

HEALTH LITERACY AND YOUTH ENGAGEMENT STRATEGY (HL YES)

ANNOTATED BIBLIOGRAPHY

Articles that have direct quotes from youth or are written by youth have been marked with the symbol ☪. YE = youth engagement. HL = health literacy

HEALTH AND HEALTH LITERACY

YOUTH HEALTH, GENERAL – a few articles provided to contextualize youth health in Canada, not an exhaustive list

Boyce, W., King, M., & Roche, J. (2008). Healthy settings for young people in Canada. [Electronic version]. Ottawa: Health Canada.

Findings are presented from the 2005-06 World Health Organization cross-national survey Health Behaviour in School-Aged Children, of which 9,670 Canadian students in three age groups (11, 13, and 15 year-olds) participated. Youth Health statistics are presented in relation to social inequalities, the home and school environments, peers, physical health behaviours and youth issues, violence, injuries, and mental health.

Available at: <http://www.phac-aspc.gc.ca/dca-dea/yjc/index-eng.php>

Caputo, T. (1999). *Hearing the voices of youth: A review of research and consultation documents – Final report*. [Electronic version]. Public Health Agency of Canada, Ministry of Public Works and Government Services Canada (Cat. No. H39-524/2000E). Ottawa, ON: Health Canada.

“Brings together the knowledge gained from young people through ... various consultations and research projects” (p. 1) about their health-related concerns and their suggestions for addressing these concerns. Recommendations and barriers to effectively responding to and working with youth are discussed. ☪

King, A., Boyce, W. & King, M. (1999). *Trends in the health of Canadian youth*. Ottawa, ON: Minister of Health Canada.

This report presents findings from the World Health Organization cross-national survey Health Behaviour in School-Aged Children. More than 6,000 students in Grades 6, 8 and 10 were sampled in three surveys, 1989-90, 1993-94 and 1997-98. Main findings are described in the areas of: school, home; peer group; coping with life; health, illness and medication; physical and leisure activities; eating patterns and dental hygiene; injuries; tobacco, alcohol and drugs; and implications.

Available at: <http://www.phac-aspc.gc.ca/dca-dea/7-18yrs-ans/trends-eng.php>

Tonkin, R. (2005). *British Columbia youth health trends: A retrospective*. McCreary Centre Society. Retrieved July 16, 2007 from www.mcs.bc.ca.

An overview of youth health in BC as reported by the Adolescent Health Survey (AHS) conducted in grades 7-12 in 1992, 1998 and 2003 by the McCreary Centre Society. AHS is the largest survey of its kind conducted in Canada. A variety of topics – physical health, mental health, youth’s connections to family, peers, and school - are covered as well as a

discussion regarding the positive and negative trends in youth health status. As framed by the author, the intention of this report was "to document the strengths and resilience of youth, rather than to create an inventory of their deficits or of the risks they face" (p. 10). (See McCreary Centre Society listed under Community and Online resources for more information about the McCreary Centre, their programs, and publications on the health and well-being of youth populations in BC.)

Available at: <http://www.mcs.bc.ca/pdf/AHS-Trends-2005-report.pdf>

HEALTH LITERACY, GENERAL - a few articles provided to introduce health literacy in Canada, not an exhaustive list

Hemming, H., & Langille, L. (2006). Building knowledge in literacy and health. *Canadian Journal of Public Health, 97*(2), S31-S36.

One of the articles that emerged from the Second Canadian Conference on Literacy and Health, held October 2004 (see Huston, 2006). Following one of the conference themes, this article provides an overview of current and future directions of research regarding building knowledge in literacy and health in Canada. Definitions, access to health information and services, and issues of empowerment are discussed.

Huston, P. (Ed.). (2006). Literacy and health in Canada: Perspectives from the Second Canadian Conference on Literacy and Health. *Canadian Journal of Public Health, 97*(2).

An overview of the perspectives on the proceedings of the Second Canadian Conference on Literacy and Health, *Staying the Course: Literacy and Health in the First Decade*, held October 2004. Some articles are highlighted in this bibliography. (See Hemming, & Langille, 2006; Shohet, & Renaud, 2006; Smylie, Williams, & Cooper, 2006; and Zanchetta, & Pourselami, 2006.)

Murray, S., Rudd, R., Kirsch, I., Yamamoto, K., & Grenier, S. (2007). *Health literacy in Canada: Initial results from the International Adult Literacy and Skills Survey 2007*. [Electronic version]. Ottawa, ON: Canadian Council on Learning.

Reports on the distribution of health literacy in Canada for adults aged 16-65+, based on the 2003 *Adult Literacy and Skills Survey*. Preliminary comparative analysis between Canada and the United States as well as policy implications are included.

Available at: <http://www.ccl-cca.ca/NR/rdonlyres/CB3135D3-5493-45FA-B870-1A3D3ABD6EC4/0/HealthLiteracyinCanada.pdf>

Murray, S., Hagey, J., Willms, D., Shillington, R., & Desjardins, R. (2008). *Health literacy in Canada: A healthy understanding*. [Electronic version]. Ottawa, ON: Canadian Council on Learning.

Building on the initial results presented in *Health Literacy in Canada* (see Murray, Rudd, Kirsch, Yamamoto, & Grenier, 2007), this report presents further analysis of the 2003 *Adult Literacy and Skills Survey*. Key findings include the positive effect of daily reading on health literacy and the number of Canadians in the low health literacy levels far exceeds the number of Canadians in the low literacy levels. This report also includes a range of definitions for health literacy and highlights the importance of context in the development of health literacy.

Available at: <http://www.ccl-cca.ca/NR/rdonlyres/266E0889-8B9B-45DB-B615-33E146E31B06/0/HealthLiteracyReportFeb2008E.pdf>

Rootman, I., & Levin-Zamir, D. (2007). *Health literacy: Concept, measurement and practice: Three symposia at the International Union for Health Promotion and Education Global Conference*. [Electronic version]. Ottawa, ON: Canadian Council on Learning.

"These symposia explored in great depth the concept of contemporary health literacy, issues concerned with measuring health literacy and health literacy as it is applied to practice. The following is an overview of what transpired at this dialogue". Highlights the points raised as well as research currently being done regarding HL.

Available at: <http://www.ccl-cca.ca/NR/rdonlyres/ED97299E-46AF-429E-9EAE-55AE806ECD2D/0/HLKCSymposiumReport07.pdf>

Rootman, I., & Ronson, B. (2005). Literacy and health research in Canada: Where have we been and where should we go? *Canadian Journal of Public Health, 96*(2), S62-S77.

A key review of HL in Canada up to 2005. More evidence and evaluation of existing initiatives and culturally specific studies are needed.

Shohet, L., & Renaud, L. (2006). Critical analysis on best practices in health literacy. *Canadian Journal of Public Health, 97*(2), S10-S13.

Using broad conceptualization of HL, the authors explore best practices in HL, drawing examples from the Second Canadian Conference on Literacy and Health, held October 2004 (see Huston, 2006) and other recent reports and literature reviews. Most examples of "best practice" regarded health communication and materials, were project based, and were generally not developed from a broad holistic approach.

EXPANDING CONCEPTUALIZATIONS OF HEALTH, LITERACY, HEALTH LITERACY AND EDUCATION

Burkitt, I. (2005). The healthy citizen: Fitness and consumerism in contemporary Capitalism. In T. Hoikkala, P. Hakkarainen & S. Laine (Eds.), *Beyond health literacy: Youth cultures, prevention and policy* (pp. 375-390). Helsinki: Finnish Youth Research Network.

Concluding article to *Beyond Health Literacy: Youth Cultures, Prevention and Policy* (see Hoikkala, Hakkarainen, & Laine, 2005), that dialogues with the preceding articles and provides an examination of the healthy citizen in contemporary culture. Points out the contradictory pressures that exist in today's era of "individualized consumer capitalism" and the ongoing roles of socio-economic inequalities and gender in health. Burkitt cautions that HL taken as an individualized device overlooks the wider social factors that are closely linked to health, and suggests the re-politicization of health issues.

Centre of Excellence for Youth Engagement (2003). Review of research literature linking youth engagement and health outcomes. *Public Health Agency of Canada*. Retrieved on July 15, 2007 from http://www.safehealthyschools.org/youth/research_reports.htm .

Limited to quantitative research regarding youth participation, this examination "provides strong support for the existence of links between YE and health outcomes."

Chomick, T.A., & the Strategic Policy Directorate of the Population and Public Health Branch. (2001). *The population health template: Key elements and actions that define a population health approach*. [Electronic version]. Ottawa, ON: Health Canada.

Provides an overview of the population health approach in Canada, based on an evolving conceptualization of health.

Available at: http://www.phac-aspc.gc.ca/ph-sp/phdd/pdf/discussion_paper.pdf

Coburn, D. Denny, K., Mykhalovskiy, E. McDonough, P., Rovertson, A., & Love, R. (2003). Population health in Canada: A brief critique. *American Journal of Public Health, 93*(3), 392-396.

This article provides an important critical reading of the population health model used in Canada. The authors argue that the framework is flawed because of its lack of consideration of determinants of health at the macrolevel, its exclusion of the local contexts where health is shaped and its failure to conceptualize possibilities for change.

George, P. (2000). *The holistic/rainbow approach to Aboriginal literacy*. [Electronic version]. Ontario Native Literacy Coalition. Retrieved February 6, 2008 from <http://www.nald.ca/FULLTEXT/abo-hol/abo-hol.PDF>

Presents the Holistic/Rainbow Approach to Aboriginal Literacy, which incorporates the Medicine Wheel of Learning model (awareness (spirit – attitudes, insight); struggle (heart-feelings about self and others); building (mind – knowledge); and preservation (body – skills). The article also brings together educational and medical research that supports an holistic approach to health and literacy.

Available at <http://www.nald.ca/FULLTEXT/abo-hol/cover.htm> (HTML version)

Hoikkala, T., & Hakkarainen, P. (2005). Small tales about health literacy. In T. Hoikkala, P. Hakkarainen, & S. Laine (Eds.), *Beyond health literacy: Youth cultures, prevention and policy* (pp. 5-22). Helsinki: Finnish Youth Research Network.

