complementary.

What Are the Foundations of Participatory Action Research?

There are various guidelines and checklists that put forward the foundations and principles of PAR. These won't be detailed here, instead we will rely on a simple system that provides an appropriate foundation for

reflection, in order to measure and discuss the quality of processes in PAR, and more specifically in QuAKTIV.¹ The basic principles for participatory research are presented here, following Selenger. He describes seven components to the PAR process (as cited in MacDonald, 2012, p. 39):

1. The problem “originates in the community itself and is defined, analyzed, and solved by the community.”
2. “The ultimate goal of PAR research is the radical transformation of social reality and improvement in the lives of the individuals involved; thus, community members are the primary beneficiaries of the research.”
3. “PAR involves the full and active participation of the community at all levels of the entire research process.”
4. “PAR encompasses a range of powerless groups of individuals: the exploited, the poor, the oppressed, and the marginalized.”
5. PAR has the “ability to create a greater awareness in individuals’ own resources that can mobilize them for self-reliant development.”
6. “PAR is more than a scientific method, in that community participation in the research process facilitates a more accurate and authentic analysis of social reality.”
7. “PAR allows the researcher to be a committed participant, facilitator, and learner in the research process, which fosters militancy, rather than detachment.”

The description of these seven components shows that expectations are high when it comes to PAR. The practicalities will be discussed using the example of QuAKTIV.

WHAT ETHICAL ASPECTS NEED TO BE CONSIDERED?

This section will sketch some specific ethical aspects that should be considered in relation to PAR projects. Ethical aspects are generally important in the context of research, but also more specifically as soon as work is carried out for or with people. Ethics does not prescribe what or how something is to be done, instead it helps us establish principles and rules, and determine which actions are right and which wrong (Manzo & Brightbill, 2010, p. 31). Manzo and Brightbill state: “Participation will not, in and of itself, make research ‘ethical’; the approach can be deployed to support a researcher’s pre-existing agenda, or to further the interests of a particular group” (p. 39).

In addition to existing ethical principles in research, that is “respect for the person,” “beneficence,” and “justice” (Manzo & Brightbill, 2010, p. 34), Manzo and Brightbill (2010, p. 37f) put forward the following points:

- *Representation*: Everybody’s knowledge and concerns matter and are important.
- *Accountability*: to an ethical review board.
- *Social responsiveness*: Researchers must listen and respond to participants’ concerns and include their perspectives in the process.
- *Agency*: PAR inspired approaches promote ethical principles by following them in their execution and demanding them from all participants.
- *Reflexivity*: Ethical aspects are important beyond the planning stage, and should be continuously reflected upon.

QuAKTIV was not presented as a PAR project from the very beginning. However, as previously mentioned, QuAKTIV implemented lots of different elements and aspects of PAR. Because of this, it is important to discuss the ethical aspects of this program.

The Participatory Action and Research Program Quaktiv

“QuAKTIV” is shorthand for enhancing activities in the neighborhood (www.quaktiv.ch). Children participated in different project phases, like *analysis of the situation plan, design, and concept or realization*. The starting point for the program was an acknowledgement of the lack of communal planning and implementation in previous programs for children and youth, as well as in aspects of the design of place and natural spaces. The University of Applied Sciences and Arts Northwestern Switzerland FHNW, School of Social Work carried out QuAKTIV in collaboration with three pilot communities, as well as various experts in the canton of Aargau (Switzerland) between 2013 and 2016.

The aim was to develop and evaluate adequate processes, methods, and structures in the community, and with the community, in order to gain insights and develop methods that can be made available to a wider public. In the three locations various different methods were tested, dynamic processes realized, supporting structures installed and experiences gained. The participatory processes in QuAKTIV included several methods and can be subsumed as PAR, even though the project was not declared as such from the beginning. The insights acquired were discussed with all stakeholders (children, adults, experts) and the children were part of the decision-making process. Research and practice came very close and certainly profited from one another.

Participation and Participating Children in Quaktiv

The best outcomes are achieved when children participate directly in the design of their lifeworlds, which were areas of open space in the program QuAKTIV. Participation does not mean that adults keep children informed and ask for their ideas, rather it takes place when children help shape and are involved in the decision-making process. Ideally they will even take on some of the responsibility (for example caring for the open space). Within the program QuAKTIV, the working basis for the participatory processes was a project cycle with five working phases, as shown in Figure 7.2.

Throughout all phases, there was a different distribution of the number of participating children (see Table 7.1). Pilot Project 1 and 2 took place in a school context. Pilot Project 3 was about an open space in a neighborhood

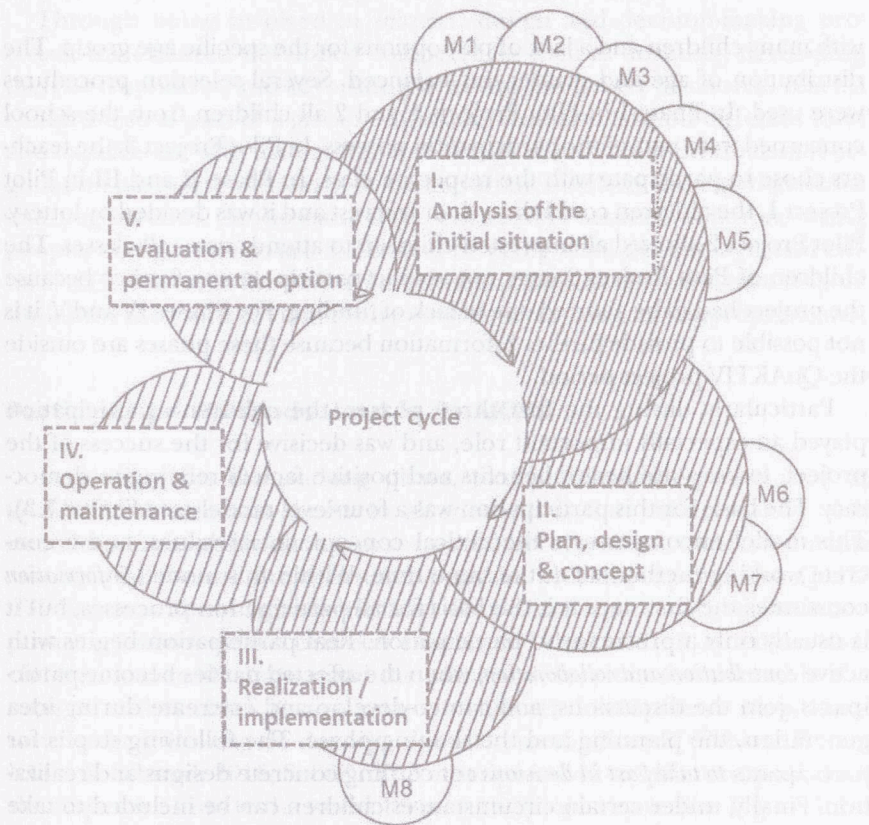


Figure 7.2 Project cycle and working phases (Fabian, Huber, Käser, & Schmid, 2016, p. 19).

