

# Children's Genuine Participation and Generation of Social Capital in the School Setting

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# Agenda

- Setting the scene
- Theoretical construct
- Study design and analytical approach
- Findings
- Discussion

# Why social capital?

❖ Social capital as a potential lever for policy actions

❖ Knowledge gap

How may social capital be generated in the school as setting and with children as active participants'?



# Aim of the study



To contribute to the conceptualization of the mechanisms for children's development of social capital in the school setting focusing on children's participation from a democratic educational perspective

# Theoretical Construct - Social Capital

## The social cohesion approach

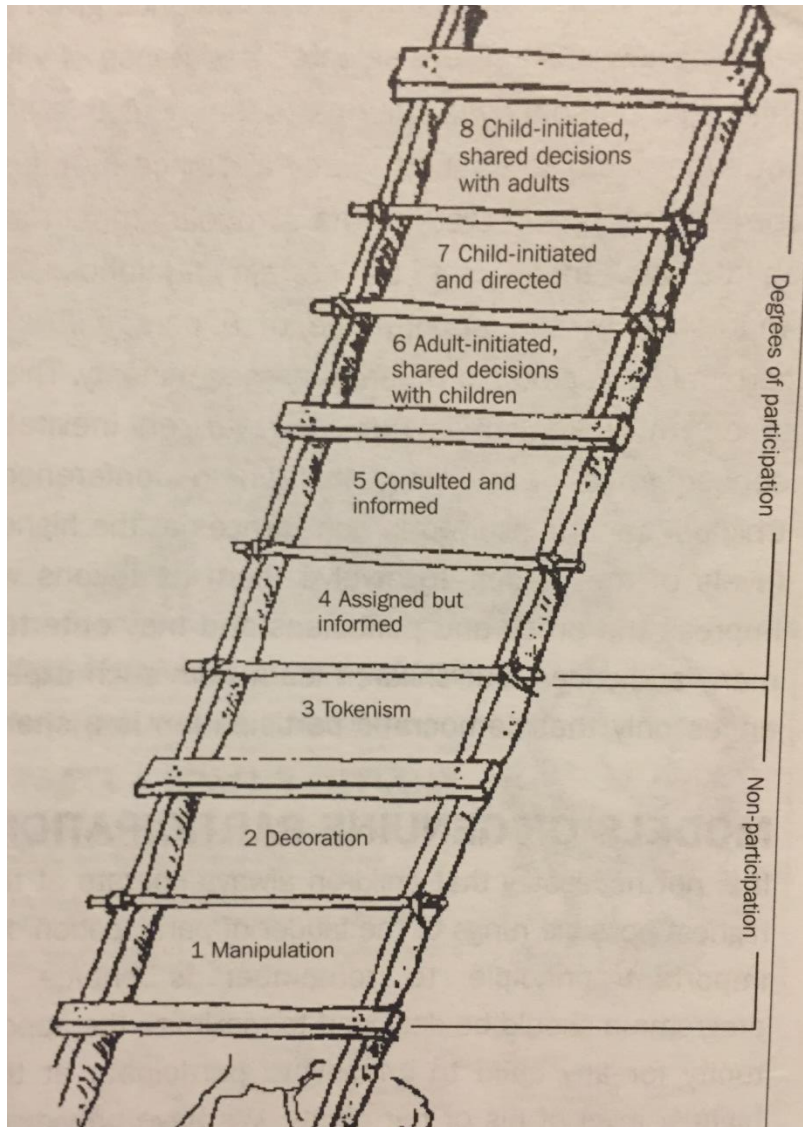
- Social capital as a mainly collective asset



## The new sociology of childhood

- A more 'active' conceptualization of children
- Focus on practices and bonding, bridging and linking social capital

# Theoretical Construct - Participation



Hart, R.A. 1997.

Democratic Health Education

Token participation

- Specific content that has to be learned, accepted and utilized

Genuine participation

- Students are involved in decision making

Simovska, V. 2007. The changing meanings of participation in school-based health education and health promotion: the participants' voices. *Health Education Research*, 22(6), pp.864–878.

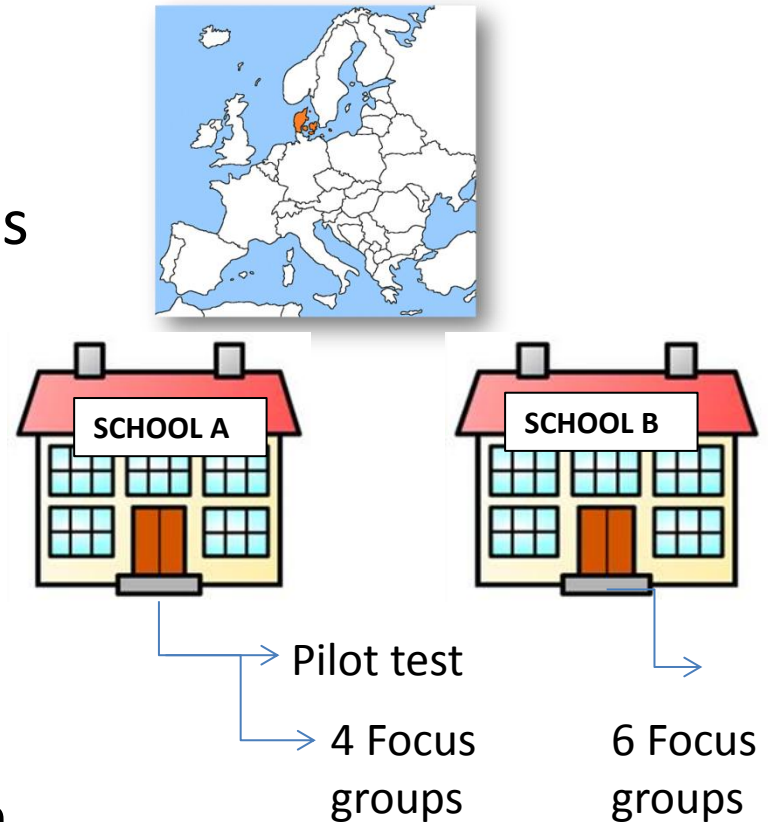
# Study design and analytical process

## Qualitative data design

- Abductive reasoning strategy
- Two different cases/pupil schools located in Denmark to discern common patterns

