

5.3 Environmental scan of youth engagement policies



Guidelines for Youth Engagement: An Environmental Scan of Youth Engagement Policies in Canada and Internationally

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Developing a youth engagement policy for Our Kids Network (OKN) can help to embed youth voices in OKN activities. The purpose of this youth engagement environmental scan is to inform the development of a youth engagement policy for Our Kids Network. Its aim is to help practitioners understand how comparable organizations infuse youth participation into their governance structures and activities. The following questions were investigated to address this objective:

1. What organizations (government and non-government) have policies that contain provisions for engaging youth in their decision-making processes?
2. How are these policies designed?

The research for this scan has been compiled through a web and library catalogue-based search. The main knowledge areas relevant to this search are youth engagement, youth participation, and youth governance. The materials reviewed are gathered from organizations involved with developing youth programs and researching youth development, academic journals, policy research databases, and organizations involved in researching youth policy development. This scan does not attempt to duplicate the work done by others who have compiled comprehensive literature reviews on youth engagement. Organizations such as the Centre of Excellence for Youth Engagement, the HeartWood Centre for Community Development, the Ontario Public Health Association, and others have already undertaken this task; however, for the purposes of engaging youth voices in Our Kids Network, a review of youth engagement practices focusing primarily on youth policy frameworks and practices is useful. This work builds from the research of others to identify strategies for including young people when making decisions. It identifies policy mechanisms that have been adopted by organizations in Canada and internationally to achieve their youth engagement goals and compares the youth engagement policies of select youth serving government and non-government organizations.

This search began with an assessment of research papers and toolkits containing information on youth governance, engagement and participation. All documents informing a youth engagement policy investigation are reviewed in this scan. The following research documents were particularly important when deciding which policy documents to review in this scan:

- *Youth on Youth*: Youth on Youth is a research-based policy guideline document developed by the Grassroots Youth Collaborative, a partnership between 11 youth-led organizations in the City of Toronto. All of the organizations involved in the coalition must adhere to the principle of youth-led governance—i.e., every organization must embed youth into their decision-making processes. The report was created to give youth-led organizations best practices and information about policy issues related to youth engagement. The researchers conducted a series of focus groups with youth leaders from Grassroots member organizations. They found that youth who participate in an organization's decision-making processes have a greater sense of ownership over the projects they are involved in. They also emphasize the importance of embedding youth policies into larger community visions. The report provides some information on the governance structures of the organizations involved in the Grassroots Youth Collaborative and led to further research on Grassroots member organizations' policies and practices related to youth engagement.
- *Youth Policy: What Works and What Doesn't*: This inter-jurisdictional review compiled by United Way Toronto identifies lessons learned from youth policies in Canada and abroad. The researchers reviewed 12 national and international youth policies to compare different types of policy models based on different theoretical approaches to youth policy development. They

looked at three types of youth policy: population-based youth policies, targeted policies for sub-groups of youth, and targeted policies for individual youth. And they looked at four types of theoretical approaches to youth policy: youth engagement, population health, asset-based, and risk prevention and resiliency. Based on the best practices discovered in their review, the report also provides a set of principles that constitute efficient and effective youth policies. For the purpose of this scan, based on the principles of Our Kids Network, only those policies characterized by United Way as following a *youth engagement approach* and/or *asset-based approach* were reviewed.

- *Youth Participation in Governance*: The HeartWood Centre for Community Youth Development developed this literature review to help the Halifax Regional Municipality implement its youth engagement strategy. The review contains information on best practices for youth engagement in governance and is intended to support organizations when creating youth engagement strategies. The researchers compiled a list of six different strategies—i.e., practices that provide opportunities for youth to become involved in an organization’s governance structure—based on their review of methods for involving youth. They say that youth engagement strategies should be principle-based and multi-faceted. The researchers also provide a list of indicators to evaluate successful youth participation in governance. This literature review provides an example of a youth engagement policy.
- *Re-focusing the Lens: Assessing the Challenge of Youth Involvement in Public Policy*: The researchers at the Institute on Governance and the Ontario Secondary School Students’ Association created a typology of youth governance structures to explore how young people can influence public policy in Canada. The classifications were developed based on a literature review of youth in policy development and an examination of eight case studies where institutions, organizations, groups and government departments involved with youth issues allowed young people to participate in their decision-making processes. The policy frameworks from the organizations reviewed in the case studies were further explored in this scan.
- *The Green Street Guide to Authentic Youth Engagement*: Green Street is a Canada-wide network of environmental service providers. The researchers at Green Street developed this youth engagement guideline for organizations based on information gathered from a poll of its service providers. The purpose of the poll was to determine Green Street’s needs for increasing youth engagement in their program planning, delivery, and evaluation methods. Young people’s voices were also included in the information gathered from the poll because youth are involved in Green Street’s youth steering committee. The researchers identify several key elements that are necessary for effective youth engagement and outline a step-by-step process for engaging youth. Green Street’s service providers were examined for their youth engagement frameworks.