TABLE 7.1 Participating Children in QuAKTIV Pilot Projects' Different Working Phrases

Participating children	Phase I	Phase II	Phase III
Pilot project 1			
Age 4-9	16f / 17m	10f / 8m	15
Age 9-12	24f / 31m	9f / 9m	25
Pilot project 2			
Age 4-6	14f / 17m		
Age 6-9	12f / 8m	11f / 9m	
Age 9-12	24f / 22m	17f / 14m	15
Pilot project 3			
Age 6-8	8f / 5m		
Age 12-13	8f / 9m		

with many children and a lack of play options for the specific age group. The distribution of age and gender was balanced. Several selection procedures were used. In Phase I in Pilot Projects 1 and 2 all children from the school concerned were part of the participation process. In Pilot Project 3, the teachers chose to participate with the respective class. In Phase II and III in Pilot Project 1, the children could show their interest and it was decided by lottery. Pilot Project 2 allowed all interested children to attend across all classes. The children of Pilot Project 3 were not able to participate any further because the project had to be aborted due to lack of funding. For Phases IV and V, it is not possible to provide further information because these phases are outside the QuAKTIV project period.

Particularly during the first three phases, the children's participation played an especially important role, and was decisive for the success of the project, to reap the health benefits and positive factors relating to democracy. The basis for this participation was a four-level model (see Figure 7.3). This model encompasses a theoretical concept, social values, and a concrete working method all at the same time. Within this model, *information* constitutes the first step. It is the basis for all participation processes, but it is usually only a precursor to participation. Real participation begins with active *contribution and collaboration*, when the affected parties become participants, join the discussions, and can co-develop and co-create during idea generation, the planning and the shaping phase. The following step is for participants *to take part in decisions* concerning concrete designs and realization. Finally, under certain circumstances children can be included to take *co-responsibility* for some of the outcomes. The QuAKTIV program sought to foster participation that included all of the above steps, including information and co-design, as well as decision-making. The participatory processes

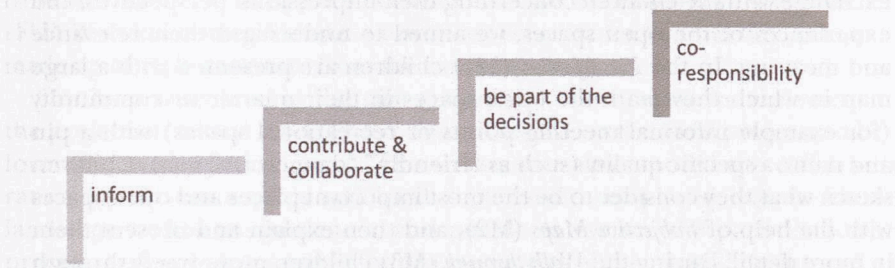


Figure 7.3 Participation steps in QuAKTIV (Fabian et al., 2016, p. 16).

brought about a variety of effects. By contributing and collaborating, the children experienced firsthand that their rights are taken seriously and that they have opportunities to shape their local community.

Through being involved in relevant design and decision-making processes, the children developed competences such as debating, developing their own opinions, and advocating or abandoning their position to reach a compromise as part of a group. Children could also take on different roles and experiment with them. Children emerge as creative individuals and negotiation partners, who can provide important feedback during discussions and negotiations. At the same time, encounters between children, young people, and grown-ups are facilitated, bridging class, gender, age, and cultural differences. In this way children experience that they can take responsibility for their current and future environment, in an age appropriate way.

Participation Methods Used in QuAKTIV

Depending on the working phase, particular methods were used in QuAKTIV. A common theme in all methods is that children share and negotiate their observations, perceptions, recollections, and assessments amongst themselves and, whenever possible, with the experts. The *QuAKTIV-Team* was always actively involved. Part of the team's work was to incorporate a *feedback element* between experts and the children, to ensure that children had really understood the plans and decisions formulated by the experts, and to check if any changes or further developments were necessary. In the following we describe the main methods used (Fabian, Huber, Käser, & Schmid, 2016, S. 38f). The descriptors M1 to M8 correspond with the respective links to the work phases in the project cycle (see Figure 7.2).²

The methods M1 to M5 in Phase I “analysis of the initial situation” have the same overarching aim, which is to define, situate, and describe the crucial open spaces in the quarter and community. In communication and

exchange with the children concerning their impressions, perspectives, and experiences of the open spaces, we aimed to understand their relevance and meaning. In the *Pin Method* (M1) children are presented with a large map in which they mark the open spaces in their quarter or community (for example informal meeting points or recreational spaces) with a pin and name a specific quality (such as "friendly," "dangerous," etc.). Children sketch what they consider to be the most important places and open spaces with the help of *Subjective Maps* (M2), and then explain and present them in more detail. During the *Walk-through* (M3) children move freely through their quarter or community and comment on the open spaces, their function, and meaning. The outcomes are written down and photographed. In *Auto-Photography* (M4) children choose open spaces (e.g., meeting points, open spaces in nature for retreat and relaxation) and take photographs of them. This creates a collection of impressions, which are then discussed. *Exploration and Assessment* (M5) means that children encounter and assess specifically the open space that is going to be redesigned.

In Phase II, "plan, design, and concept," the children visit the open space as part of the method *Planning-Drawing Workshop* (M6). They then take their ideas and proposals about the redesign process and work it into a drawing. The method *Model Construction* (M7) involves the children building models of the open space, including their ideas for the new design, using handicrafts and natural materials. The models and ideas are then discussed and evaluated and can also be discussed with the planning experts.

