**Given what you have learned about the possibilities and challenges of children's participation rights, how does the Shaking the Movers model meet these challenges? Are there gaps in the model?  If so, how might the model be modified to address these gaps?**

 Shaking the Movers is a model of collaborative consultation. Therefore it, seeks to build a balanced and strong relationship between children and adults. The model includes children throughout the whole process, starting from stage 1. Not only, does it give children the opportunity to have a voice, but it teaches them the necessary skills to do so. It recognizes that “participation” means that the children acquire proficiencies, build competence, extend aspiration and build confidence. The model of an actual event, that is the core of the Shaking The Mover’s process, comprised of two and half days, ensures that these participants have a safe environment, to express themselves and interact with the facilitators. In this respect, the matter surrounding inequality is diminished. As mentioned the article, by Rachel Rosen titled, We Got Our Heads Together and Came Up With A Plan”, often times participation is constrained by structural factors. However, the arrangement of the STM program works to decreases some of the negative constraints that some external factors such as time and resources, these, which can limit one’s opportunity for participation.

 Secondly, the workshops are designed where discussion and issues are broken down into sub-themes. Participants are prepared by prior activities so that they are ready to “plunge in”. Each coordinator is a person that has experienced the topic that is to be discussed. In this way, the young people and the adults are able to engage in a collaborative conversation, that includes the voices of all participants. In this way, solidarity is formed amongst the group with both the children and the adults. This can help to erase the power struggle that researchers suggest exist between the two. Also, by organizing discussion into sub-themes, participation becomes more detailed and personal. This then, captures the complexity of the way participation can occur in practice.