An overview of the articles and authors included *Beyond Health Literacy: Youth Cultures, Prevention and Policy* (see Hoikkala, Hakkarainen, & Laine, 2005) that introduces social, communal and individualized dimensions of HL. Discusses going beyond HL to “health sense” - a possible vehicle for deepening HL conceptually.

Hoikkala, T., Hakkarainen, P., & Laine, S. (Eds.). (2005). *Beyond health literacy: Youth cultures, prevention and policy*. Helsinki: Finnish Youth Research Network.

“This book describes a theoretical and practical approach to the HL of young people with a focus on youth cultures, health policy and prevention programs. This forms a broad thematic area, and thus the 20 articles in this book consider many different questions concerning youth, health and health promotion”. The book is a result of a research project *Youth Cultures as Health Literacy*, which was conducted as a consortium between the Finnish Youth Research Network and Alcohol and Drug Research Group at Finland’s National Research and Development Centre for Welfare and Health. Range of projects and investigations included in the book fall under the categories: youth and body; drugs and

alcohol; implications for prevention; and sport. Some of the articles are highlighted in this bibliography (see Burkitt, 2005; Hoikkala, & Hakkarainen, 2005).

Laverty, M. (2007). Dialogue as philosophical inquiry in the teaching of tolerance and sympathy. [Electronic version]. *Learning Inquiry* 1 (2), 125–132.

In dialogical philosophical inquiry students reflect on their thinking together in an effort to improve it. An important approach to communication in a classroom/group setting, particularly in light of the growing diversity of our society and the connections between social contexts and health.

Available at: <http://www.springerlink.com/content/481037g114jm2554/fulltext.pdf>

McMichael, A.J. (2006). Population health as a primary criterion of sustainability. [Electronic version]. *EcoHealth* 3 (3), 182–186.

Argues that "population health is a systemic manifestation of a population's entire social, cultural, and biophysical environment" (p. 183) and that the level of human-induced changes occurring in those three interdependent environments are unprecedented. The risks they pose to population is at the heart of "non-sustainability."

Available at: <http://www.springerlink.com/content/29325341k8315416/fulltext.pdf>

National Children's Bureau. (2006). *Arts in partnerships to promote health*. Healthy care briefing retrieved on July 17, 2007 from www.ncb.org/

Discusses how creative approaches can support individual health and well-being as well as develop partnerships between agencies and individuals. Examples from Health Care Partnerships in UK are included.

New London Group (1996). A pedagogy of multiliteracies: Designing social futures. [Electronic version]. *Harvard Educational Review* 66 (1). Retrieved May 12, 2004 from <http://www.edreview.org/harvard96/1996/sp96/p96cope.htm>

A key piece in broadening the conceptualization of literacy. The New London Group coined the term "multiliteracies", which "overcomes the limitations of traditional literacy approaches by emphasizing how negotiating the multiple linguistic and cultural difference in our society is central to the pragmatics of the working, civic, and private lives of students" (p. 1). They contend that multiliteracies are essential for literacy learning today as well as youth critical engagement.

Norman, C., & Skinner, H. (2006). eHealth literacy: Essential skills for consumer health in a networked world. *Journal of Medical Internet Research*, 8(2) April. Retrieved on February 12, 2007 from <http://www.jmir.org>

Linking health with the "e-World". Expands the definition of HL. A model of eHealth literacy is introduced, which includes a set of fundamental skills people will require to gain benefits from eHealth.

Nutbeam, D. (2000). Health literacy as a public health goal: A challenge for contemporary health education and communication strategies into the 21st century. *Health Promotion International, 15*(3), 259-267.

Discusses HL as a key outcome of health promotion. Expanding the conceptualization of HL, Nutbeam identifies distinctions between functional HL, interactive HL, and critical HL and argues that improving HL is critical to empowerment.

Patz, J.A. (2006). EcoHealth ONE: Forging Collaboration between Ecology and Health. [Electronic version]. *EcoHealth 3* (1), 66-67.

Brief introduction to the inextricable links between ecosystems, earth systems, and human and wildlife health.

Available at: <http://www.springerlink.com/content/pn0p1781673lh188/fulltext.pdf>

Pesek, T.J., Helton, L.R., & Nair, M. (2006). Healing Across Cultures: Learning from Traditions. [Electronic version]. *EcoHealth 3*, 114–118.

Discusses the need to “learn from ageold societies and their healing traditions for they do have answers we are seeking in sustainability and harmony, environmental stewardship and planetary respect, and holistic health” (p. 114). Asks for expanding conceptualizations of health (to recognize spirit with body and mind, within the context of the environment/earth) and literacy (to recognize oral traditions) in modern medicine of Western culture.

Reid, A., Bruun Jensen, B, Nikel, J., & Simovska, V. (Eds.). (2008). *Participation and learning: Perspectives on education and the environment, health and sustainability*. Springer.

A collection of critical perspectives on participatory approaches in education as related to the environment, sustainability, and health education. Some of the chapters are listed separately in this bibliography (See Hart, 2008; Simovska, 2008).

Rootman, I. (2005). Literacy and human health: The role of education. *Education Canada, 45*(1), 39-41.

Addresses the need to link health education and general education.

Rottle, N.D., & Johnson, J.M. (2007). Youth design participation to support ecological literacy: Reflections on charrettes for an outdoor learning laboratory. *Children, Youth and Environments, 17*(2), 484-502.

Describes youths’ participation in design charrettes for a Seattle park’s outdoor learning laboratory. The project derived from the beliefs that experiences in nature have therapeutic value and are key to ecological learning, and that youths’ views would provide unique insights for park staff and designers. This project is an example of how to start the process of engaging youth in the development of ecological learning.

Schultz, K. (2003). *Listening: A framework for teaching across difference*. New York: Teachers College Press.

Introduces the conceptual framework of "listening to teach". Explores listening at individual, group/classroom, and culture/community/social levels, and looks at silence and acts of silencing. An important resource in the work to achieve meaningful youth engagement. 📖

Smylie, J., Williams, L., & Cooper, N. (2006). Culture-based literature and Aboriginal health. *Canadian Journal of Public Health, 97*(2), S21-S25.

Summarizing seven of the speakers at the Second Canadian Conference on Literacy and Health, held October 2004 (see Huston, 2006) this article presents a "compelling rationale for Indigenously determined, culture-based approaches to Aboriginal literacy and health" (p. S24). The two most recurring reasons were "the unique and culturally determined ways in which Aboriginal peoples and their languages conceptualize learning, education, and health; and the recognition that self-determination of language and learning are human rights" (p. S24). Approaches must be specific and relevant to community, not one blueprint for all.

Stewart, S., Riecken, T., Scott, T., Tanaka, M., & Riecken, J. (accepted for print) *Expanding mental health literacy: Indigenous youth creating videos*. *Journal of Health Psychology*.

The authors go beyond the traditional definition of mental health and expand it in view of Indigenous youths' perspectives. This article describes the Greater Victoria based Traditional Pathways to Health (TPTH) project. (For more information about TPTH, see Riecken, Tanaka, & Scott, 2006, listed in the section YE in HL Initiatives.) 📖

Waks, L.J. (2007). Listening and reflecting: an introduction to the special issue. [Electronic version]. *Learning Inquiry 1* (2), 83-87.

Introductory article to the special issue of *Learning Inquiry* focusing on listening, a topic that has been broadly neglected in educational studies. This special issue presents studies on the connections between listening and reflecting in educational contexts.

White, M., & Robson, M (2003). From ice to fire: Arts in health for social inclusion. *Centre for Arts and Humanities in Health and Medicine*. Retrieved July 15, 2007 from <http://www.dur.ac.uk/cahbm/articles/>.

Discusses the embodied nature of health awareness and the role that the arts can play in furthering that kind of understanding.

Zanchetta, M.S., & Poureslami, I.M. (2006). Health literacy within the reality of immigrants' culture and language. *Canadian Journal of Public Health 97*(2), S26-S30.

Introduces HL as experienced by immigrant populations, and presents key points about culture, languages, and HL that arose from the Second Canadian Conference on Literacy and Health, held October 2004 (see Huston, 2006). Factors that might contribute to the problems in accessing health information and services - language, cultural barriers, traditional beliefs and practices, discrimination, perceptions of shame - have not been studied among newcomers in Canada.

YOUTH ENGAGEMENT

THEORETICAL UNDERPINNINGS, FRAMEWORKS, GUIDELINES, CASE STUDY EXAMPLES

Ball, J. (2005). "Nothing about us without us": Restorative research partnerships involving Indigenous children and communities in Canada. In Farrell, A. (Ed.), *Exploring Ethical Research with Children*. (pp. 81-96). Berkshire, UK: Open University Press/McGraw Hill Education.

An important examination of the ethical principals – respect, inclusion, reciprocity and relevance - involved in research with Indigenous communities in Canada. Many of the learning points described provide thoughtful commentary regarding the facilitation of YE.

Boyce, W. (2001). Disadvantaged persons' participation in health promotion projects: Some structural dimensions. *Social Science and Medicine*, 52, 1551-1564.

Five community projects in the Canadian Health Promotion Contribution Program, including two youth projects, were examined in a comparative case study. Reports on the relationship between various dimensions of structure (social-cultural, organizational, political-legal-economic) and the community participation process.

Cahill, C., & Hart, R. (Eds.) (2006). Pushing the boundaries: Critical international perspectives on child and youth participation series introduction. *Children, Youth and Environments: Special Edition*, 16(2).

"Participatory approaches to community research, development and governance with children and youth have demonstrated that engaging the perspectives of young people challenges their social exclusion, and builds their capacity to analyze and transform their own lives and to partner in the building of more sound, democratic communities. However, not enough attention has been given to systematically evaluating and critiquing these participatory practices. This special issue of CYE offers an international forum to review and advance the field, developing its potential through cross-cultural dialogue, self-reflexive critique, and critical synthesis." Articles on child and youth participation from nine regions of the world are included in the series. (See *Children, Youth and Environments* listed in the section of Journals for more information about the journal and this series.) Some of the articles in the series have been highlighted individually in this bibliography (See Cahill & Hart, 2007; Kara, 2007; Senbel, 2007; Truchon, 2007).