The method *Participatory Building Days* (M8) is part of Phase III, "realization and implementation." Here children join in with the building work to transform the open space, for example helping with landscaping, the artistic arrangement of a specific zone or working with plants. It is important that this work involve mostly natural materials, such as sand, stone, and earth.

Organization and Cooperation in the Program and Pilot Projects

It is worth clarifying the program structure of QuAKTIV in order to show which people and institutions were involved. QuAKTIV was organized as a program and included three pilot projects (project level). The project level consisted of the overall management team with responsibility for (a) the implementation of the pilot projects, (b) bringing together the insights gained, (c) experience exchange between the participating communities, (d) communication with external agencies and participants (a workshop took place with planning and design experts, who were not involved in QuAKTIV), and (e) the organization of a final conference with a number of participants from different professional contexts. This responsibility fell to the QuAKTIV team

from the University of Applied Sciences and Arts Northwestern Switzerland (FHNW). On a strategic level the team was accompanied by a steering group, made up of representatives from the canton of Aargau.

On the project level in the *pilot communities*, the aim was to implement the project on a local level. The communities led on the local projects and formed a local working group. The community also ensured the collaboration of relevant experts and local departments, employed experts like landscape architects, gardeners, and people to oversee the participation process, and were responsible for diverse aspects of the natural design and open spaces. The communities took part in the knowledge exchange workshops and the final conference, consented to disseminating the experience gained from the pilot project and confirmed their interest in sustainable engagement with the theme within the community. They also needed to ensure that there was plenty of time to enable the participatory process, agreeing to the timetable proposed on the program level.

The main responsibility of the *QuAKTIV team* consisted in the participatory work with the children, as well as ensuring that exchange occurred between the children and other stakeholders. Furthermore, the team conducted a number of evaluations concerning the methods and processes (Schmid, 2015a, 2015b; Schmid, Käser, Huber, & Fabian, 2015) and wrote reports (Huber, Fabian, Käser, & Schmid, 2015a, 2015b). There was also one external evaluation that investigated the participatory procedures and democratic aspects of the project (Widmer & Stutz, 2016).

To sum up, there was intense cooperation and significant exchange between the QuAKTIV leadership, stakeholders in the community and canton, and children. The work processes have enabled and supported the overlapping and complementary areas of action, research, and participation in multiple ways.

Conclusion of the Structures, Processes, and Methods

Based on the experience gained in the QuAKTIV program, the following conditions and foundations need to be in place so that participatory methods with a focus on children can be successfully implemented.

- The responsible parties in the community share the position that children *must* be included in the development projects that concern them. This commitment confirms and emphasizes their belief that decisions that are to be made *for* children can only be made *with* children.
- Children are given a *fair opportunity* to adequately participate during *all the phases* of the project.

- Those responsible see and accept children as *experts in their lifeworlds*.
- Children *help define* which places and open spaces in their environment are considered, inspected, visualized, and discussed.
- Children assess the open spaces, considering various qualities such as presence, attractiveness, opportunities for exchange and for retreat, sport, relaxation, and adventure, but also unease, fear, barriers to access, and so on.
- The children develop their ideas and wishes regarding how these open spaces could be designed according to their needs. They provide ideas on what *activities* they would like to carry out there, what *functions* the spaces should fulfill, what *elements* they would like to include and what materials and plants they prefer.
- The children's discussions, comments, assessments, wishes, and ideas are noted in the form of a report, photos, video, or models. The children thus receive a *documented voice*.
- *Experts* are brought in from the areas of planning and construction, such as landscape architecture, planning, gardening, and so on. This also includes representatives from local administration and government. Thus exchange takes place between *partners*; that is, between *children* and the *adult experts*.
- Other *adults*, such as parents, people working in children and youth services, or educational personnel from schools and kindergartens are included. They work alongside everybody else (e.g., participatory building site) or support the processes and work stages (e.g., model building)

RESULTS AND FINDINGS

In the following section we will present the results and findings from the program QuAKTIV. This is based mainly on the research project itself, evaluation, and further reflection.

Participation and Democracy

The project QuAKTIV has prompted the question: To what extent can children's participation in the development of open spaces contribute to the development or preservation of democracy at a community level? This question is relevant to this contribution because, in our view, the promotion and support of participation for "weaker" or "vulnerable" groups, in this case children, is central to PAR. The more these criteria are fulfilled, the stronger the participative element in a PAR project will be. At the same time ethical aspects will be

better addressed. This question has been addressed in the external evaluation mentioned earlier (Widmer & Stutz, 2016). The dimensions that are central to the question of relevance to democracy are (Widmer & Stutz, 2010, p. 20):

- *Inclusion*: reaching the target group and facilitating participation with the chosen methods.
- *Justice*: with regards to the behavior towards participants and non-participants.
- *Quality of the participation*: reaching qualitatively high-value participation processes, in other words deep, continuous participation with a fair, balanced, and unbiased procedure.
- *Transparency*: information for participants and nonparticipants.
- *Socialization*: influence on the behavior and attitudes towards participation among those involved.
- *Embeddedness*: inclusion of the new forms of participation in the existing democratic processes.

When considering PAR it is the first four dimensions that are most relevant, and these will be explored in more detail. The program-specific analysis from Widmer and Stutz (2016, p. 10) shows that the potential for a democratic contribution from participation processes with a group without the right to vote varies (which affects young people specifically), and is dependent on the framework conditions in the community (different structures, values, and traditions). In the following we describe how QuAKTIV implemented the previously described dimensions of democracy (Fabian et al., 2016; Schmid et al., 2015; Widmer & Stutz, 2016).

In order to ensure *inclusion* and thus participation, QuAKTIV chose and implemented age-appropriate and low-threshold methods (cf. above). Creative and activating elements were built into the methodology, such as nonverbal negotiation and exchanges, in order to ensure the inclusion of younger children or those children with speech or articulation difficulties. For this to work it was decisive to use experienced and trained staff to plan and carry out the methods. The staff were familiar with the methods and were experienced with regards to interacting with children and young people, allowing real participation to emerge.