The following is a list of the toolkits/guidelines and research on youth engagement reviewed for this scan, which informed further research on specific youth engagement policies in Canada and internationally:

Chart 2		Youth Engagement Toolkits/Guidelines		
	Name	Organization	Location	Government/Non-government

Ontario	Together with Youth	Parks and Recreation Ontario	Ontario	Government
	InvolveYouth/InvolveYouth2	City of Toronto: Social Development, Finance and Administration Division	Toronto	Government
	Youth on Youth	Grassroots Youth Collaborative	Toronto	Non-government
Rest of Canada	Youth Hands! Youth Voices! Youth Policy Engagement Through Local Action Projects	LifeCycles	British Columbia	Non-government
	The Youth Friendly Guide to Intergenerational Decision Making Partnerships	Apathy is Boring	Montreal	Non-government
	A Guide to Youth Friendly Practices: Youth Engagement	City of Calgary	Calgary	Government
	The Toolkit: Resources, Tools and Strategies for Youth Engagement	Municipal Council of the Halifax Regional Municipality	Halifax	Government
	The Green Street Guide to Authentic Youth Engagement	Green Street	Canada	Non-government
	Engaging Youth in Community Climate Action	CRD Climate Action Program/BC Ministry of The Environment's Youth Climate Leadership Alliance	British Columbia	Government/Non-government
	A Framework for Community Youth Development	The HeartWood Centre for Community Youth Development	Nova Scotia	Non-government
International	Putting Youth Engagement Into Practice: A toolkit for action	The Commonwealth Secretariat	UK	Non-government
	TAKING PARTicipation seriously kit	Office of Communities:	Australia	Government

		Commission for Children and Young People		
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Chart 3 Youth Engagement Research				
	Name	Organization	Location	Government/Non-government
Ontario	Re-focusing the Lens: Assessing the Challenge of Youth Involvement in Public Policy	The Ontario Secondary School Students' Association and the Institute on Governance	Ontario	Non-government
	Youth Policy: What Works and What Doesn't	United Way Toronto	Toronto	Non-government
	What did you do in school today? Transforming classrooms through social, academic and intellectual engagement	Canadian Education Association	Toronto	Non-government
	Student Voice Report 2011	Halton District School Board	Halton	Non-government
	Youth Needs Study	The Town of Halton Hills	Halton Hills	Government
	Student Engagement: A Leadership Priority	Ontario Ministry of Education	Ontario	Government
Rest of Canada	Youth Participation in Governance	HeartWood Centre for Community and Youth Development	Nova Scotia	Non-government
International	Where are you going with that? Maximizing Young People's Impact on Organizational and Public Policy	Australian Youth Affairs Coalition	Australia	Non-government

Following a review of research and guidelines containing information on youth governance, participation, and engagement, a body of youth engagement policies and practices was compiled with a focus on, but not limited to, Canada. A total of 22 youth engagement policies and practices are reviewed in this scan. The policies were gathered from both government and non-government organizations: seven policies from organizations based in Ontario, ten policies from organizations

based in the rest of Canada (all provinces excluding Ontario); and five policies from organizations based outside of Canada (three from Australia and two from the UK). This research was used to develop a youth engagement continuum, which is a component of the Our Kids Network youth engagement policy. The continuum is intended to ensure the genuine engagement of young people in OKN. It can be used as a lens to review and evaluate OKN's committee activities for barriers to youth engagement and to help incorporate youth voices into operations. The continuum places participation practices on a scale based on the degree to which the opportunities they create allow young people to become involved in a committee's activities. The participation practices, or mechanisms, used to develop the continuum were extracted from this scan. The category, or categories (i.e., For, With, or By Youth), to which the mechanism(s) belong are indicated in the chart below [see chart 4]. For a more detailed description of the exact mechanisms (which were derived from a particular policy or practice) that illustrate a given category, see the *For, With, By Youth: Youth Engagement Continuum for the Our Kids Network* chart [see chart 1].