Cahill, C., & Hart, R. (2007). Re-thinking the boundaries of civic participation by children and youth in North America. *Children, Youth and Environments*, 17(2), 213-225.

Introduction to the collection of North American articles for the *Children, Youth and Environments* special edition series on children and youth participation (see Cahill & Hart, 2006 for more information about the series).

Camino, L. (2005). Pitfalls and promising practices of youth-adult partnerships: An evaluator's reflections. [Electronic version]. *Journal of Community Psychology*, 33(1), 75-85.

Presents three pitfalls that can undermine the effectiveness of youth-adult partnerships: (1) the assumption that youth should do everything of importance; (2) the belief that adults should "get out of the way," and give up power, and (3) the focus on youth as the marked

category. The article also describes three promising practices to overcome pitfalls: (1) integrate reflection into meetings; (2) articulate the logic of programs and youth-adult partnerships; and (3) engage a third party to help explore group assumptions and values.

Camino, L., & Zeldin, S. (2002). From periphery to center: Pathways for youth civic engagement in the day-to-day life of communities. *Applied Developmental Science, 6*(4), 213-220.

The authors point out that civic engagement is limited for youth due to segregation from adults and adult beliefs about adolescents, negative stereotypes as well as overly romantic views about the capabilities of youth. Momentum building towards five pathways for YE: public policy/consultation; community coalition involvement; youth involved in organizational decision making; youth organizing and activism; and school-based service learning. Three over-arching qualities for youth civic engagement: youth ownership; youth-adult partnerships; and facilitative policies and structures.

Campbell, K., & Rose-Krasnor, L. (2006). "Why am I told to act like an adult and treated like a child?": *Children's participation rights in Canada*. Submitted to the Committee on the Rights of the Child, in consultation with Centre of Excellence for Youth Engagement, September 15, Day of Discussion. Retrieved on July 15, 2006 from <http://www.crin.org/docs/GDD>.

Highlights three general issues of importance regarding meaningful YE: a cultural shift "in which the voice of children and youth is valued and respected" is needed; challenges to achieving a balance between protection and participation rights; and overcoming practical obstacles such as best practices regarding YE, evaluation, and reaching participants from a wide range of backgrounds.

Caputo, T. (2000). *Hearing the voices of youth: Youth participation in selected Canadian municipalities*. [Electronic version]. Public Health Agency of Canada, Ministry of Public Works and Government Services Canada (Cat. No. H39-520/2000E). Ottawa: Health Canada.

Building on previous research (see Caputo, 1999 listed under Youth Health), this study explored the opinions of both youth and adults working with youth about youth participation in Canada. Respondents identified: most important concerns of youth; ways of identifying youth concerns; and strategies for involving youth. 📌

Cargo, M., Grams, G. Ottoson, J. Ward, P., & Green, L. (2003). Empowerment as fostering positive youth development and citizenship. *American Journal of Health Behavior, 27*(1), S66-S79.

Describes a 32-month study in an inner-city neighbourhood in southern British Columbia. A diverse group of 123 youth between the ages of 12-19 and 50+ adults from different agencies that supported youth participated. The purpose was to "develop a theoretical framework of youth empowerment in the context of participatory community health promotion intervention". Power was transferred to youth, "empowerment emerged as a transactional partnering process between adults and youth" (p. S66). 📌

Cassell, J., Huffacker, D. Tversky, D., & Ferriman, K. (2006). The language of online leadership: Gender and youth engagement on the internet. *Developmental Psychology, 42*(3), 436-449.

Examines the International junior summit online community. Key finding, adults need to understand and pay attention to the fact that youth speak a different language.

Cervone, B., & Cushman, K. (2002). Moving youth participation into the classroom: Students as allies. *New Directions for Youth Development*, 96, 83-100.

Youth can contribute meaningfully but it is up to adults to set the tone, environment, climate and/or conditions for YE. Practical suggestions are provided regarding how to pay attention and meaningfully connect with youth, what teachers can do to marshal student voices and how to make student voice matter. Guidelines can be transferred to youth health (and other) programs. 📌

Chalmers, H., & Rose-Krasnor, L. (2002). *Youth-driven evaluation: The evaluation of programs for and by youth*. Centre of Excellence for Youth Engagement. Retrieved August 3, 2007 from http://www.engagementcentre.ca/detail_e.php?recordid=32

This brief article highlights the importance of youth involvement in the evaluation of youth programs. Methods used, the potential benefits, as well as the possible barriers, with suggestions for overcoming them, are included.

Checkoway, B.N., & Gutierrez, L.M. (Eds). (2006). *Youth participation and community change*. New York: Haworth Press.

International perspectives on youth participation and community change including content regarding: perspective on participation; youth participation in evaluation and research; student facilitators and collaborative teams for participation; and outcomes for youth organizing and other approaches. Co-published simultaneously as *Journal of Community Practice*, 14 (1/2). Included in this bibliography is Suleiman, Soleimanpour, & London (2006), listed under Youth Engagement in Health Literacy Initiatives.

Cook, P., & Blanchet-Cohen, N. (2006). *Creative tools: Civic engagement of young people*. [Electronic version]. Victoria, BC: International Institute for Child Rights and Development.

"The approach and tools in the kit build on our combined experience of working with young people. They were field tested in three different Canadian cities: Vancouver, Halifax, and Gatineau, and provide a Canadian example of real municipal child and youth civic participation." Includes tips for facilitators, creating a plan, and creative tools to use with youth. 📌

Available at: <http://www.growingupincities.ca/english/toolkit.php>

Cook, P., Blanchet-Cohen, N., & Hart, S. (2004). *Children as partners: Child participation promoting social change*. [Electronic version]. Victoria, BC: International Institute for Child Rights and Development.

An examination of current literature and programming that supports the meaningful participation of children and youth, in the context of children's rights and focusing on one of the key aspects of participation: partnership. A participation-partnership framework is discussed and applied to 10 case studies from around the world, including the Young Minds project in Europe (see Simovska, 2008 for more information). Tools for assessing partnerships and key findings for effective programming are also included. 📌

Available at: <http://web.uvic.ca/iicrd/graphics/CAPCIDARreport.pdf>

Finn, J., & Checkoway, B. (1998). Young people as competent community builders: A challenge to social work. *Social Work, 43*(4), 335-345.

A pilot study of six community-based youth initiatives in the US that demonstrated a strong commitment to: youth involvement; capacity building; collaboration; cultural awareness; community-defined concerns; leadership development and continuity; comprehensive and change oriented practice. The authors stress the need to change the focus from "therapeutic models of individual treatment to consciousness-raising models for group reflection and action" (p 344). Adults must view youth as competent community builders and resources, building on the strengths of youth, rather than view youth as problems, victims or youth-at-risk who need intervention in order to be saved. 📌

Flicker, S., Maley, O., Ridgley, A., Biscope, S., Lombardo, C., & Skinner, H. (in press). e-PAR: Using technology and participatory action research to engage youth in health promotion. [Electronic version]. *Journal of Action Research*. Retrieved May 21, 2008 from <http://www.youthvoices.ca/>

Describes a model (e-PAR) for using technology and Participatory Action Research to engage youth in community health promotion. The article provides an outline of the theoretical basis of the e-PAR model, an overview of how the model was developed, and the implications for practice and research.

Ginwright, S., & James, T. (2002). From assets to agents of change: Social justice, organizing, and youth development. *New Directions for Youth Development, 96*, 27-46.

Using a social ecological approach, the authors provide an overview of the political, economic, and cultural context in which youth development and political participation occur in the US. The authors examine the role youth can play in forging a democratic society and creating more equitable institutions, how adults can support socio-political development among youth and what can be learned from youth organizing and its impact on the development of young people? Outlines the principles, practices and outcomes of the theoretical framework of social justice youth development.

Golombek, S. (Ed.) (2002). What works in youth participation: Case studies from around the world. [Electronic version]. *International Youth Foundation*. Available at <http://www.iyfnet.org/section.cfm/31/223>.

Nine diverse case studies, some written by youth and some by adults, are highlighted. The case studies come from Brazil, India, the Philippines, Thailand, Argentina, Columbia, Germany, the United States and the Balkans, identify lessons learned, and explore what inhibits and enables youth participation. 📌

Gurstein, P., Lovato, C., & Ross, S. (2003). Youth participation in planning: Strategies for social action. *Canadian Journal of Urban Research, 12*(2), 249-274.

Four case studies from the Lower Mainland of British Columbia that demonstrate "meaningful" YE are profiled. Strategies to develop more inclusive planning models that engage youth and other marginalized stakeholder groups are recommended. 📌

Hart, R. (1992). *Children's participation: From tokenism to citizenship*. Florence: UNICEF, International Child Development Centre.

This booklet introduces Hart's "Ladder of Participation". This is a highly referenced model of YE that is laid out on an 8-point continuum from manipulation, decoration, tokenism, assigned but informed, consulted and informed, adult-initiated and shared decisions with youth, youth-initiated and directed, to youth-initiated and shared decisions with adults. As noted on the McCreary Society website, there has been some debate regarding the top two rungs of Hart's ladder and which of these is actually the "most meaningful" form of YE (http://www.mcs.bc.ca/ya_ladd.htm). See also Kara (2007, p. 567) for another critical reading of Hart's Ladder.

Hart, R. (2008). Stepping back from 'The Ladder': Reflections on a model of participatory work with children. In A. Reid, B. Bruun Jensen, J. Nickel, & V. Simovska (Eds.), *Participation and learning: Perspectives on education and the environment, health and sustainability*. (pp. 19-31). Springer.

Important commentary by Hart regarding how his "Ladder" has been (mis)used and critiqued since it was first introduced as a model of participatory work with children. Included in this chapter is the genesis of the model and its limitations, as well as a call for more models and collaborative programs between academics, community programs and children and youth themselves.

Hurtle, D., & Ure, J. (2006). *Youth Engagement Strategy*. [Electronic version]. Halifax, NS: Recreation, Tourism and Culture, Halifax Regional Municipality.