QuAKTIV aimed to ensure that children of all age groups were represented and that a gender balance was achieved within the participation processes. In order to achieve this *justice*, the children were all included during 1 week of the project and then, for example, on another occasion, selected by chance on a quota basis (with the selection criteria being age and gender). According to Widmer and Stutz (2016), it was possible to ensure *justice* within QuAKTIV through good representation, despite not all people in the target groups participating.

QuAKTIV made constant communication and exchange of interim results and decisions to the group of participating children a priority. Processes without prejudging the outcome were continually favored, although always keeping within the constraints imposed by the time and budget available (a new swimming pool was not, for example, considered doable). Following Widmer and Stutz (2016) we achieved *high quality and deep participation*. The fact that the same children were part of the long process also increased the participation quality.

Following Widmer and Stutz (2016) a good level of *transparency* was achieved in most cases. The children were given information about QuAKTIV at various points. The aims and objectives of QuAKTIV were explained in a way that the children understood and the role of those present was clarified. Both the potential of the project and the limitations due to the available budget was made clear. This was done to avoid the creation of false expectations (p. 10).

The results of the evaluation (Widmer & Stutz, 2016) on the dimension *socialization* shows that the participation process had a positive effect on all parties. It was a good experience for the children to be asked for their opinion, and they did not take it for granted. The workshops in which feedback was given about the development of the project led to discussions, which were also experienced positively by the children. They felt that they were taken seriously and valued. Other people involved in the process, such as planning experts and decision-makers took something away from the process, including new insights. Most of the children would take part again in a similar participation process, which suggests at least a short term positive socialization effect (Widmer & Stutz, 2016, p. 11). The children involved in the location with a project that had to be cancelled had a less positive experience.

Participation and Emancipation

The foundation for emancipation is the ability to think rationally and recognize one's own interests. Children need practice to learn to think rationally and to recognize their own interests. In order to get this practice, they are dependent on a social environment that communicates to them that they can, and should, have their own opinions. As the experience in QuAKTIV shows, it is crucial that preconditions (structures and processes) are built or kept that support and enable this process, at home, at school, and in the community. Children can build on this to reflect on their lifeworlds and put forward an idea. The different experiences in the pilot projects from QuAKTIV have shown how important it is for children to have the time and space to interact with their own lifeworlds and the relevant open space to be able to analyze, judge, and formulate ideas for a new design or transformation.

To create this space and time for them, it is necessary to break down the process into small parts, provide feedback sessions, and add more in-depth processes where necessary. It is also key to designing the processes in a way that means children have the best possible opportunity to take part, so that fairness is ensured. These processes and experiences support children on their path to independence, self-efficacy, and finally maturity.

In this context, it is important to consider the level of the individual children who benefit from the opportunity to analyze their lifeworld and their own individual learning process. The kind of political education that comes with participation in a project such as QuAKTIV supports children in their ability to formulate their own projects in the future. In this sense, participative projects aimed at developing open spaces can be seen to lay the foundations for future emancipative projects. Participation is thus a step towards emancipation, as was seen in at least one of the three QuAKTIV projects, in which young people went to their community with wishes after the formal project had finished. Thus, the learning process transforms what is initially a more top-down process (participation in QuAKTIV) into a bottom-up approach.

The meaning of the paired terms *participation and empowerment* is in many ways similar to the paired terms *participation and emancipation*. The move from participation to emancipation is in fact empowerment. Both emancipation and participation are contingent on a certain openness in the process, which is to some extent a gamble that allows experimentation and a willingness to relinquish power. Participatory processes at the level of *contribution and collaboration* lead to experiences and learning processes which give the participants the potential to join other projects at a higher participation level, and thus prepare them to take emancipative action.

The Health Benefits of Participation

The Participatory Process as a Space of Experience

Participation does not only foster democracy and shared outcomes (in the case of QuAKTIV the design and identification of the open space), but also has an *effect on those taking part*. The design process influences, amongst other things, the health prospects and health resources of those participating (Vis, Strandbu, Holtan, & Thomas, 2011, see also Hartung, 2012). In the case of participating children, their experience is manifold: to be heard and taken seriously as a resident with both an opinion and a voice, integration in the community, social contact and exchange with other people and other generations, to experience empathy from grown-ups and other children. If this experience is felt as positive, children's health resources may be strengthened. These resources are to be seen as factors that safeguard

or strengthen resilience, that can be fostered and are empirically measurable (Bengel, Meinders-Lücking, & Rottmann, 2009). These factors will be outlined in the following paragraphs.

Empowerment and Autonomy

The concepts of empowerment and autonomy were introduced earlier in the chapter. It should be emphasized again, that the empowerment approach means that researchers and practitioners attempt to depart from paternalistic practices of traditional social work focused on individual care, support and education. Instead such practices attempt to encourage autonomous action and mobilization among the target beneficiaries. The term empowerment describes measures, strategies, or concepts that increase the autonomy and self-determination of individuals or communities, allow them to champion their interests and independently shape their environment (Salge et al., 2014). Here, autonomy is always in a state of tension with decisions taken elsewhere, and also with other individuals or a community. An opportunity for individuals to resolve this tension for themselves promotes health. In participatory projects such as QuAKTIV, children can experience and witness how their concerns and ideas are taken up by the public authorities and planners, and are integrated into the final design. Children experience that they really can build and mold the world around them through a process of exchange, and also negotiation. Through this realization they obtain power and their autonomy is strengthened. It is thus a matter of reconciling the tension between *autonomy* and *community* and experiencing it as malleable.

Self-Efficacy

The concept of perceived self-efficacy is important in the area of health and is well validated. Perceived self-efficacy is defined as the subjective certainty that new or difficult situations or conditions can be overcome based on one's own competences (Schwarzer & Warner, 2013). Such practices go beyond the routine and demand effort and perseverance. The concept differentiates between the perception of the consequence (conviction that the conduct will lead to success) and the perception of competence (expectation about one's self, about one's own ability to carry out the action; Bandura, 1997). There is a strong relationship between perceived self-efficacy and health or healthy behavior (Schwarzer, 2008; Schwarzer & Warner, 2013). Fostering self-efficacy is an important intervention, especially in the context of prevention projects and projects that promote health (e.g., in the area of substance abuse, violence, civil courage). Self-efficacy shows a clear preventative effect in these contexts. The most effective way to strengthen perceived self-efficacy is through *firsthand experience* and observing *behavioral*

models (Schwarzer & Warner, 2013, p. 146). Participatory projects such as QuAKTIV provide many such experiences.

