



The Centre

for Children and Young People's Participation

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Seminar Series 2014-15 **Children and Social Justice (continued)**

Wednesday 6 May 4-5.30pm
Room 355, Greenbank Building

Researching 'Rights-in-Relation': how participation in school supports achievement and attainment

Research Funded by Scotland's Commissioner for Children and Young People

Research Team: **Greg Mannion, Matthew Sowerby, John I'Anson**

School of Education, University of Stirling, Contact: greg.mannion@stir.ac.uk

Policy and curricular reforms have been employed all over the world to try to ensure that schooling address and supports children's rights but these initiatives have suffered from being ill-thought out and are often seen as supplementary to the business of school life. In our research, we sought to address this problem through employing socio-material and relationally oriented theoretical resources to reconsider how school life and rights-based experiences are connected. The project, funded by the Scottish Commissioner for Children and Young People, set out to discover, from young people's own perspectives, the effects of their rights-based lived experiences in seven secondary schools in Scotland. These were carefully selected schools with considerable catchments in areas of deprivation that were known to enable pupils to achieve and attain better than expected given their circumstances. For the collection of data in secondary schools, we used a place-sensitive visual, ethnographic approach. Our methods included walking interviews and pupil-taken photography that allowed participants to 'locate' and evoke the import of everyday rights-based participatory experiences in school life. Theoretically, we show how rights-based experiences can be understood as socio-materially co-produced across school life as part of on-going performances of all kinds of intra- and inter-generational practices. Our empirically based research eked out some key elements of the lived experience of a rights-based education. Key findings are reported about the way four key 'arenas' of school life were all critically important, and which practices and relations within them supported 'rights-in-relation'. The data were interpreted to reveal young people's sense of the differences rights-based experiences made to their attainment and achievement. We argue, *inter alia*, that a rights-based education is in fact a 'good education'.

The published report: *How young people's participation in school supports achievement and attainment:*

<http://www.sccyp.org.uk/publications/participation>

Greg Mannion is a senior lecturer in the School of Education, University of Stirling, Scotland, UK. His current research is focused on children's participation and the intergenerational dimensions of place and education. Weblink: <http://www.stir.ac.uk/education/staff-directory/academic/greg-mannion/>

The seminar is free and refreshments are provided. Seminars usually finish by 5.30pm and are followed by an informal meeting of The Centre, at which all are welcome.

To reserve a place go to Eventbrite at <https://www.eventbrite.co.uk/e/the-centre-seminar-researching-rights-in-relation-tickets-16119998349>

Your reservation will assist us with ordering refreshments and notifying you of late changes.

For other queries email thecentre@uclan.ac.uk



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