Description of the youth engagement strategy that was developed by Recreation, Tourism and Culture, Community Recreation Services (RTC) and HeartWood Centre for Community Youth Development (HeartWood) to improve recreational opportunities for youth in Halifax Regional Municipality (HRM). RTC Community Youth Development Model included.

Available at: <http://www.heartwood.ns.ca/tools/YouthStrategy.pdf>

Ilkiw, V. (2007). Speaking Notes: Safe cities for youth, city of Toronto Conference. *Laidlaw Foundation Safe Cities Plenary Notes*. Retrieved January 1, 2008 from http://www.laidlawfdn.org/cms/File/Safe_Cities_for_Youth_-_Speaking_Notes_V._Ilkiw.pdf

Highlights the continuum of YE developed by the Funders Collaborative for Youth Organizing. (See Sullivan, Edwards, Johnson, & McGillicuddy, 2003.) Points out that youth organizing provides a new model of organizational functioning and that youth governed organizations will "have much to teach us about new ways of governance, succession planning and transformation" (p. 8).

Kara, N. (2007). Beyond tokenism: Participatory evaluation processes and meaningful youth involvement in decision-making. *Children, Youth and Environments*, 17(2), 563-580.

The audit tool and processes discussed were used on youth councils, though it can be adapted in form or in content for the design or evaluation of other YE initiatives. Interesting perspective regarding Hart's Ladder of Youth Engagement, that youth who are

inexperienced in decision-making will often rate themselves higher than those youth who are more experienced being involved with decision-making in a substantive way.

Lansdown, G. (2004). *Evolving capacities and participation*. [Electronic version]. Victoria, BC: International Institute for Child Rights and Development.

Highlights the importance of children's participation with their (more experienced) peers, older children and adults to facilitate the evolution of their capacities. Implications for practice are discussed.

Available at: <http://web.uvic.ca/iicrd/graphics/CIDA%20CAP%20Report%20%20-%20Evolving%20Capacity%20and%20Participation.12.03.pdf>

Lichter, A. (2004). Resource review: Health2004 Conference: Youth in focus. *Health Promotion International*, 19(3), 397-399.

Brief overview of a youth participation model used for the International Conference on Health Promotion and Health Education. Three themes emerged from the youth volunteers and Youth Working Group's post-conference reflections: (1) the need for cross-sectoral and cross-generational collaborative work that supports the genuine involvement of young people; (2) the diversity that characterizes both young people and young professionals needs to be reflected in programs; and (3) "young people and professionals are both the present and future of health promotion and the health of our society" but need support from more experienced professionals.

Loiselle, E. (2001). To define or not to define? [Electronic version]. *Centre of Excellence for Youth Engagement Newsletter, Fall 2001*, pp. 1 & 3.

Questions the definition of YE from a youth perspective. 🗨️

If you want to captivate me, tell me a personal story. Share with me an experience that changed your life in some way. . . . When you're finished giving me a glimpse into this amazing moment of change, show me that this stuff you just told me about: getting involved, doing something that means something, and accomplishing something awesome, is something that I can do too. . . . Once you have me interested, show me where I can get involved. (p. 3)

Lombardo, C., Zakus, D., & Skinner, H. (2002). Youth social action: building a global latticework through information and communication technologies. *Health Promotion International*, 17(4), 363-371.

"New technologies and a growing global consciousness have created innovative opportunities for young people to connect locally, nationally and internationally for social action" (p. 363). Interviews with youth and youth workers revealed the importance of connections (youth to youth, to resources, mentorship) and the use of a variety of communication strategies in all programming to build a youth action movement. 🗨️

McCall, D. & Shannon, M. (1999). *Youth led health promotion, youth engagement and youth participation: A research review*. Canadian Association for School Health, prepared for the tobacco Control Unit, Health Canada.

Extensive review that examines youth empowerment and the sustainability of youth programs. Includes categories of youth led health promotion: audience segmentation; program focus; intensity of program; intended health outcomes; and sites/settings of program delivery. Also included is a section on theoretical basis for youth-led health promotion. Extensive list of references.

Marr, P., & Malone, K. (2007). What about me? Children as co-researchers. [Electronic version]. *The Australian Association for Research in Education*. In Conference Papers. Retrieved February 27, 2008 from <http://www.aare.edu.au/07pap/mar07118.pdf>

Examines in brief the shift in research from researching 'on children' to researching 'with children'. Includes a summative table that links cultural and historical views of childhood to types of research methodologies. Provides a framework for beginning to move to research that is done 'by children'. Two projects are from Australia highlighted. 📌

Mitra, D. (August 2005). Adults advising youth: Leading while getting out of the way. *Educational Administration Quarterly*, 41(3), 520-553.

Empirical study of two student voice initiatives at a school in Northern California. Focus on this article is the balance between support and letting go that adults need to do to facilitate meaningful YE. Framework is based on Wenger's conception of a community of practice.

Mitra, D. (2004). The significance of students: Can increasing "student voice" in schools lead to gains in youth development? *Teachers College Record*, 106(4), 651-688.

One of the first empirical studies to attempt to identify how student voice contributes to youth development assets: agency, belonging and competence. Examination of student voice initiatives at a school in Northern California suggests student voice serves as a catalyst for change and there is a correlation between an increase in student voice and school attachment. 📌

O'Donoghue, J. L., Kirshner, B., & McLaughlin, M. (Winter 2002). Moving youth participation forward. *New Directions for Youth Development*, (96), 15-26.

An overview of youth participation - the field has broadened in focus, shifting from prevention to preparation, to participation and power sharing. The authors call for youth participation to move from private to public institutions, such as schools. To be effective, youth participation must be imbedded in institutions and processes that influence the everyday lives of youth.

Oliver, K., Collin, P., Burns, J., & Nicholas, J. (2006). Building resilience in young people through meaningful participation. *Australian e-Journal for the Advancement of Mental Health*, 5(1), ISSN1446-7984.

Outlines theoretical and conceptual underpinnings of a YE model used in *Reach Out!* (www.reachout.com.au), an online service that connects youth, shares information, referrals, and stories about how others manage mental health problems. Model is founded on underlying principles of youth participation, with emphasis on youth rights, recognizing capacity and skill building.

Pancer, M., Rose-Krasnor, L., & Loiselle, L. (2002). Youth conferences as a context for engagement. *New Directions for Youth Development*, (96), 27-46.

Profiles the *Creating Change 2001* conference for youth by youth sponsored by the Students Commission. Delegates, aged 14-25, represented all ten provinces across Canada and several Aboriginal tribes. Conceptual framework and outcomes of YE are outlined. ☛

Pittman, K., Diversi, M., & Ferber, T. (2002) Social policy supports for adolescence in the twenty-first century: Framing questions. *Journal of Research on Adolescence*, 12(1), 149-158.

Offers a "set of 'framing questions' aimed at helping to tailor youth policies to the particulars of a given cultural and community context" (p. 150). Framing questions are discussed in terms of: desired outcomes and goals; inputs at play; settings involved; people involved directly and indirectly with youth; time frame; target group; and expected youth roles. Priorities for policy development are listed as: intentionality to define and promote positive strengths and non-academic outcomes; continuity of investments from early years though to adulthood; connection between the various contexts youth grow up in; and social policy that prominently includes the voices and actions of youth as positive change agents.

Pittman, K. (2002). Balancing the equation: Communities supporting youth, youth supporting communities. *Community Youth Development Journal*, 1(1), 33-36.

A reflection of "40 years of changes in approaches to working with and for marginalized young people" (p. 19). Discusses the paradigm shift from youth participation to youth and adult partnerships for community change, and seeing youth as "problem solvers" not "problem youth".

Public Health Agency of Canada (1999). *The works: Assessing youth involvement in youth health organizations*. Health Canada. Available at http://www.phac-aspc.gc.ca/canada/regions/atlantic/Publications/The_works/works_1999_e.pdf

Thorough and user friendly guide for "youth driven" programs. Acknowledges levels of youth participation. Evaluation framework for organizations including tip sheets for focus groups and how to conduct interviews. Also available as a website: http://www.phac-aspc.gc.ca/canada/regions/atlantic/Publications/The_works/research_e.html. ☛

Senbel, M. (2007). Engaging youth to engage community in sustainable grassroots planning. *Children, Youth and Environments*, 17(2), 454-460.

Describes the experience of working with youth to create neighbourhood designs in Salt Lake City's West Side. An honest account of the challenges and possibilities of a "youth-based grassroots environmental participatory democracy".

Shen, V. (2006). *Involveyouth2*. [Electronic version]. Toronto, ON: City of Toronto.

Guide to meaningful youth engagement aimed at supporting youth organizations, developed by the City of Toronto.

Available for download at: <http://www.toronto.ca/involveyouth/youth2.htm>

Strack, R., Magill, C., & McDonagh, K. (2004). Engaging youth through photovoice. *Health Promotion Practice, 5*(1), 49-58.

An example of a Photovoice project in Baltimore with youth, aged 11-17 years-old. The authors describe the photovoice process as one that "aims to use photographic images taken by persons with little money, power, or status to enhance community needs assessments, empower participants, and induce change by informing policy makers of community assets and deficits" (p. 49). An outline of a Photovoice curriculum is included. 📌

Sullivan, L., Edwards, D., Johnson, N., & McGillicuddy, K. (2003). *An emerging model for working with youth: Community organizing + youth development = youth organizing*. [Electronic version]. New York: Funders Collaborative on Youth Organizing.

This paper outlines the essential elements of community organizing and youth development that are shaping the field of youth organizing. Guiding principals, benefits and recommendations for sustainability of youth organizing are discussed. Also included is a continuum of YE made up of five broad categories, from a youth service approach, to youth development, youth leadership, civic engagement and youth organizing.

White, R., & Wyn, J. (2004). *Youth and society: Exploring the social dynamics of youth experience*. Melbourne: Oxford University Press.

Excellent resource for definitions of youth and focusing on how important youth voices are, as opposed to the way adults see youth. Discussions include the conceptualization of youth and issues of participation.