Attribution and Locus of Control

A central component of perceived self-efficacy is the idea that, as an individual, one can influence events and conducts—or that one cannot. This locus of control is subdivided into an *internal* and an *external locus of control*. We speak of an internal locus of control when somebody is convinced that the outcome of a particular action is due to their contribution. In contrast, in the case of external locus of control, external circumstances are seen as the cause of the outcome. People with a stronger internal locus of control are often healthier and have a better sense of well-being (Schwarzer & Warner, 2013). When participatory processes in projects like QuAKTIV give children the experience of influencing (controlling) part of their lifeworld and contributing to decisions and solutions, then their internal locus of control is strengthened, along with its method of attribution.

Sense of Coherence

In his model of salutogenesis, A. Antonovsky (1979) places center stage the question of what keeps a person healthy. The concept of the *sense of coherence* emerged in this context and has three components: *Comprehensibility* is an individual's expectation that everyday stimuli, situations, and experiences are orderly and predictable, and that they can be understood as consistent and structured. This allows a consistent picture of the world to be built. *Manageability* describes the expectation that difficult situations or challenges can be solved and overcome. The individual's resources and competences are important here, but also the belief that other people will help master the difficulties. Finally, *meaningfulness* describes the expectation that life is meaningful. The feeling of purpose motivates individuals to face the challenges and manage. A person's sense of coherence correlates with their health. A strong sense of coherence means that a person can react flexibly in the face of challenges and stress, and that they can effectively activate required resources. The decisive influences on the development of the sense of coherence are participation and decision-making processes, such as those that occur within QuAKTIV (Sagy & Antonovsky, 2000).

REFLECTION ON AND DISCUSSION OF QUAKTIV

In this section, QuAKTIV will be discussed in relation to the principles of PAR and to the ethical aspects, leading to some final insights and discussion points.

QuAKTIV and the PAR-Principles

The PAR principles based on the work of Selenger (as cited in MacDonald, 2012, p. 39) will be used for the reflection of QuAKTIV.

Defining the Starting Position as Close to the Lifeworld of the Community Members

The problem "originates in the community itself and is defined, analyzed, and solved by the community" (Selenger, as cited in MacDonald, 2012, p. 39). Depending on the definition and interpretation of *community*, this point is at least partly fulfilled by QuAKTIV. If community is defined not only as the main target group of the program (children in the case of QuAKTIV), but instead includes the wider circle of stakeholders (including residents, administration, and local government departments), it can be argued that the problem originates in the community. Following on from this, experts from the administration and wider practice on the level of the canton (Aargau) have, based on their experience, formulated the aim to address place-making projects with more participatory, ecological, and pedagogical aims for children in a *shared* and *integrated* approach. To achieve this aim, the university was asked to support the canton. The development of the program, including the questions asked and the approach used, was developed in close cooperation with the representatives of the community. However, the children were *not* included in this initial phase. The children were included early on and comprehensively in the framework of the three local projects, and were able to shape the project from the "analysis of the initial situation" phase. But the decision whether or not to pursue QuAKTIV was made by adults and the administration.

In hindsight, the question arises about to what extent this first principle of PAR can be fulfilled in projects with children. As was discussed earlier, in order for people to become active themselves and to be able to formulate and express concerns, they first need to hold certain competences and have undergone emancipatory processes. These are processes that are more likely to work in the domain of older children and young adults. In this respect the principle may be considered as fulfilled on the level of the children being the target group of the research: In the local projects they were involved early on. In addition, it may be assumed that the participatory processes of QuAKTIV supported the development of a more emancipatory outlook and initiative and thus contributed to the fulfillment of the PAR principle.

Transformation of Society

"The ultimate goal of PAR research is the radical transformation of social reality and improvement in the lives of the individuals involved; thus, community members are the primary beneficiaries of the research" (Selenger,

as cited in MacDonald, 2012, p. 39). Radical transformation of social reality is a visionary goal, an indeed a hardly realistic goal for a single, limited project. However, once this goal is transferred to the lifeworlds of the community, with particular emphasis placed on children, QuAKTIV can be seen to make an important contribution to transformation in the social reality in this context. Beyond the realization of new free and play spaces with all their advantages (play, movement, social contacts, etc.), which are all important elements of a transformed social reality, it became evident in the project that the *participatory processes* aiming at the autonomous design of lifeworlds have great potential to empower and support children. Furthermore, QuAKTIV has (in locally specific ways) contributed to the enhancement of participation specific principles, values, and cultures.

If we want to work together to (co-)shape lifeworlds in a responsible way, and through this work transform them, there are certain prerequisites that need to be in place, including empowered and emancipated individuals, participation that also includes weaker members of the community and an understanding of democracy. This is the case even when only small steps are taken, with radical transformation remaining a larger endeavor.

Full and Comprehensive Participation

"PAR involves the full and active participation of the community at all levels of the entire research process" (Selenger, as cited in MacDonald, 2012, p. 39). As was made clear while discussing the other principles, children as the main beneficiaries of the project were closely and intensely involved in the local projects. However, during the preparation and organization work-phases of the program and projects the involvement from the communities was limited to key adult stakeholders.

It is important to carefully consider and negotiate who the community is and which members can and must be present at particular points in time, not only when reflecting back using the PAR principles, but more importantly during the planning and realization of PAR projects. This means that in some cases it will not make sense for particular groups to be involved in certain phases, as in our case, where the children weren't involved from the very beginning. However, this question cannot be answered in any final sense based on principles alone, but needs to be addressed in a situated manner. As powerful adults, we are responsible for including children and allowing them to participate as extensively as possible. This is a challenge as well as an ethical question.

