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Young people’s participation is increasingly being promoted in policy formation and child welfare. This thesis sets out to explore young people’s perspectives on and experiences of participation in school, an arena with great impact on children’s and young people’s lives. Young people (13–19 years of age) are involved in the study as research partners and as survey respondents. The results show that from young people’s perspectives, participation is a comprehensive concept with communicative, social, educational and decision-making dimensions. Communication is an essential component of young people’s participation, but there is a need for capacity-building among both adults and young people in how to use communication in inclusive ways. Being able to take responsibility is also an important aspect of young people’s participation. Young people regard adults as partners in participation in school, and supportive relations are central to young people’s participation. That adults provide young people with the opportunity to act as social agents and shoulder responsibilities is important to their experience of participation. But adults also need to be aware that there are times when young people do not want to take responsibility and when they would rather choose to not participate or to participate to a lower degree. The results also show how girls and boys with disabilities are at greater risk of having negative experiences of participation in school. Students with more than one disability belong to an extra vulnerable group, because they are at greater risk both of being excluded from the participatory dimensions in school or of being more exposed to degrading treatment if they do participate. Girls with more than one disability seem to be in an extra vulnerable situation in school. The results of this research project also show that involving young people as research partners can provide new knowledge about participation in school. When young people are included in research together with adults, participation and asymmetric responsibility must be dealt with as integral parts of the research methodology.