Wyn J., & Harris, A. (2004). Youth research in Australia and New Zealand. *Nordic Journal of Youth Research, 12*(3), 271-289.

"Explores the traditions dominating the early conceptualization of youth" (p. 271) and what is now a reconceptualization of youth in Australia and New Zealand. Discusses how "discourses of youth and indigeneity and of health have been rethought". Points to the need to "search for more effective theoretical frameworks for understanding young people's relationships to institutions such as the family, education, work and health" (p. 286).

Zeldin, S. (2004). Preventing youth violence through the promotion of community engagement and membership. *Journal of Community Psychology, 32*(5), 623-641.

"Youth policy in US reflects the public assumption that adolescence is a time of storm and stress and that youth are therefore in need of protection and control from their communities". According to the authors, this view distances youth and distracts attention and debate. This policy analysis explores YE in community decision making as a public response to violence. Cites a broad body of research that indicates YE: reduces likelihood of violence; promotes community membership; and positively develops youth competencies and emotional well-being. Six policy directions are offered.

YOUTH ENGAGEMENT IN HEALTH LITERACY INITIATIVES

Amsden, J., & VanWynsberghe, R. (2005). Community mapping as a research tool with youth. *Action Research, 3*(4), 357-381.

Participatory action research project where youth engaged in community mapping as a tool to evaluate health clinics for youth friendliness in a southern British Columbia neighbourhood. Youth were participants as well as facilitators of research, and were encouraged to take ownership over the research direction. The project evaluation points to the need for "encouraging more knowledge creation at the community level, [to help] dispel the myth that only 'experts' can conduct research" (p. 366) and the importance of having expressive forms of representation integrated through the research process with youth. 📌

Barry, P.J., Ensign, J., & Lippek, S. (2002). Embracing street culture: Fitting health care into the lives of street youth. *Journal of Transcultural Nursing, 13*(2), 145-152.

Argues for the use of "youth –centric" rather than "youth-friendly" programs for homeless youth that sees youth as the "starting point and adapting the health service to meet their needs." Resists deficit model of health and wellness. Includes youth voices from focus groups. Staff treat youth with deep respect and spend time "on the other side of the desk", "acknowledge that adults can be untrustworthy", give free supplies, have evening hours and help them with things not immediately relevant to their physical wellbeing. 📌

Boyer, C., Sieverding, J., Siller, J., Gallaread, A., & Change, J. (2007). Youth united through health education: Community-level, peer-led outreach to increase awareness and improve noninvasive sexually transmitted infection screening in urban African American youth. *Journal of Adolescent Health, 40*(6), 499-505.

Peer-led outreach program in the US that concludes "peer-led street- and venue-based community outreach approach is a feasible means for reaching large numbers of adolescents for STI prevention".

Bradley, B., Deighton, J., & Selby, J. (2004). The 'Voices' project: Capacity-building in community development for youth at risk. *Journal of Health Psychology, 9*, 197-212.

Reports on the first three cycles of an action research project in rural Australia. Action Cycle two saw the development of a youth theatre group, 'Voices'. Youth participated in regular weekly meetings over five months, sharing stories, and later turned their stories into mini-scripts and ultimately presented them in public. "More recently [the youth participants of Voices] have started a new theatrical venture called 'Cultural Fusion', which is to use music, dance and drama to emphasize that no one can escape cultural hybridity. They are directing and producing this piece themselves and only bringing adults in when they collectively decide adult help is required" (p. 206). 📌

Canadian CED Network. (2006). Pan-Canadian community development learning network profile of effective practice: Santropol Roulant: Building an intergenerational community. [Electronic version]. Victoria, BC: Author. APA

A profile of the community-based initiative Santropol Roulant in Montreal, and the comprehensive approach they take to improve social and economic conditions on a local level. Started in 1995 as an organization where young people were employed to deliver meals-on-wheels. The meals-on-wheels program and other activities (such as roof top gardens and bike workshops) are designed to address intergenerational community relationships, food stability, and sustainability. See Santropol Roulant in the Community Resources section for more information.

Available at: <http://www.ccednet-rcdec.ca/files/Santrop-20060401-E.pdf>

Carroll, G., Hébert, D., & Roy, J. (1999). Youth action strategies in violence prevention. *Journal of Adolescent Health, 25*(1), 7-13.

Youth driven project initiated in three Canadian high schools. Discusses the balance between individual responsibility and community/group participation. Good example of YE within a traditional research model. Student selected health-related activities included noon-hour discussions and a television show.

Davidson, M., Manion, I., Davidson, S., & Brandon, S. (2006). For youth by youth: Innovative mental health promotion at Youth Net/Réseau Ado. *Vulnerable Children and Youth Studies, 1*(3), 269-273.

Programs address the fact that 15-25% of Canadian youth have some form of mental illness. Offers a Pens and Paints program, where youth can explore how to use visual arts (sketching, watercolors, papier mâché, sculpting, etc) and creative writing (poems, songs, freestyling, journal entries, etc) as an outlet for stress. See Youth Net/ Réseau Ado listed under Community and Online Resources for more information.

Flicker, S. Goldberg, E., Read, S. Veinot, T. McClelland, A., Saulnier, P., & Skinner, H. (2004). HIV-positive youth's perspectives on the Internet and eHealth. *Journal of Medical Internet Research, 6*(3), e32.

Mixed methods survey that was analyzed by "youth living with HIV, professionals and researchers collaboratively" in Ontario. Sheds light on some of the issues regarding Internet sites that deal with health. 📌

Gleeson, S. Cantero, L. Jochelson, T., & Rissel, C. (2004). The Marrickville mural. *Youth Studies Australia, 23*(4), 1 54-58.

An aerosol art wall mural displaying HCV prevention messages in the inner-city Sidney suburb of Marrickville was developed with the extensive involvement and participation of youth in the mural's design and creation. Two artists visually represented the perceptions of the young people who participated in three focus groups. The project included partnerships between the local youth resource centre, two graffiti artists, Municipal council, Hepatitis C council, local police, and the Rail Infrastructure Corporation.

Groft, J.N., Hagen, B., Miller, N.K., Cooper, N., & Brown, S. (2005). Adolescent health: A rural community's approach. [Electronic version]. *Rural and Remote Health, 5*. Retrieved March 2007 from <http://rrh.deakin.edu.au>.

An example of a rural based participatory action research project in Alberta. While youth had limited input on the initial planning levels (i.e.: adults appear to have chosen the use of a survey as a tool), interesting spin-off projects from the survey were developed by youth.

Hampton, M. Fahlman, S., Goertzen, J. & Jeffrey, B. (2005). A process evaluation of the Youth Educating about Health (YEAH) program: A peer-designed and peer-led sexual health education program. *Sieccan Newsletter 40*(2) in *The Canadian Journal of Human Sexuality 14*(3-4), 129-141.

Excellent example of a program "directly designed and led by youth". Provides a deeper interpretation of YE in terms of "peer-designed" (total control), rather than "peer-led" programs. Points out that youth are not the only target for programs, but they should also include parents and teachers. A puppet show and a theatre performance were two of the initiatives designed by the participating youth. 📌

Jones, M., Salmon, D., & Orme, J. (2004). Young people's involvement in a substance misuse communications campaign. *Drugs, Education, Prevention and Policy* 11(5), 391-405.

Reports on an evaluation of a substance misuse campaign in the UK and the issues raised by the involvement of young people in its development. Many forms of media were used including drama, leaflets, postcards, videos, radio, booklets and newspaper articles. "The key to realizing young people's potential is the use of experienced facilitators, well-informed advisors and dedicated media experts who can work alongside young people in a range of settings within their communities" (p. 391). 📌

Korn, D., Murray, M., Morrison, M., Reynolds, J., & Skinner, H. (2006). Engaging youth about gambling using the internet: The YouthBet.net website. *Canadian Journal of Public Health*, 96(6), 448-453.

On overview of the development and process evaluation of the website, YouthBet.net, designed by youth for youth. The website is "one of the first comprehensive websites designed for youth gambling" (p. 452), unique in its "public health approach that addresses the continuum of youth gambling behaviour integrating prevention, health promotion and harm reduction strategies" (p. 452). 📌 (See Youth Voices listed under Community and Online Resources for more information.)

Kraftl, P., & Horton, J. (2007). 'The health event': Everyday, affective politics of participation. [Electronic version]. *Geoforum* 38(5), 1012-1027.

Youth who participated in a research project about young people's health needs were given the opportunity to critique the project findings and shape its recommendations at a conference, 'The health event' at the University of Northampton, England. Five of the project's participants co-organize the feedback conference. Nice example of youth and adult collaboration (organizing the health event) and youth providing feedback on the findings of research they participated in (the health event itself). 📌

Maley, O., Ridgley, A., & Skinner, H. (2004). Youth voices: Engaging youth in health promotion using media technologies. *Canadian Issues, Fall*, 21-26.

Youth Voices (formerly TeenNet, founded by Dr. Skinner) projects that link YE and low-end technologies and high-end Internet based technologies. Describes a six phase model EIPARS (engage, identify, plan, research/reflect/reward, sustain). (See Youth Voices listed under Community and Online Resources for more information.)

Mandel, L. & Qazilbash, J. (2005). Youth voice as change agents: Moving beyond the medical model in school-based health care practice. *Journal of School Health*, 75(7), 239-242.

Describes a 34-week pilot project at a school-based health centre in Boston where youth were brought on as advisory board members. Seeks to extend the "patient empowerment

approach" into the boardroom by including youth input in planning, implementation and evaluation of services. Provides a starting point for future YE work.

Poland, B., Tupker, E., Breland, K. (2002). Involving street youth in peer harm reduction education. *Canadian Journal of Public Health, 93*(5), 344-348.

Brings up important issue of whether youth *want* to be a part of program planning design, implementation and evaluation, as well as other challenges, such as time spent in data collection vs. analysis in qualitative research. Provides an example of an evaluation protocol where the participating youth direct the nature and content of the evaluation.

Riecken, T., Tanaka, M., & Scott, T., (2006). First Nations youth re-framing the focus: Cultural knowledge as a site for health education. *Canadian Journal of Native Education, 29*(1), 29-42.

