

YOUTH ENGAGEMENT

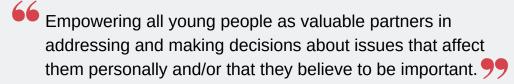






The What, the Why, and the How

What is Youth Engagement?



- The New Mentality

The meaningful and sustained involvement of a young person in an activity focusing outside the self. Full engagement consists of a cognitive component, an affective component, and a behavioral component, also known as "Head, heart, and Feet" [and spirit].

 Center of Excellence for Youth Engagement Content created by:



Financial contribution from



Public Health Agency of Canada

Agence de la santé publique du Canada

The views expressed herein do not necessarily represent the views of the Public Health Agency of Canada.

Why Is Youth Engagement (YE) Important?



Evidence shows that YE is beneficial for both youth and the services they use. [6, 10, 16]

YE leads to better health outcomes for young people, adults, agencies and communities. [4, 5]





YE builds resilience and amplifies protective factors among marginalized vouth. [18]

YE can lead to increased social inclusion. YE is particularly effective in health promotion services.^[2]





YE can help promote connectedness within a community, allow contextualization of experiences, and promote adherence to treatment. 15, 17]

YE supports the development of marginalized youth when processes use diverse, critical resources to build their practice. [13,14,1]





YE increases an organization's ability to connect and respond to youth's needs, particularly diverse groups. [19,1]

YE improves program effectiveness and increases organizational credibility.^[20]



How do we implement it?

There is no one-size-fits-all approach or checklist to youth engagement. Meaningful youth engagement is a process and practice that is most successful when based in strong relationships and continuous learning, and integrated across an organization's culture, from the front lines of service to organizational leadership teams. *Hart's Ladder* is a way to depict the best practices and things to avoid. Below is an adapted version of the model, as while they are ordered (i.e. partnership is the best) all 5 practices can be effective when meaningful and authentic.

HART'S LADDER OF (YOUTH) PARTICIPATION

Assigned but informed

Youth are assigned specific tasks with limited decision-making power, but are informed of the parameters of their engagement and extent of their influence.

Partnership (Ideal)

Relationship of shared decisionmaking and equal power between youth and adults to achieve common goals

Youth-Initiated

Relationship where young people are engaged in a project, and bring in adult allies, on their terms, to support the initiative on the terms of the youth.

MEANINGFUL ENGAGEMENT

Consulted and informed

Youth are informed about a project, the context of their engagement, and solicited to provide advice and ideas.

Adult-Initiated

Relationship where young people are engaged in a project initiated by adult allies, where the young people are engaged on the terms of the adults.

WHAT TO AVOID

1. Tokenism

takes place when young people are engaged with little actual power, or when young people are engaged in order to check a box.

2. Manipulation

takes place when young people are engaged on false terms, where young people are misled – intentionally or not – on the scope of the project, their role, or their decision-making authority.

3. Decoration

takes place when young people are engaged only for their presence to augment an event or initiative, where their engagement has no more depth than their physical presence.

Want More Information?



Lisa Lachance

President, Wisdom2Action lisa.lachance@dal.ca

Fae Johnstone

faejohnstone@gmail.com

Follow us on our social media:









REFERENCES

- Blanchet-Cohen, N., McMillan, Z., & Greenwood, M. (2011). Indigenous youth engagement in Canada's health care. Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health, 9(1), 87–111. Retrieved from https://www.suicideinfo.ca/wp-content/uploads/gravity_forms/6-191a85f36ce9e20de2e2fa3869197735/2018/03/Indigenous-Youth-Engagement-in-Canada's-Health-Care_oa.pdf
- Burns, J., & Birrell, E. (2014). Enhancing early engagement with mental health services by young people. Psychology Research and Behavior Management, 7, 303–312. https://doi.org/10.2147/PRBM.S49151
- Chandler, M. J., & Lalonde, C. (1998). Cultural Continuity as a Hedge against Suicide in Canada's First Nations. Transcultural Psychiatry, 35(2), 191–219. https://doi.org/10.1177/136346159803500202
- Chawla, L., & Heft H. (2002). Children'S Competence and the Ecology of Communities: a Functional Approach To the Evaluation of Participation. Journal of Environmental Psychology, 22(1–2), 201–216. https://doi.org/10.1006/jevp.2002.0244
- Checkoway, B. (2011). What is youth participation? Children and Youth Services Review, 33(2), 340–345.
- Checkoway, B., & Aldana, A. (2013). Children and Youth Services Review Four forms of youth civic engagement for diverse democracy. Children and Youth Services Review, 35(11), 1894–1899. https://doi.org/10.1016/j.childyouth.2013.09.005
- Collins, M. E., Augsberger, A., & Gecker, W. (2016). Youth councils in municipal government: Examination of activities, impact and barriers. Children and Youth Services Review, 65, 140-147.
- Dunne, T., Bishop, L., Avery, S., & Darcy, S. (2017). A Review of Effective Youth Engagement Strategies for Mental Health and Substance Use Interventions. Journal of Adolescent Health, 60(5), 487–512. https://doi.org/10.1016/j.jadohealth.2016.11.019
- Hart, R. A. (2013). Children's participation: The theory and practice of involving young citizens in community development and environmental care. Routledge.
- Hawke, L. D., Relihan, J., Miller, J., McCann, E., Rong, J., Darnay, K., ... Henderson, J. L. (2018). Engaging youth in research planning, design and execution: Practical recommendations for researchers. Health Expectations. https://doi.org/10.1111/hex.12795
- Heffernan, O. S., Herzog, T. M., Schiralli, J. E., Hawke, L. D., Chaim, G., & Henderson, J. L. (2017). Implementation of a youth-adult partnership model in youth mental health systems research: Challenges and successes. Health Expectations, (February), 1–6. https://doi.org/10.1111/hex.12554
- lwasaki, Y. (2016). The role of youth engagement in positive youth development and social justice youth development for high-risk, marginalised youth. International Journal of Adolescence and Youth, 21(3), 267–278. https://doi.org/10.1080/02673843.2015.1067893
- lwasaki, Y., Springett, J., Dashora, P., McLaughlin, A. M., McHugh, T. L., & Youth 4 YEG Team. (2014). Youth-guided youth engagement: Participatory action research (PAR) with high-risk, marginalized youth. Child & youth services, 35(4), 316-342.
- Jennings, L. B., Parra-Medina, D. M., Hilfinger-Messias, D. K., & McLoughlin, K. (2006). Toward a critical social theory of youth empowerment. Journal of Community Practice, 14(1-2), 31-55.
- Lerner, R. M., Almerigi, J. B., & Lerner, J. V. (2011). Positive Youth Development A View of the Issues, 25(1), 10–16. https://doi.org/10.1177/0272431604273211
- Mulvale, G., Moll, S., Miatello, A., Murray-leung, L., Rogerson, K., & Sassi, R. B. (2019). Co-designing Services for Youth With Mental Health Issues: Novel Elicitation Approaches, 2, 1–13. https://doi.org/10.1177/1609406918816244
- The Lancet on Child & Adolescent Health- Editorial. (2017). Aiding adolescents in distress. *The Lancet Child & Adolescent Health*, 1(3), 159. https://doi.org/10.1016/S2352-4642(17)30096-2
- Smyth, P., & Eaton-Erickson, A. (2009). Making the connection: Strategies for working with high-risk youth. Passion for Action in Child and Family Services: Voices from the Prairies, 119-142.
- Ungar, M. (2013). Resilience, Trauma, Context, and Culture. Trauma, Violence, & Abuse, 14(3), 255–266.

 https://doi.org/10.1177/1524838013487805

 Wexler, L., & Gone, J. (2012). Culturally responsive suicide prevention in indigenous communities: Unexamined assumptions and new possibilities. American Journal of Public Health, 102(5), 800-6
- Zeldin, S., McDaniel, A., Topitzes, D., & Calvert, H. (2000). Youth in decision making: A study of the impacts of youth on adults and organizations. Chevy Chase, MD: National 4-H Council.