Focusing on Weaker Members of Society

"PAR encompasses a range of powerless groups of individuals: the exploited, the poor, the oppressed, and the marginalized" (Selenger, as cited in MacDonald, 2012, p. 39). Generally speaking, children are among the

weakest members of society. Children have rights (see the UN Convention on the Rights of the Child), however, these come into effect in very different ways. In the QuAKTIV projects children were intensively included using new and alternative forms of participation, also alongside key members of their community. The prerequisites for this were the previously discussed points regarding power sharing in questions of design and decision-making.

As mentioned earlier, processes like QuAKTIV, which are broadly supported, methodologically sound, and lasting, may contribute to the strengthening of children. PAR projects like QuAKTIV work beyond their direct impact on the beneficiaries by supporting and developing structures, values, and attitudes (like the importance of democracy and participation). Presumably such impacts can be achieved best when not only considered theoretically, but in a combination of participation–action–research, as exemplified in QuAKTIV.

The Development of Individual Resources and Competencies

PAR has the “ability to create a greater awareness in individuals’ own resources that can mobilize them for self-reliant development” (Selenger, as cited in MacDonald, 2012, p. 39). This point was put into practice very successfully in QuAKTIV. As was explained above, specifically children were strengthened through involvement in the participatory processes in QuAKTIV, but also the adults involved and some of the structures, such as the community administration. The development of self-reliance mentioned in the principles is to be understood in the contexts of autonomy, empowerment, and especially emancipation, as discussed previously.

QuAKTIV, as an example of a PAR project, shows that our own resources can be fostered, and that this can be done consciously. The decision to foster resources has positive consequences (e.g., health benefits).

A Realistic Analysis of Social Reality

“PAR is more than a scientific method, in that community participation in the research process facilitates a more accurate and authentic analysis of social reality” (Selenger, as cited in MacDonald, 2012, p. 39). Based on the evaluation and project reports of QuAKTIV, as well as the methods of participation and the construction and organization of the program and its local projects, it can be argued that this research project was conducted in a comprehensive and integrative way, in particular with regards to the realization of open spaces. Not all members of the community were involved (for example, adults without children or older people were not asked to participate). However, the main beneficiaries, children, as well as the other key stakeholders were intensively

In our view, the diversity of participatory methods used within QuAKTIV as well as the commitment to repeatedly feedback intermediate results to

all participants, including a process of reflection, led to an authentic analysis of social reality.

Researching on an Equal Footing With Participants

"PAR allows the researcher to be a committed participant, facilitator, and learner in the research process, which fosters militancy, rather than detachment" (Selenger, as cited in MacDonald, 2012, p. 39). We believe that QuAKTIV fulfilled this principle very successfully. As department of social work and part of a university of applied sciences, we are always striving to work close to practice and application, working for and with beneficiaries, with respect and aiming at mutual utility. To enable such work, we always aim to also learn in our projects and to make results available broadly (in publications, presentations, and teaching). We learnt a number of key things in QuAKTIV, including: cooperation with administration, key stakeholders, and children; communication on all levels; implementation of adequate means of participation; design of organizational processes. To work respectfully with children, partners, and other key stakeholders requires the ability to meet them as equals. To work with children on an equal footing is particularly challenging, and this is evidenced purely physically: Adults tower above children. It is important to constantly reflect on dominance and power, to choose methods and communicate adequately, and to permanently reflect and adjust accordingly.

In order to be able to work with all participants in the community on an equal footing (specifically children), become their supporters and learn in the process, it is necessary to clarify values and attitudes in advance. It is only possible to do justice to this principle by recognizing that children are experts in their lifeworlds and showing a willingness to share power and the decision-making process.

QuAKTIV and Ethical Aspects

The ethical aspects introduced earlier in the chapter will be summarized and discussed here in relation to QuAKTIV. The results relating to democratic research are particularly relevant. Although ethical aspects were not as such explicitly addressed in QuAKTIV, they emerged as part of the processes and attitudes, especially as part of decision-making questions, such as: What do we want to do? Which methods should we apply? How do we make sure that all children take part, including disadvantaged children? How do we make sure that the children's wishes and ideas are taken into account? How do we deal with the fact that a power gap exists between children and adults, and yet we want to work on an equal footing? and so on. These questions occupied us on a daily basis.

Looking back at QuAKTIV we believe that key PAR principles like *respect for the person*, *beneficence*, and *justice* were fundamentally fulfilled, because

children as main beneficiaries as well as a wider community (adults, and key stakeholders) participated intensely in the processes, were *often involved in joint decision-making* and *repeatedly reflected* on the processes. By and large, the children profited greatly (attractive, child-friendly, and natural open spaces were created, individuals were strengthened), and the same was true for the community (adults) also (development of attitudes, understanding of the value through participation). QuAKTIV's processes and basic assumptions (everyone is an expert in their lifeworld, also children, and has the right to contribute their insights and desires) contributed to the fulfillment of the principles *representation*, *social responsiveness*, and *reflectivity*.

QuAKTIV did not have to be examined by an ethical review board at any point (*accountability*). However, ethical concerns were debated and reflected on during all phases with the steering group and internally in the team, thus working towards this principle in a different way. As a stakeholder the steering group lacked neutrality, however it did provide space for reflection. Despite this, ethical aspects were more unconsciously part of the project and the decisions made. In this way QuAKTIV probably contributed to the principle of *agency*. We cannot estimate how large this contribution was.

Is this all sufficient? Upon reflection, we believe that QuAKTIV would have benefitted from a more conscious and explicit consideration of ethics as part of the PAR process. We never clarified how decisions had to be done exactly, who had to be involved, who was allowed to be involved, how to deal with dissent, and what to do when no decision could be reached, etc. It would have been beneficial to have followed more systematic procedures and explicitly ethically guided processes, potentially leading to more (and better) outcomes and impacts.

Insights on the Research Methodology

Projects for and with children present a particular challenge. Children are not adults. It is thus not enough simply to ask them questions or involve them. Children think differently, perceive differently, have different needs, communicate differently, and so on. Precisely because of this it is not only an exciting opportunity, but also a duty, to promote and allow children to participate by putting in place the appropriate attitudes and adequate methods and processes. This is especially the case with regards to questions that affect children's lives, such as the design and transformation of their lifeworld. For this to occur, there are certain preconditions with regards to competences, structures and attitudes, that will either already be in place or can be developed. PAR can be an appropriate measure to achieve this. The central basic concepts and preconditions in PAR are, in our opinion, the previously described points of autonomy, empowerment, and emancipation. In addition

to these, the basic principles of PAR and the ethical aspects need to be considered, integrated, and continually reflected upon.