Participatory Action Research project that draws from university researchers, high school teachers, youth, community members and elders in the Greater Victoria area. The project supports a redefining of health in a more holistic light, resisting a deficit model of health and wellness, bridging Indigenous science with Western science. Youth participate in many stages of the process, from choice of topic to dissemination, using video as a research tool.

☛ See also:

Riecken, T., Scott, T., & Tanaka, M. (2006). Community and culture as foundations for resilience: Participatory health research with First Nations student film makers. *Journal of Aboriginal Health, 3*(1), 6-14.

The focus of this article is on how the research approach used in the TPTH project "contributes to building resiliency through the development of relationships that foster a connection with community and culture" (p. 7). ☛

Riecken, T., Conibear, F., Michel, C., Lyall, J., Scott, T., Tanaka, M., Batten, S., Riecken, J., & Strong-Wilson, T. (2006). Resistance through re-presenting culture: Aboriginal student filmmakers and a participatory action research project on health and wellness. *Canadian Journal of Education, 29*(1), 265-286.

The focus of this article is on the resistance of standardized and privileged forms of representations and constructions. ☛

Sauvé, S. (2003). Changing paradigms for working with street youth: The experience of Street Kids International. *Children, Youth and Environments, 13*(1). Retrieved from <http://colorado.edu/journals/cye>.

An example of a street youth focused project that has acted from a paradigm that sees youth as central to the process and assets to the community, not "problems to be solved." Focus on including street youth in the development of methods and materials. Discussion of shifting paradigms from "paradigm of absence" (children without voice or recognition) to "paradigm of the child as person" (which requires adults to change) (p.3). Also utilizes shifting program strategies to a more holistic model. Privileges the use of stories as case studies to learn from (video format).

Shoveller, J., Johnson, J., Prkachin, K., Reade, J., Chabot, C., Ogen, J., Anderson, R., & Belinger, S. (2007). *Developing new research approaches to engage rural and Northern youth in a social determinants analysis of sexual health outcomes: Progress report*. [Electronic version]. Canadian Institutes of Health Research.

Key pieces – “developing two checklists for researchers and community stakeholders to facilitate the use of PAR methods in studies that focus on youth sexual health, CAREY (Checklist to Assess Research Engaging Youth) and GYLPHR (Guidelines for Youth Leading Population Health Research) as well as a card for youth that lists all the important things they need to know about being a research participant, Know Your Rights with Research” (see <http://nexus.ubc.ca/projectfiles/5bd183aca60ce741a59cde5f532bd701/PAR-Know-Your-Rights-with-Research-Info-Card-Nov-07.pdf>).

Available at <http://nexus.ubc.ca/projectfiles/5bd183aca60ce741a59cde5f532bd701/PAR-Progress-Report-Nov-1-07.pdf>

Simovska, V. (2008). Learning in and as participation: A case study from health-promoting schools. In A. Reid, B. Bruun Jensen, J. Nikel, & V. Simovska (Eds.), *Participation and learning: Perspectives on education and the environment, health and sustainability*. (pp. 61-80). Springer.

Using the case study, Young Minds, a web-based project in which students from different European countries collaborate on issues related to health, this chapter offers a description of the democratic health-promoting schools tradition which emphasizes a critical approach to student participation and the “importance of taking action as part of learning about health” (p. 61). The focus of this health literacy initiative is on fostering action competence, “the ability to bring about positive change with regard to health” (p. 63), rather than the modification of lifestyles by individual students.

Skinner, H., Maley, O., & Norman, C. (2006). Developing internet-based eHealth promotion programs: The Spiral Technology Action Research (STAR) model. *Health Promotion Practice*, 7(4), 406-417.

This article embeds a working program, a case study of the Smoking Zine website, deeply into existing theory and presents “an integrated model for the development, implementation, and evaluation of eHealth promotion programs.” Points out advantages and limitations of ICT programs and outlines a five-stage process that involves the steps: listen, plan, do, study, and act. Integrally involves a youth working group in the overall process and addresses the issue of how to evaluate a program. (See Youth Voices listed under Community and Online Resources for more information.)

Suleiman, A.B., Soleimanpour, S., & London, J. (2006). Youth action for health through youth-led research. *Journal of Community Practice*, 14 (1), 125-145.

“Examines the benefits of engaging youth in health research, presents specific YE strategies, and analyzes and discusses experiences with a cohort of youth-led research projects.” Describes Youth-Led Action Research, Evaluation and Planning (Youth REP) as a vehicle for social justice. Reflections from youth-led research projects in seven school-based health centres in California include lessons learned for improving youth health. (See *Youth in Focus* in Community and Online Resources for more information about Youth REP.)

Truchon, K. (2007). Challenging stereotypes about First Nations children and youth: Collaborative photography with the Innu from Uashat mak Mani-Utenam. *Children, Youth and Environments, 17*(2), 254-279.

Presents findings from the project Photography as a Talking Stick. Though they recognized difficulties in their lives, participants (more than 60 children and youth from Innu community of Uashat mak Mani-Utenam in Quebec) "mainly chose to photograph and comment on positive aspects of their lives" (p. 254). Calls into question what the author terms the "commodification of victimization" as the main representation of the realities for today's First Nation youth in Canada. 📌

Valaitis, R., & O'Mara, L. (2005). Enabling youth participation in school-based computer-supported community development in Canada. *Health Promotion International, 20*(3), 260-268.

Describes findings about youth engagement through themes that are "categorized as intrinsic or extrinsic enabling and constraining factors". Provides clarity to key elements such as "making a difference," slow pace of inclusive process, and sense of ownership. Health broadly defined. 📌 See also:

Valaitis, R. (2005). Computers and the internet: Tools for youth empowerment. *Journal of Medical Internet Research, Oct-Dec. 7*(5): e51. Retrieved March 2007 from <http://www.jmir.org/index/>

Focus of this article is the benefits and challenges of using computers and the Internet to engage youth in community development projects. Highlights include that not all youth were interested in working with computers, though many found their use increased their control (and thus confidence) when working with adults. 📌

Valaitis, R. (2002). "They don't trust us; we're just kids." Views about community from predominantly female inner city youth. *Health Care for Women International, 23*, 248-266.

Focus of this article was the perceptions of the participating youth (mostly female) about the project. Highlights include three themes of barriers to empowerment: grown-ups run everything; we're just kids; and they don't trust us. Also include five themes of what enables empowerment: adults who know us, trust us; they ask us what we should do; we can make a difference; we can do it as a group; and they could get someone big so they would listen. 📌

Valaitis, R., & Sword, W. (2005). Online discussions with pregnant and parenting adolescents: Perspectives and possibilities. *Health Promotion Practice, 6*(4), 464-471.

Youth participated as facilitators and in the evaluation of the adult designed program. Anonymity of online discussion was the preferred avenue for youth expression, but was under utilized. An interesting comparison with the Hampton, Fahlman, Goertzen, & Jeffrey (2005) article that talks about importance of youth "not keeping secrets from each other" (youth quote). Strategies for increasing engagement are given – e.g. teen moderators, home computers. "Blending the needs of researchers with teens' needs for social support is encouraged." 📌

Veinot, T., Flicker, S., Skinner, H., McClelland, A., Saulnier, P., Read, S., & Goldberg, E. (2006). "Supposed to make you better but it doesn't really": HIV-positive youths' perceptions of HIV treatment. *Journal of Adolescent Health 38*, 261-267.

Reports on a mixed methods, community-based, participatory research study in Ontario. A research team of HIV-positive youth (aged 12-24 years), professionals and researchers collaboratively examined HIV-positive youths' perceptions of, and experience with, antiretroviral treatment. Findings suggest a need for developmentally appropriate education about HIV treatment, youth-specific outreach, and service providers to use empowerment-based approaches to help youth become involved in treatment decisions. 📌

Wharf Higgins, J., & Reed, N. (2001). The GirlPower project – Recreation, BC health goals and social capital. *Canadian Journal of Public Health, 92*(6), 448-452.

Participatory action research project in Victoria, BC. "Youth took an active role in shaping the project: identifying salient health issues and planning activities that demanded consideration of budget, transportation, equipment/supplies and other logistics" (p. 449). "While not couched in population health language, there is evidence that recreation programs function as an investment of social capital" (p. 451). The girls chose a broad range of activities (such as the production of 'rock videos') that deal with physical, social and developmental recreation. 📌

Wilson, N., Minkler, M., Dasho, S., Wallerstein, N. & Martin, A. (2006). Getting to social action: The Youth Empowerment Strategies (YES!) project. [Electronic version]. *Health Promotion Practice XX* (xx), 1-9.

This 3-year "after-school program focuses on identifying and building youths' capacities and strengths as a means of decreasing rates of alcohol, tobacco, and other drug use and other risky behavior" (p. 1). Offered to grade 5 students at 3 schools in Northern California, with high school and college-aged trained facilitators. An interesting intervention model that shows how YE can increase health and wellness outcomes. "According to the YES! Intervention model, each of the planned activities and group processes, (e.g., team building, social skill development, Photovoice, critical dialogue, democratic decision making, and participating in social action, reflection, and self-evaluation), contribute to individual and group efficacy. A program should not develop a scope and sequence of activities to address these objectives separately but ideally, address them synergistically" (p. 7-8).

COMMUNITY AND ONLINE RESOURCES *(Not an exhaustive list.)*

CANADA

Aboriginal Youth Network

Box 34007 Kingsway PO
Edmonton, AB T5G 3G4
Telephone: (780) 459-1884
Toll Free: (800) 459-1884
<http://www.ayn.ca/>

The Aboriginal Youth Network is a network that runs across Canada designed to connect Aboriginal youth. "We're here to ensure there's a place in cyberspace just for Aboriginal youth in Canada". The site includes: a health youth directory; links to events, conferences, and resources regarding education and employment; and poetry, quotes, stories and songs from Métis, First Nations & Inuit youth across Canada.