## Focus group interviews

- Pilot test with 2 groups (8 children)
- 10 focus groups with 44 children





# Methods

## Semi-structured moderator guide

## Photo elicited interview technique

Interview themes	Activities
1. Children's participation in everyday school children's situations	Open questions about participation and photo sorting activity
2. Children's participation and 'sense of belonging'	Open questions about children's participation and photos and a school map activity
3. Children's participation and 'social network and trust and reciprocity'	
3.1 Pupil-adult networks	Open questions about children's participation related to trust and reciprocity in networks between pupils and adults at the school
3.2 Peer networks	Open questions about children's participation related to trust and reciprocity in peer networks

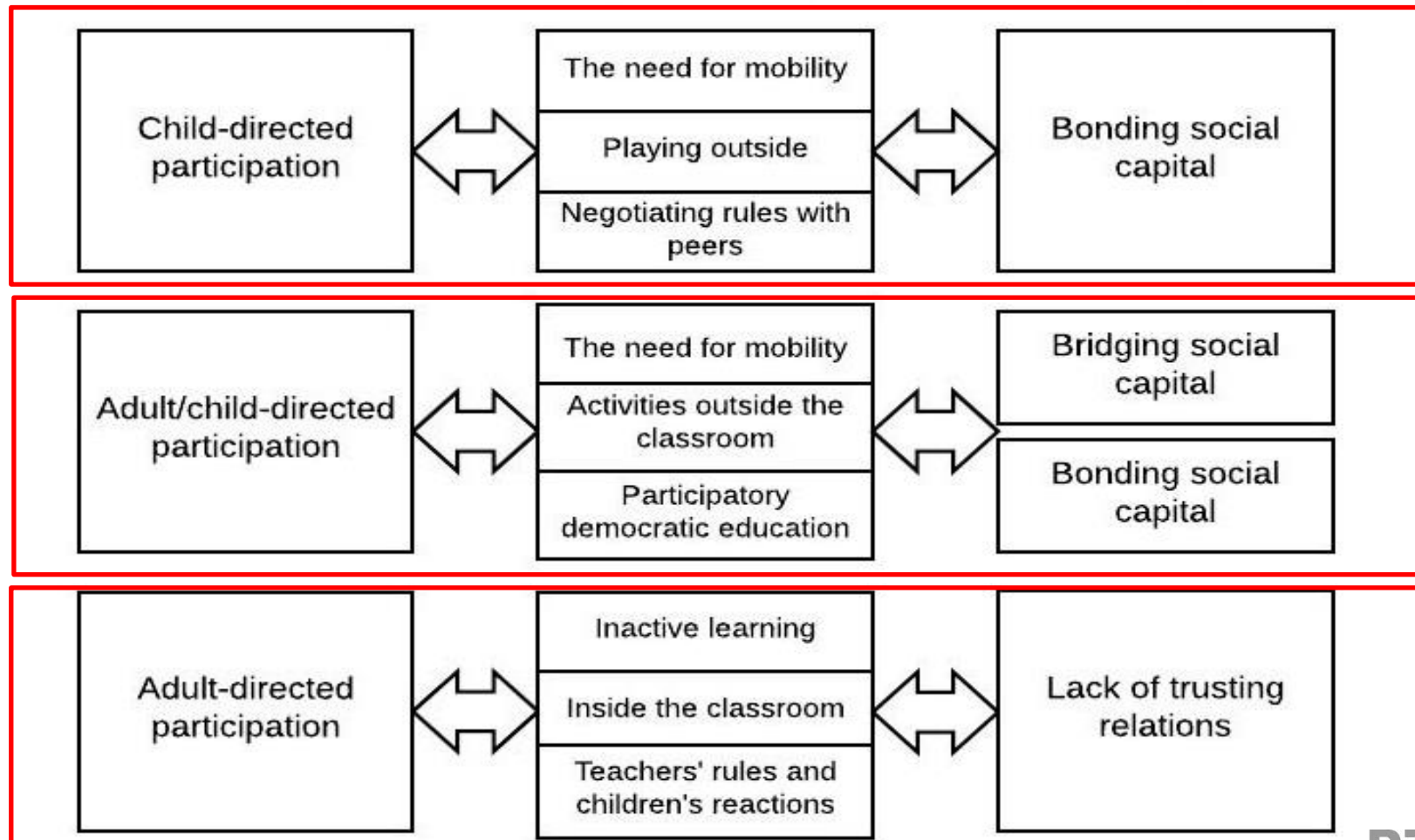




# Findings

Children's participation

Mechanisms for development of social capital



# Concluding remarks

- Thus we propose a nuanced depiction of the mechanisms of social capital generation where focus is set on the contextual embeddedness of social capital
  - Difficulty to depict cause and effect
  - Different modes of participation → different types of social capital
  - Social capital as a process instead of an output

# Questions for discussion

## Theoretical consideration

- How can this exploration be relevant for other welfare regimes?

## Practical consideration

- How can this exploration be transferred into a practical educational context?

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