



Day 2

United Kingdom

PROMOTING YOUTH-ADULT CO-MANAGEMENT

- Wake up England! Youth have arrived!

FREMAN COLLEGE, BUNTINGFORD

Introducing the Co-Management Booklet in different environments and on different levels to get feedback about the booklet and the actual concept is our task for this week.

In contrast to King Alfred School as a private one we visited Freman College today as an example for a public school that is open for everybody without paying the high school fees of a private school which causes a bigger social diversity in the actual classes.



The school is marked by a rather conservative administration where the student body has been just hardly involved in the decision making process during the last years. A real powerful student council or even students at the Board of Governors as we saw it yesterday are missing but there is growing interest of the young people in those fields.

As we started talking with the pupils about the booklet we got a wide range of answers with a basically positive attitude towards Co-Management and the booklet. But there was as well the question for the actual target audience of it because the idea of appealing to young and older people in the same publication and bringing them together, not just in the result, was rather different from their normal experiences.

When we moved on in our explanations about the layout we recognized that even when the booklet was designed

by young people the opinions of the students toward the green cover and some design elements was rather sceptical which opened the opportunity for us to get to know their point of view on how literature on youth participation should look like.

Getting back from the theory and layout issues towards the content and the experiences of Freman Collage's student with Co-management in their school and on a local level we recognized one more time that they have not had that many positive experiences in general with youth participation since they have not been able to act on a equal level with equal responsibilities and they are rather afraid of starting something of caused by this lack of experiences.



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Although we recognised that there are lacks of experience and confidence of young people for taking responsibility and trying to initiate projects in Co-Management we saw as well that if you ask them and support them on their first steps they can be able to do so.



co management
BECOMING EQUAL PARTNERS

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Co-Management : Becoming Equal Partners

"The way to increase excellence in youth participation with adults in the school to which the young participants feel ownership of the project or which they are working and, equally, the school to which the adult participants feel satisfied by the contribution made by the young people."

To download the resource booklet [click here](#).

Welcome to Co-Management – A Practical Guide. This website is a result of a joint task the European Commission to realize the outcomes European Youth Action Plan to address excellence in youth participation at a local level. The result of our reflections is that the idea of Co-management developed by the Council of Europe is the best way to achieve that excellence. So, in this website, we set out to answer the following questions:

- What is Co-management?
- Why is it important?
- How does it work?
- How do I get started?
- Where can intergenerational co-management operate effectively – and how?

Co-management is the best way for youth and adult people to work together to make schools, youth groups, youth centres and other community events vibrant and appealing to all kinds of people. It involves taking about youth participation – or though other people getting youth on the board, talking directly to what the youth say and then going off to do exactly what they want – is enough for most young people. It is not. They need to go further. Co-management delivers the kind of direct ownership they need. It is vibrant and Young People Becoming Equal Partners. Our hope is that the way to increase excellence in co-management is the school to which the young participants feel ownership of the project or which they are working and, equally, the school to which the other participants feel satisfied by the contribution made by the young people.

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