Anti-Dote

915 Island Road
Victoria, BC, V8S 4N3
Telephone: (250) 383-5144 #3138
<http://www.anti-dote.org/>

Grass-roots voluntary based organization of racialised minority and Aboriginal girls and women. Anti-dote works to build community networks and self-advocacy among girls and women. We work to uncover unspoken experiences and help bring about social justice and equality, and foster respect for diversity.

The Canadian Association for Adolescent Health (CAAH)

Sainte-Justine Hospital
7th floor, 2nd bloc
3175 Côte Sainte-Catherine
Montreal QC H3T 1C5
Tel: (514) 345-9959
<http://www.acsa-caah.ca/>

A non-profit organization that works to: promote the health and the well being of adolescents (particularly those between 10 and 19 years old); set standards in healthcare and services for adolescents; and promote cooperation between healthcare professionals and organizations working in the field. CAAH hosts an annual conference and is also the youth affiliate of the Canadian Health Network, a health promotion website under Public Health Agency of Canada. The CAAH website includes past and current conference information, links to their journal, and documents on various health topics.

CAAH sponsors an interactive website for youth <http://www.youngandhealthy.ca/caah/>. Initiatives currently run on the site are a STI HPV vaccine video contest open until February 2008 for 12-17 year-olds and an opportunity for youth to submit their 'vision' of health through a video, text, audio, or picture.

Centre of Excellence for Youth Engagement

23 Isabella St.
Toronto, ON M4Y 1M7
Tel: 416-597-8297
<http://www.engagementcentre.ca/>

One of four Centres of Excellence for Children's Well-Being that was established in 2000 as part of the National Children's Agenda. "CEYE brings together the expertise of youth, youth service providers, academic researchers and policy makers to identify, build and implement models of effective practices for meaningfully engaging youth. The CEYE is committed to youth being involved on a lead basis with the support of professional adults in every step of the research, policies and products we generate. In addition, we engage young people to benefit from the knowledge being generated by the other Centres of Excellence for Children's Wellbeing with specific focus on involving disengaged youth who have the potential to benefit the most from the positive health outcomes associated with meaningful engagement" (<http://www.engagementcentre.ca/vision.php>). CEYE collaborates with organizations and groups on authentic YE projects across Canada. The CEYE website includes an extensive resource index with categories such as youth development, youth research and youth voice, highlights the centre's YE projects and links to their newsletter.

Communities and Schools Promoting Health
<http://www.safehealthyschools.org/>

This gateway website provides access to many resources in school health promotion as well as being home for the Canadian School Health Centre and the Canadian School Health NGO Network. This site contains vast links-based libraries on school-based health promotion with connections to the worldwide Comprehensive School Health/Health Promoting Schools movement. Extensive background information and explanation of the essential elements of comprehensive school health (CSH) approach are provided as well as tools such as lesson plans, webquests, sample policies, evaluation tools and practical advice.

A key resource on this site is the page *Youth Engagement Through Schools: Research On Youth Engagement* (http://www.safehealthyschools.org/youth/research_reports.htm). A summary is organized around a series of research-oriented questions and provided links to web documents for each question. Other links included are: key resources; background information; policy program development; comprehensive programs; whole school programs; instructional programs; social support; and youth services.

McCreary Centre Society
3552 Hastings Street East
Vancouver, BC V5K 2A7
Tel: 604-291-1996
<http://www.mcs.bc.ca/index.html>

The McCreary Centre Society has conducted community-based research and projects that address a variety of youth health issues since 1977. This non-profit organization is dedicated to the health and wellbeing of young people and fostering meaningful youth participation in all of youth McCreary's projects. McCreary conducts the Adolescent Health Survey in BC, the largest survey of its kind in Canada, and has a Youth Advisory Council (YAC) to provide on-going youth input and insight to the centre, with two of its members sitting on the McCreary's Board of Directors. The Centre is also a partner in the Canadian Health Network (CHN) and is one of 5 organizations that make up the Youth Affiliate for the

CHN. The McCreary Community houses a library with a unique collection of resources specifically on youth health. Their extensive website details their research, education initiatives and youth action projects and provides links to resources, documents and their e-newsletter. Sample projects and resources include:

Breaking Barriers and Building Bridges

A skill-building and leadership conference for youth that is designed planned, organized and hosted by YAC.

The Next Steps

<http://www.mcs.bc.ca/yaction.htm>

"A workshop series that provides youth along with supportive adults an opportunity to discuss the results of the 2003 BC Adolescent Health Survey, identify priority issues, and plan projects for improving the health of youth in their communities. The Next Steps Toolkit has been developed for anyone interested in organizing a Next Steps workshop or workshop series. It contains everything needed to put on a successful and fun youth event."

One-Stop Youth Participation Shop

<http://www.mcs.bc.ca/yps/>

"Inside, you'll find everything you need for effective youth participation."

Chittenden, M., Sadler, D., Herbert, N., Liebel, A., Smith, A., & The McCreary Centre Society. (2007). *Voices from the inside: Next steps with youth in custody*. [Electronic version]. Vancouver, BC: McCreary Centre Society.

Results from the Next Steps workshops that gave with youth in custody the opportunity to respond to the findings from the 2004 survey of BC youth in custody.

Available at: http://www.mcs.bc.ca/pdf/voices_from_the_inside_web.pdf

McCreary Centre Society. (2001). *The girls report: The health of BC girls: Results from the Adolescent health survey II*.

This report was based on data from the 1998 Adolescent Health Survey. Young women were invited to review and comment on the survey findings. Quotes from the young women are included throughout the document. 🗨️

May, L., Katzenstein, D., & The McCreary Centre Society. (2004). *Healthy youth development: Highlights from the 2003 Adolescent Health Survey*. [Electronic version]. Vancouver, BC: McCreary Centre Society.

This report summarizes the findings of the 2003 Adolescent Health Survey of BC youth in school. 🗨️

Available at: http://www.mcs.bc.ca/pdf/AHS-3_provincial.pdf

Sadler, D., & The McCreary Centre Society. (2006). *The next steps: BC youths' response to the AHS III and ideas for action*. [Electronic version]. Vancouver, BC: The McCreary Centre Society.

An overview of 13 workshops across BC, where youth were asked for their perspectives on the research findings from the Adolescent Health Survey III and their ideas for promoting youth health in their communities. 🗣️

Available at: http://www.mcs.bc.ca/pdf/next_step_2006_web.pdf

Saewyc, E., Poon, C., Wang, N., Homma, Y., Smith, A., & the McCreary Centre Society. (2007). *Not Yet Equal: The Health of Lesbian, Gay, & Bisexual Youth in BC*. [Electronic version]. Vancouver, BC: McCreary Centre Society.

"In this report you will find the results of a series of studies about the health and lives of LGB youth in school across British Columbia, and across more than a decade".

Available at: http://www.mcs.bc.ca/pdf/not_yet_equal_web.pdf

Smith, A., Saewyc, E., Albert, M., McKay, L., Northcott, M, & The McCreary Centre Society. (2007). *Against the odds: A profile of marginalized and street-involved youth in BC*. [Electronic version]. Vancouver, BC: The McCreary Centre Society.

This report was conducted with 762 street-involved, marginalized or disenfranchised youth from 9 different regions of BC. "Experiential" youth participated on the community research teams. Survey findings will be brought back to the youth communities for feedback and the development of action plans for the future. 🗣️

Available at: http://www.mcs.bc.ca/pdf/Against_the_odds_2007_web.pdf

Planned Parenthood Toronto
36B Prince Arthur Avenue
Toronto, ON M5R 1A9
Phone: (416) 961-0113
<http://www.ppt.on.ca/>

A fully accredited Community Health Centre, offering a full range of primary health care services and community health promotion programs. They make a point of noting that all services are offered "in a youth-friendly, pro-choice, inclusive, non-judgmental environment".

Teen Programming

<http://www.ppt.on.ca/teenprogram.asp>

Offers teens 13-16 years-old three ways to get information about sex: Teen Sex InfoLine (teens can call and speak to a trained teen volunteer); E-mail and MSN chat (teens can get in touch trained teen volunteers through the internet); and Spiderbytes (a website resource, <http://www.spiderbytes.ca/>). PPT trains youth aged 16-19 to be peer volunteers in the Teen Program.

Teens Educating and Confronting Homophobia (T.E.A.C.H.)

http://www.ppt.on.ca/Anti-Homophobia_teach.asp

T.E.A.C.H. uses an anti-oppression approach to deliver high-quality anti-homophobia peer education activities in high schools and community settings across the City of

Toronto. Emphasizing skills-building and partnership, T.E.A.C.H. trains dynamic youth peer facilitators to lead anti-homophobia activities that encourage participants to think critically about homophobia and heterosexism in their communities and the issues faced by lesbian, gay, bisexual and transgender youth. Facilitators are between the ages of 16 and 22, and come from a wide range of backgrounds.

Toronto Teen Survey

http://www.ppt.on.ca/research_teensurvey.asp

The aim of the Toronto Teen Survey (TTS) is to gather information from youth on assets, gaps and barriers that currently exist in sexual health education and services and to use the information to develop a city-wide strategy to increase positive sexual health outcomes for diverse Toronto youth. Teens are integrally involved in all stages of the TTS project design, development, implementation, and evaluation.

Project Respect

Women's Sexual Assault Center

2-941 Pandora Avenue

Victoria, BC, V8W 3P4

(250)383-5545

<http://www.yesmeansyes.com>

Project Respect is a prevention program intended for youth ages 14 to 19 that aims to stop sexual violence, particularly acquaintance assault. It was developed and implemented by youth and adults and has been run through the Victoria Women's Sexual Assault centre since 2000. The Respect Revolution Campaign, a youth capacity building program that fosters youth-for-youth prevention initiatives, was launched in the fall of 2005. Students in high school are "provided with 10 training sessions through which they analyse the various factors that contribute to sexualized violence. After the training sessions, the group is supported in utilizing their creativity to design, plan, and deliver a prevention activity of their choice. The activities focus on raising awareness around the issue of sexualized violence, informing students of what they can do to be part of ending this form of violence, and ensuring that survivors are aware of the services available for support."

