



LABORATORY FOR RESEARCH ON THE PREVENTION OF  
EARLY SCHOOL LEAVING AND EDUCATIONAL ALLIANCES

# WEBINAR “GIVING YOUNG PEOPLE A VOICE”

On Monday, 20 November 2023  
from 17:00 to 18:30 - in **English**

**ZOOM LINK**

[eu01web.zoom.us/j/69635860928](https://eu01web.zoom.us/j/69635860928)



## PROGRAM

Presentation 1: **Laura Granizo**

“HOW CAN WE PROMOTE STUDENT'S  
PARTICIPATION? START KNOWING WHAT THEY  
THINK ABOUT IT”

---

Presentation 2: **Kevin van der Meulen**

“GENUINE PARTICIPATION IN PEER  
SUPPORT SYSTEMS IN SCHOOLS”

---

Conclusions: **Cristina del Barrio**

# PRESENTATIONS

## 1 HOW CAN WE PROMOTE STUDENT'S PARTICIPATION ? START KNOWING WHAT THEY THINK ABOUT IT

**Laura Granizo**

Citizenship is one of the key competences that Europe intends to promote and develop in students of all member states. Participation is one of the pillars of this competency and the school becomes a privileged environment to make students learn to participate by acting, as anything that happens in the school affects the students directly.

However, either because of the social context or because of their previous experiences, it seems that young people's conceptions about participation may be perfectly democratic or (even extremely) far from it. In the present study we look at adolescents' representations of the meaning of participation together with their participatory experiences, in order to identify some of the barriers that turn students' voices and actions almost in an utopia.

What is participation ? How are participation and citizenship related ? Do students really participate in their schools ? What are the obstacles ?

These are some of the questions we asked youth in secondary education ; in this seminar we will present and discuss their responses.

## 2 GENUINE PARTICIPATION IN PEER SUPPORT SYSTEMS IN SCHOOLS

**Kevin van der Meulen**

---

Peer support in schools involves children and adolescents emotionally or practically supporting class or schoolmates. Therefore, it implies active participation in promoting a positive school climate, which embeds favoring students' inclusion in school. Peer support systems are heterogeneous, depending on the needs of students and schools. If necessary, it is possible to train future peer supporters in emotional and problem-solving skills and prepare them to take over tasks that are usually carried out by teachers or other adults in school.

In this presentation, we will focus on the nature and extent of participation in peer support systems in relation to four lines of our research and intervention work in schools. First, we will present results from a systematic review on empirical studies on peer support for SEND students.

Second, we will discuss several aspects to be kept in mind when planning and implementing a peer support system in school, in order to guarantee children's and adolescents' genuine participation. And third, we will show and comment on results from our study on self-perception of adolescent peer supporters. And finally, based on the participatory research experience with adolescents we are currently carrying out (look at <https://www.sure-project.com/inicio>), we will reflect on the importance of students' participation to improve school climate and psycho-emotional wellbeing.

## THE SPEAKERS

**Laura Granizo** *PhD Assistant Professor in the Department of Developmental and Educational Psychology, Faculty of Psychology (UAM, Madrid, Spain)* [laura.granizo@uam.es](mailto:laura.granizo@uam.es)

---

Laura Granizo (Psychology, UAM; PhD in Psychology, UAM, 2011). She is PhD Assistant Professor in the Dept. of Developmental and Educational Psychology (UAM). Her research interest focuses on the study of children and adolescents' conceptions of their participation in school, peer relations among Asperger Syndrome, as well as the implementation of programmes to promote a better social-emotional climate in schools and help to overcome barriers to inclusion. Member of the research groups INEXE (UAM), and ProEduTec (UDIMA, focused on the impact of technological tools on the welfare of students and teachers). She participates in parenting education, and lifelong learning programs for teachers' training.

## THE SPEAKERS

**Kevin van der Meulen** *Associate Professor at the Department of Developmental and Educational Psychology, Faculty of Psychology (UAM)* [kevin.vandermeulen@uam.es](mailto:kevin.vandermeulen@uam.es)

---

Kevin van der Meulen graduated in Psychology from the University of Nijmegen (The Netherlands, 1996) and received his PhD from the Universidad Autónoma de Madrid (2003), where he is Associate Professor in the Faculty of Psychology since 2009. He has completed research on peer bullying in schools, emotional and identity development in adolescence as well as intervention programs in secondary education, aimed at improving school climate and promoting adolescents' personal development. He provides advice and training to schoolteachers and is currently involved in participatory research with adolescents

## THE SPEAKERS

**Cristina del Barrio** *Professor in Developmental and Educational Psychology, Faculty of Psychology (UAM, Madrid, Spain)*  
[cristina.delbarrio@uam.es](mailto:cristina.delbarrio@uam.es)

---

Cristina del Barrio (Psychology, Universidad Complutense de Madrid; PhD in Psychology, UAM, 1987). Professor in Developmental and Educational Psychology (UAM). She has investigated on children's understanding of societal functioning -war/peace, nationality, rights-; the understanding of illness; manual dexterity in early years; school bullying (national incidence, and representations among diverse age-groups and populations), identity in adolescence and school and community roles in immigrant adolescents' wellbeing. She lead the UAM team in the EU-funded Project Nature and prevention of peer bullying and social exclusion in schools, and co-lead the two National Ombudsman's Reports on school violence. She collaborates in improving school climate through students' agency. She co-coordinates the research group INEXE (Children's, adolescents and youth's social and educational inclusion).