If the requirement for PAR projects is that they *completely* and comprehensively fulfill the previously described PAR principles, then implementation may become difficult, as was shown using the example of the QuAKTIV program. If, however, it is viable to fulfill *as broad a range* of these principles *as possible* and to aim at these principles, then PAR is the appropriate approach. The key question, specifically in work with children, seems to be whether it is more useful to wait until the community and children become active themselves, in order to follow the PAR principle that the concern “originates in the community itself and is defined, analyzed, and solved by the community”; or whether it is more useful to intervene from the outside, from the world of adults and administration, in order to initiate projects that resemble PAR in the attempt to strengthen children and the community.

We strongly believe that the latter option is the better one. The decisive factor is that the prerequisites we mentioned earlier, namely reflections on power and decision competencies, are in place. On balance, projects such as QuAKTIV are a good opportunity to elevate children’s voice and agency. Even if aspects of the program could have gone better and further, children gained a voice and the communities were supported in taking a step towards recognizing and integrating this voice.

Questions for Reflection

1. What image of children do you have? What are children like? What can, may, and must they do? What can, may, and must they not do?
2. What are the advantages for children if they are involved in projects that are relevant for them? What are possible obstacles or traps? What are your concerns?
3. Does it make sense to also initiate and support such processes “top down,” or should these issues always arise “bottom up,” that is from the community?
4. Under what conditions would you commit yourself with conviction to PAR projects with children? Which conditions would have to be fulfilled in order that you would actively participate?
5. Related to your field of action and its contexts:
 - a. To what extent do you consider alternative, new forms of democratic participation as an opportunity? Which ones? What are their limits?
 - b. How can an attitude be established that regards children as experts in their life worlds?
 - c. How can the “powerful people “ from politics and administration be supported and enabled to cooperate with children and share power for some decisions?

6. What are other useful and practicable ways to support children and make their living environments child-friendly?

Suggestions for Further Reading

- Aldridge, J. (2016). *Participatory research. Working with vulnerable groups in research and practice*. Bristol, England: Policy Press.
- Manzo, L. C., & Brightbill, N. (2010). Toward a participatory ethics. In S. Kindon, R. Pain, & M. Kesby (Eds.), *Participatory action research approaches and methods: Connecting people, participation and place* (pp. 33–40). London, England: Routledge.
- Reason, P., & Bradbury, H. (Eds.). (2008c). *Action research. Participative inquiry and practice* (2nd ed.). Los Angeles, CA: SAGE.
- Stoecker, R. (2003). Are academics irrelevant? Approaches and roles for scholars in community based participatory research. In M. Minkler & N. Wallerstein (Eds.), *Community-based participatory research for health* (pp. 98–112). San Francisco, CA: Jossey-Bass.
- Swantz, M. L. (2008). Participatory action research as practice. In P. Reason & H. Bradbury (Eds.), *Action research. Participative inquiry and practice* (2nd ed., pp. 31–48). Los Angeles, CA: SAGE.

NOTES

1. For further information on the foundations of PAR, see Bergold & Thomas, 2012; Cook (n.d.); Kindon et al., 2010, p. 14; 2012; McTaggart, 1989.
2. The documentation providing practical help for the project includes a description of the methods in German. They are also illustrated, so that they can be understood without words (-> www.quaktiv.ch).

REFERENCES

- Alderson, P. (1995). *Listening to children: Children, ethics and social research*. London, England: Barnardo's.
- Aldridge, J. (2016). *Participatory research. Working with vulnerable groups in research and practice*. Bristol, England: Policy Press.
- Antonovsky, A. (1979). *Health, stress and coping*. San Francisco, CA: Jossey-Bass.
- Bandura, A. (1997). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–245.
- Bengel, J., Meinders-Lücking, F., & Rottmann, N. (2009). *Schutzfaktoren bei Kindern und Jugendlichen. Stand der Forschung zu psychosozialen Schutzfaktoren für Gesundheit* [Protective factors for children and adolescents. State of research

- on psychosocial protective factors for health]. (Vol. 35). Köln, Germany: Bundeszentrale für gesundheitliche Aufklärung.
- Bergold, J., & Thomas, S. (2012). Participatory research methods: A methodological approach in motion. *Forum: Qualitative Social Research*, 13(1). Retrieved from <https://search.proquest.com/docview/1012106019?accountid=14745>
- Cook, T. (n.d.). *Ensuring quality: Indicative characteristics of participatory (health) research*. Retrieved from http://www.icphr.org/uploads/2/0/3/9/20399575/qualtiy_criteria_for_participatory_health_research_-_cook_-_version_15_08_21_1_.pdf
- Fabian, C., Drilling, M., Niermann, O., & Schnur, O. (2017). Quartier und Gesundheit—Klärungen eines scheinbar selbstverständlichen Zusammenhangs [Neighbourhood and health—Clarifications of a seemingly self-evident context]. In C. Fabian, M. Drilling, N. Olivier, & O. Schnur (Eds.), *Quartier und Gesundheit. Impulse zu einem Querschnittsthema in Wissenschaft, Politik und Praxis* [Neighbourhood and health. Impulses for a transversal topic in science, politics and practice] (pp. 9–37). Wiesbaden, Germany: VS Verlag Fachmedien.
- Fabian, C., Huber, T., Käser, N., & Schmid, M. (2016). *Naturnahe Freiräume für Kinder und mit Kindern planen und gestalten. Grundlagen, Vorgehensweise und Methoden. Praxishilfe*. [Plan and design nature-oriented open spaces for children and with children. Basics, procedures and methods. A guideline]. Basel, Switzerland: FHNW.
- Hartung, S. (2012). Partizipation-wichtig für die individuelle Gesundheit? Auf der Suche nach Erklärungsmodellen. [Participation—important for individual health? In search of explanatory models]. In R. Rosenbrock & S. Hartung (Eds.), *Partizipation und Gesundheit. Handbuch* [Participation and health. Handbook] (pp. 57–78). Bern, Switzerland: Hans Huber.
- Huber, T., Fabian, C., Käser, N., & Schmid, M. (2015a). *Naturnahe, kinder- und jugendgerechte Quartier- und Siedlungsentwicklung im Kanton Aargau. Projektbericht Birmenstorf* [Nature-oriented, child- and youth-friendly neighbourhood and settlement development in the canton of Aargau. Project report Birmenstorf]. Basel, Switzerland: FHNW-HSA.
- Huber, T., Fabian, C., Käser, N., & Schmid, M. (2015b). *Naturnahe, kinder- und jugendgerechte Quartier- und Siedlungsentwicklung im Kanton Aargau. Projektbericht Herznach* [Nature-oriented, child- and youth-friendly neighbourhood and settlement development in the canton of Aargau. Project report Herznach]. Basel, Switzerland: FHNW-HSA.
- Hughes, I. (2008). Action research in healthcare. In P. Reason & H. Bradbury (Eds.), *Action research. Participative inquiry and practice* (2nd ed., pp. 381–393). Los Angeles, CA: SAGE.
- Kindon, S., Pain, R., & Kesby, M. (2010). Introduction—Connecting people, participation and place. In S. Kindon, R. Pain, & M. Kesby (Eds.), *Participatory action research approaches and methods—Connecting people, participation and place* (pp. 1–5). London, England: Routledge.
- Lewin, K. (1951). Field theory in social science: Selected theoretical paper (D. Cartwright, Ed.). New York, NY: Harper & Row.