Chart 4 Youth Engagement Policies and Practices					
	Name	Organization	Location	Government/Non-government organization	For, With, By Youth
Ontario	Child and Youth Friendly Ottawa	Child and Youth Friendly Ottawa	Ottawa	Non-government	For, With, By
	Realizing Potential: Our Children, Our Youth, Our Future/Report on the 2010 Review of the Child and Family Services Act	Ministry of Children and Youth Services	Ontario	Government	For, With
	Vision for the Future	York Youth Coalition	Toronto	Non-government	For, With, By
	4-H Youth Leader Project	4-H	Ontario	Non-government	For, With, By
	By Youth For Youth Framework	For Youth Initiative	Toronto	Non-government	For, With, By
	HOPE: Halton Organization for Pride and Education	HOPE	Halton Region	Non-government	With
	Milton Youth Advisory Committee	Town of Milton	Milton	Government	With, By

Rest of Canada	Civic Youth Strategy	City of Vancouver	Vancouver	Government	For, With, By
	Youth Policy Framework	Ministry for Children and Families	British Columbia	Government	For, With
	Bringing Youth Into Quebec's Mainstream	Ministry of State for Education and Youth	Quebec	Government	For, With
	Youth Engagement Strategy	Halifax	Nova Scotia	Government	For, With, By
	Civic Youth Strategy: West Vancouver 2006	West Vancouver	Vancouver	Government	For, With, By
	Our Kids Are Worth It: Strategy for Child and Youth/Our Kids are Worth it: Our Fourth Year/Youth Secretariat	Nova Scotia	Nova Scotia	Government	For, With, By
	Creating a Province of Choice: A Youth Retention and Attraction Strategy for Newfoundland and Labrador	Newfoundland and Labrador Ministry of Human Resources, Labour and Employment	Newfoundland and Labrador	Government	For, With, By
	Youth Engagement Strategy 2010-2015	Canadian Red Cross	Canada	Non-government	For, With, By
	Aboriginal Youth Council	National Association of Friendship Centres	Canada	Non-government	By
	Canadian Alliance of Student Associations	CASA	Canada	Non-government	By
International	Respect: The Government's Vision for Young People	Office for Youth: Department of Education and Training	Victoria, Melbourne Australia	Government	For, With, By

	Creating Strong, Safe and Prosperous Communities	Communities and Local Government	UK	Government	For, By
	An Agenda for Youth Engagement	Youth Citizenship Commission	UK	Government	For, With, By
	AYAC Strategic Plan 2011-2015	Australian Youth Affairs Coalition	Australia	Non-government	For, With, By
	Engage, Involve, Create: Youth Statement	Ministry for Youth Affairs	Victoria, Melbourne Australia	Government	For, With

Each toolkit/guideline, research paper, and policy/practice included in this scan was assessed and is listed based on the following criteria:

About the Organization: Purpose/Mandate/Vision: Background information about the organization that designed a document is included in this scan. Some information about the organization’s mandate and vision is provided to give context. For policies and practices, this information provides insight into their purpose within an organization. Moreover, the specific language of an organization’s youth policy, including its vision and mandate, is included. The youth policies contained in this scan are not necessarily recognized by the organizations themselves specifically as youth engagement policies, but were included because they contain a vision for including youth in governance structure in some way. For toolkits/guidelines and research papers, this section describes why the document was developed and the information it contains.