Public Health Agency of Canada (PHAC) Atlantic Region

http://www.phac-aspc.gc.ca/canada/regions/atlantic/work/e_v_1.html

Lists Youth Health Projects funded through the Population Health Fund. Most listed projects provide opportunities for a high level of YE through youth-led initiatives regarding a variety topics related to youth health. See also Public Health Agency of Canada (1999) listed in the section Youth Engagement in Health Literacy Initiatives.

Santropol Roulant

Montreal, QU.

<http://www.santropolroulant.org/2006/E-home.htm>

A community organization founded and run by young people in Montreal that brings together people across generations and cultures through an innovative approach to meals-on-wheels, and engages youth to take an active role in their community. (See Canadian CED Network, 2006 for more information.)

Teen Health Centre <http://www.teenhealthcentre.ca/>

An organization of multi-disciplinary professionals providing services to Windsor-Essex county youth between the ages of 12 and 24 years. Youth involved in developing and promoting physical and emotional health related skills projects. Good example of an adult created program that gives space to youth voice. Extensive list of programs and services including:

<http://www.teenhealthcentre.ca/skills/index.htm>, a site that is written for youth by youth on topics of work related safety and health issues.

Youth Net/ Réseau Ado

613-738-3915

401 Smyth Rd.

Ottawa, ON K1H 8L1

http://www.youthnet.on.ca/main_english.php

Youth Net/ Réseau Ado is a bilingual mental health promotion organization run by youth for youth. Youth created programs take a holistic view of health. Programs offered: support groups; focus groups with youth; and youth initiatives (Pens and Paints, Take a Hike, and Freeride) See Davidson, Manion, Davidson, & Brandon (2006) for more information.

Youth Voices (formerly the TeenNet Research Project)

155 College Street, Health Sciences Building Room 766

Department of Public Health Sciences, University of Toronto

Toronto, ON M5T 3M7

<http://www.youthvoices.ca>

Founded in 1995 by Dr. Skinner, Dean of the Faculty of Health at York University, the TeenNet Research Project was initiated to generate new knowledge and develop practical tools for engaging youth in health promotion using interactive technology. In 2007 TeenNet Research became the Youth Voices Research Unit of the Centre for Health Promotion. Projects follow the Youth Voices Process, a six-phase model called EIPARS (engage; identify; plan; act; reflect; research; reward; and sustain). The Youth Voices Process has been applied in over 20 projects in Ontario and internationally. (See Maley, Ridgley, & Skinner, 2004.)

The Youth Voices website includes: action projects; publications; and youth engagement tools such as Photovoice. Links to related sites:

Smoke Free World

<http://www.smokefreeworld.org/>

"Since 2002, a group of Toronto high school students have been working on topics surrounding tobacco and globalization. They have focused on a number of international tobacco issues including: international tobacco marketing to women and youth; the economic/environmental impact of tobacco; and the use of Western images to promote tobacco sales overseas. The group also looks to form connections with other youth from around of the world in order to access diverse perspectives and experiences. They have developed a website and an interactive educational workshop for youth. Currently, they are working on a video project."

Smoking Zine

<http://www.smokingzine.org/>

"A multilingual, five-stage interactive smoking prevention and cessation resource for both smokers and non-smokers. Using the Zine's login feature, youth can work through games and quizzes at their own pace and/or can come back and see if their results change over time." (See Skinner, Maley, & Norman, 2006, listed under Where are Youth Voices Heard – Computer Technologies.)

YouthBet.net

<http://www.youthbet.net/index2.php>

(See Korn, Murray, Morrison, Reynolds, & Skinner, 2006, listed under Where are Youth Voices Heard – Computer Technologies.)

TakingITGlobal

<http://www.takingitglobal.org/>

Youth Voices are a key partnership with TakingITGlobal.org.

UNITED STATES

Children, Youth, Environments Center for Research and Design

<http://thunder1.cudenver.edu/cye/about.htm>

The Children, Youth and Environments Center for Research and Design (CYE) is part of the College of Architecture and Planning at the University of Colorado at Denver and Health Sciences Center. Working in collaboration with community members, the center links research with practice in designing environments for youth.

Funders Collaborative of Youth Organizing

<http://www.fcyo.org/>

"The Funders' Collaborative on Youth Organizing (FCYO) is a collective of national, regional and local grantmakers and youth organizing practitioners dedicated to advancing youth organizing as a strategy for youth development and social justice. The mission of the FCYO is to substantially increase the philanthropic investment in and strengthen the organizational capacities of youth organizing groups across the country." The FCYO's Occasional Papers Series and quarterly newsletter, as well as links to other education organizing, civic engagement, youth organizing, youth development, and philanthropy resources can be accessed through the FCYO website.

The Institute for Community Research/Youth Action Research Institute

Two Hartford Square West, Suite 100

146 Wyllys St

Hartford, CT 06106-5128

860.278.2044

www.incommunityresearch.org/research/yari.htm

The Institute for Community Research (ICR) uses the tools of research to build community capacity and foster collaborative community-based partnerships. The Youth Action Research Institute (YARI) promotes the use of action research for personal, group, and community development. Participants include children, preadolescents, and youth of diverse ethnic backgrounds as well as sexual minority youth.

Youth in Focus

San Francisco Bay Area Office
1611 Telegraph Ave. #510
Oakland, CA 94612
Central Valley Office
2010 Del Paso Blvd.
Sacramento, CA 95815
P: 916-923-3612
<http://www.youthinfocus.net/>

"Youth In Focus works for social justice by training underrepresented Youth and adult allies in Youth-led action Research, Evaluation and Planning (Youth REP). Our work is rooted in the belief that youth can effectively partner with adults to address social and organizational challenges, and that these partnerships are crucial to making just, democratic, and sustainable social change." Site includes information on projects concerning adolescent health initiatives. Suleiman, Soleimanpour, & London (2006).

Youth United for Community Action

2135 Clarke Avenue
East Palo Alto, CA 94303
650-322-9165
www.youthunited.net/

"Youth United for Community Action, a grassroots community-organization created, led, and run by young people of color, majority from low-income communities, provides a safe space for young people to empower ourselves and work on environmental and social justice issues to establish positive systemic change through grassroots community organizing"

INTERNATIONAL

Child-to-Child

<http://www.child-to-child.org/>

Child-to-Child is an international network promoting children's participation in health and development. (See Cook, Blanchet-Cohen, & Hart, 2004, pp. 50-52, for their description of Child-to-Child and analysis of Niño a Niño, Child-to-Child Mexico.

Finnish Youth Research Network

http://www.nuorisotutkimusseura.fi/sivu.php?artikkeli_id=148

The Finnish Youth Research Society publishes a series of publications, including research report and position statements, from the Youth Research Network, which are both academic and polemic. Some titles are available in English. See Hoikkala, Hakkarainen, & Laine (Eds.), 2005.

International Association for Adolescent Health

<http://www.iaah.org/>

IAAH is a multidisciplinary, non-government organization with a broad focus on youth health, established in 1987 and committed to the principles of youth empowerment in all aspects of its affairs.

International Development Research Centre

http://www.idrc.ca/en/ev-1-201-1-DO_TOPIC.html

"Canadian Crown corporation that works in close collaboration with researchers from the developing world in their search for the means to build healthier, more equitable, and more prosperous societies." Includes links to projects such as:

Involving youth in politics - http://www.idrc.ca/en/ev-96209-201-1-DO_TOPIC.html

Using youth cyberspaces in intermediate grades - http://www.idrc.ca/es/ev-8065-201-1-DO_TOPIC.html

Health: an ecosystem approach http://www.idrc.ca/en/ev-27266-201-1-DO_TOPIC.html

Street Kids International

<http://www.streetkids.org/>

Founded in Canada, "Street Kids International is a non-profit agency and a global leader in developing and disseminating the strategies and tools needed to give street kids around the world the choices, skills, and opportunities to make a better life for themselves. Having worked with more than 2 million street kids in over 60 countries, Street Kids International has been recognized by the United Nations as a Global Best practice leader in youth work." (See Sauvé, 2003).

JOURNALS

Children, Youth and Environments

<http://www.colorado.edu/journals/cye/>

Children, Youth and Environments is an independent publication endorsed by UN Habitat and guided by an Editorial Advisory Board. This online resource highlights the latest news on multi-disciplinary child, youth and environment issues. In 2006, *Children, Youth and Environments* introduced a series, Pushing the Boundaries: Critical International Perspectives on Child and Youth Participation. Nine regions of the world were represented (See Cahill & Hart, 2006).

Volume 16, No. 2 (2006) – Europe; Australia and New Zealand/Aotearoa

Volume 17, No. 1 (2007) – Southeast Asia, East Asia and the Pacific; South and Central Asia; Japan

Volume 17, No. 2 (2007) – United States and Canada; Latin America

Volume 17, No. 3 (2007) – Middle East and North Africa; Africa

Community Youth Development Journal

<http://www.cydjournal.org/contents.html>

CYD Journal is "dedicated to voicing progressive, humane, and caring approaches to the development of youth and community. It is the only periodical whose focus is Community Youth Development (CYD): an exciting philosophical, sociological, and educational movement which harnesses the power of youth to affect community development, and similarly, engages communities to embrace their role in the development for youth. *CYD Journal* is published by the Institute for Just Communities (IJC) and the Institute for Sustainable Development, Heller School of Social Policy and Management, Brandeis University. Our mission is to be a catalytic force in promoting youth and adult partnerships; working to create just, safe, and healthy communities; and influencing policymakers at the local, regional, and national levels. Our features, columns, and themes translate the CYD vision into action; promote dialogue about key issues; and teach critical community-building and organizational skills."

New Directions for Youth Development

<http://www.josseybass.com/WileyCDA/Section/id-160521.html>

New Directions for Youth Development: Theory, Practice, and Research is committed to youth: their potential, their futures, and their everyday lives. Prior to issue 92 (March 2002) *New Directions for Youth Development* was published as *New Directions for Mental Health Services*.

Pro Teen

Journal published by the Canadian Association for Adolescent Health

<http://www.acsa-caah.ca/>

This journal is published two to three times and covers a wide range of topics from psychosocial, legal, familial, cultural aspects to medical research concerning adolescence.