- MacDonald, C. (2012). Understanding participatory action research: A qualitative research methodology option. *Canadian Journal of Action Research*, 13(2), 34–50.
- Manzo, L. C., & Brightbill, N. (2010). Toward a participatory ethics. In S. Kindon, R. Pain, & M. Kesby (Eds.), *Participatory action research approaches and methods: Connecting people, participation and place* (pp. 33–40). London, England: Routledge.
- McTaggart, R. (1989). 16 tenets of participatory action research. Retrieved from <http://www.caledonia.org.uk/par.htm>
- Oehler, P., Drilling, M., Käser, N., & Thomas, N. (2017). Soziale Arbeit und Stadtentwicklung—Emanzipation als neue Leitperspektive? [Social work and urban development—Emancipation as a new guiding perspective?]. In P. Oehler, N. Käser, M. Drilling, J. Guhl, & N. Thomas (Eds.), *Emanzipation, Soziale Arbeit und Stadtentwicklung. Eine programmatische und methodische Herausforderung* [Emancipation, social work and urban development. A programmatic and methodological challenge] (pp. 11–32). Opladen, Germany: Budrich UniPress.
- Reason, P., & Bradbury, H. (2008a). Concluding reflections: Whither action research. In P. Reason & H. Bradbury (Eds.), *Action research. Participative inquiry and practice* (2nd ed., pp. 695–707). Los Angeles, CA: SAGE.
- Reason, P., & Bradbury, H. (2008b). Introduction. In P. Reason & H. Bradbury (Eds.), *Action research. Participative inquiry and practice* (2nd ed., pp. 1–10). Los Angeles, CA: SAGE.
- Reason, P., & Bradbury, H. (Eds.). (2008c). *Action research. Participative inquiry and practice* (2nd ed.). Los Angeles, CA: SAGE.
- Sagy, S., & Antonovsky, H. (2000). The development of the sense of coherence: A retrospective study of early life experiences in the family. *International Journal of Aging and Human Development*, 51(2), 155–166.
- Salge, C., Glackin, C., & Polani, D. (2014). Empowerment—An introduction. In M. Prokopenko (Ed.), *Guided self-organization: Inception. Emergence, complexity and computation* (Vol. 9; pp. 67–114). Berlin, Germany: Springer.
- Schmid, M. (2015a). *Ergebnisse Abschlussevaluation Birmenstorf* [Results final evaluation Birmenstorf]. Basel, Switzerland: FHNW-HSA.
- Schmid, M. (2015b). *Ergebnisse Abschlussevaluation Herznach* [Results final evaluation Herznach]. Basel, Switzerland: FHNW-HSA.
- Schmid, M., Käser, N., Huber, T., & Fabian, C. (2015). *Naturnahe, kinder- und jugendgerechte Quartier- und Siedlungsentwicklung im Kanton Aargau. Bericht Zwischenevaluation in Birmenstorf und Herznach* [Nature-oriented, child- and youth-friendly neighbourhood and settlement development in the canton of Aargau. Interim evaluation report in Birmenstorf and Herznach]. Basel, Switzerland: FHNW-HSA.
- Schwarzer, R. (2008). Modeling health behavior change: How to predict and modify the adoption and maintenance of health behaviors. *Applied psychology*, 57(1), 1–29.
- Schwarzer, R., & Warner, L. M. (2013). Perceived self-efficacy and its relationship to resilience. In S. Prince-Embury & D. H. Saklofske (Eds.), *Resilience in children, adolescents, and adults* (pp. 139–150). New York, NY: Springer.

- Selenger, D. (1997). *Participatory action research and social change*. New York, NY: Cornell University.
- Swantz, M. L. (2008). Participatory action research as practice. In P. Reason & H. Bradbury (Eds.), *Action research. Participative inquiry and practice* (2nd ed., pp. 31–48). Los Angeles, CA: SAGE.
- Vis, S. A., Strandbu, A., Holtan, A., & Thomas, N. (2011). Participation and health—A research review of child participation in planning and decision-making. *Child and Family Social Work, 16*, 325–335.
- Widmer, T., & Stutz, M. (2016). *Evaluation des Demokratiebeitrags von QuAKTIV. Schlussbericht zur externen Evaluation des Demokratiebeitrags neuer Partizipationsformen in drei Pilotprojekten des Programms "QuAKTIV—Naturnahe, kinder- und jugendgerechte Quartier- und Siedlungs-entwicklung im Kanton Aargau"* [Evaluation of the democratic contribution of QuAKTIV. Final report on the external evaluation of the democratic contribution of new forms of participation in three pilot projects of the programme "QuAKTIV—Nature-oriented, child and youth-friendly neighbourhood and settlement development in the canton of Aargau"]. (Vol. 16). Zürich, Switzerland: Universität Zürich.