Type of Document: This scan contains three different types of documents: toolkits/guidelines, research papers, and policies/practices. For the purposes of this scan, these are defined as:

- *Toolkits/guidelines:* These are documents produced by an organization or group of organizations to relay lessons learned or best practices based on results gathered from their own youth engagement research, literature review, or project. These documents are meant to help other organizations replicate their research or project, or provide advice about undertaking a youth engagement project/initiative.
- *Research:* These documents were developed by an organization or a group of organizations or researcher(s) to communicate findings from an investigation exploring some aspect of youth engagement. They distribute research findings and may contain recommendations, trends, or other conclusions. A research document’s findings are meant to inform youth engagement efforts and include studies, literature reviews, inter-jurisdictional reviews, interviews, and research papers. These documents may have been used to inform the development of an organization’s youth engagement policy.
- *Policies/practices:* The policy documents are specific protocols or procedures adopted by a high-level decision-making body within an organization (government or non-government), which contain provisions for including youth voices in the organization’s decision making. Policies provide guidelines for embedding youth engagement practices in operations. The practices included in this scan are methods adopted by an organization to fulfill its youth engagement

commitments. Types of policy documents include governance policies, guidelines, strategies, and frameworks. These documents, unlike toolkits and guidelines, contain a general rule that all departments within an organization must follow, which requires including young people's voices in some way when making decisions.

Research-/Evidence-/Best Practice-Based: All documents were examined to determine how the authors developed their toolkit/guideline, research, or policy/practice. Documents are *research-based* if the authors undertook a quantitative or qualitative study to gather evidence upon which to base their findings, define concepts, make comparisons, determine best practices, and/or inform the lessons learned from their experiences. Research-based documents are grounded in studies conducted by the author(s) of the toolkit/guideline, research document, or policy/practice. On the other hand, *evidence-based* documents are toolkits/guidelines, research or policy/practices that have been replicated by another organization or used as a basis for other research-based work.

Age Range: The scan indicates the age range of the young people considered by each document. Researchers and practitioners define *youth* differently depending on their specific objectives and employers. Organizations define the age group to whom their policies apply differently from each other and some leave this open for interpretation.

Audience: A description of the intended audience for the documents is indicated. This information helps give context, and can help determine how the document should be used for the purposes of Our Kids Network objectives.

Youth Engagement Elements or Definition of Youth Engagement/Key Findings: The components of each document that pertain to youth engagement are indicated.

The youth engagement elements of the toolkits/guidelines and research documents contain an overview of the youth engagement definition used and any related findings or recommendations. Several documents include arguments to support the inclusion of youth engagement practices within organizations, citing the benefits of youth engagement for youth, the organization, and society. Moreover, many organizations and researchers found barriers that prevented youth from participating in their organization and provided suggestions for how to overcome them. Strategies for meaningfully involving youth in decision-making processes were provided by several organizations, including best practices and lessons learned from youth engagement research and projects. For toolkits/guidelines and research documents, this section includes key quotations and findings from the organization or researchers.

The youth engagement elements of the policy documents included in this scan outline the specific youth engagement mechanisms that an organization uses to engage youth. The procedure that an organization follows to engage youth in its decision-making process is summarized. Also highlighted are the organization's youth engagement principles, the opportunities created to include youth voices in their decision-making processes, and any strategy that enables this process.

Funding Source: If the funding source for any document was indicated, it was included in this scan.

The following sections summarize all the documents included in this scan. Toolkits/guidelines are summarized first, then research documents, then youth engagement policies/practices. For each

section, documents are separated based on the jurisdiction in which they were developed and are in chronological order within in their respective jurisdiction.

Toolkits/Guidelines

Ontario

Title	Together with Youth
Organization	Parks and Recreation Ontario
Location	Ontario
Date Published	1999
Reference Information	Parks and Recreation Ontario. (1999). Together with Youth: Planning Recreation Services for Youth at Risk. Retrieved from http://www.prontario.org/index.php?ci_id=3803
About the Organization: Purpose/Mandate/Vision	This manual is intended to help organizations support communities by addressing youth-at-risk issues through recreation.
Type of Document (i.e., policy, guideline, toolkit)	This document is a resource manual for policy development.
Research-/Evidence-/Best practice-based	This manual is based on the results from the national study entitled <i>The Impact and Benefits of Physical Activity and Recreation on Canadian Youth-at-Risk</i> commissioned by the Canadian Parks/Recreation Association, the Interprovincial Sport and Recreation Council (ISRC) and Health Canada and carried out by the University of New Brunswick in 1995/96.
Age Range	13-19
Audience (i.e., who was it designed for—school, community?)	Organizations
Definition of Youth Engagement/Key Findings	<p>According to Parks and Recreation Ontario, at-risk youth are vulnerable to living unhealthy lifestyles. These young people are in danger of having a lower quality of life, and their communities are at risk of losing their potential. They say the cost of imprisoning young offenders, and the at-risk youth unemployment rate, is a burden on society, and that the solution is to get at-risk youth engaged in recreational activities.</p> <p>Parks and Recreation Ontario says youth should be involved in planning community activities. The first step is to foster leadership among youth by identifying a “champion”—i.e., an “individual who believes in an idea and then takes action to see it through” (7). They say, “initiatives to meet the needs of young people...need to be created with youth input” (8) by involving them in the planning</p>

	<p>process. This will ensure that youth become committed to their community. Moreover, youth participation must be “incorporated in mission and vision statements and must be defined through appropriate policies” (8). In order to accomplish this task, they say that recreation facility providers should become partners with the community and young people should be meaningfully involved in the issues that concern them.</p> <p>Parks and Recreation Ontario offers suggestions for how to engage youth at all levels in an organization. They emphasize the importance of addressing specific local issues; for example, they suggest asking youth if and how they want to be involved and offer principles that organizations can use as a basis for their youth engagement strategies. They say that organizations must create a youth friendly environment and make a commitment to incorporating youth in their planning activities.</p>
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Title	InvolveYouth/InvolveYouth2: A Guide to Meaningful Youth Engagement
Organization	City of Toronto: Social Development, Finance and Administration Division
Location	Toronto
Date Published	January 2004/September 2006
Reference Information	<p>City of Toronto. (2004). <i>InvolveYouth: A Guide to Involving Youth in Decision-Making</i>. Retrieved from http://www.toronto.ca/involveyouth/index2.htm</p> <p>City of Toronto. (2006). <i>InvolveYouth2: A Guide to Meaningful Youth Engagement</i>. Retrieved from http://www.toronto.ca/involveyouth/youth2.htm</p>
About the Organization: Purpose/Mandate/Vision	<p><i>InvolveYouth</i> and <i>InvolveYouth2</i> were created by the City of Toronto to provide advice and support to organizations that work with youth. The guidelines are intended to help organizations provide youth with alternatives to involvement in criminal activity and anti-social behaviors and to build leadership/citizenship skills among youth. The City of Toronto says that involving youth in the governance structure of an organization is important because a youth voice benefits the organization, young people, and the community.</p>
Type of Document (i.e., policy, guideline, toolkit)	Guidelines

<p>Research-/Evidence-/Best practice-based</p>	<p><i>Involve Youth</i> is based on a series of focus group interviews with youth conducted in 2003. Youth voices were gathered through the Toronto Youth Cabinet, youth focus groups, and responses from a youth safety survey, disseminated to youth in the city.</p> <p><i>Involve Youth2</i> draws on the experience of youth workers and experts.</p>
<p>Age Range</p>	<p>13-24</p>
<p>Audience (i.e., who was it designed for—school, community?)</p>	<p>Organizations</p>
<p>Definition of Youth Engagement/Key Findings</p>	<p>The City of Toronto says engaging youth benefits communities in many ways and that youth engagement approaches “provide opportunities for skill development and capacity building, provide opportunities for leadership, encourage reflection on identity and develop social awareness” (2, 2006). In <i>Involve Youth</i> (2004) the City of Toronto outlines a four-step process for organizations to follow when involving youth in their decision-making processes. The first step begins before the organization decides to involve youth. When considering involving youth in their decision-making processes, organizations must decide if bringing the youth voice into their operations is possible and appropriate. Staff must be willing to work with youth and understand the value of incorporating young people. The organization should develop a framework that outlines how youth will be involved in a meaningful way.</p> <p>Organizations must then decide how to recruit and involve young individuals. At this second stage, the organization must clearly define their expectations. Youth participants should be representative of the communities that the organization serves. Young people should feel comfortable and welcome in the organization.</p> <p>After youth are recruited, they must be acquainted with their new work environment. In this third stage, the organization is responsible for helping youth participants understand how the organization works and for making their roles and responsibilities reasonable. The organization should provide some incentives for young people to continue participating. As youth begin working for an organization, they need support. In the fourth step, the organization has to provide youth with the support they need to fulfill their responsibilities.</p> <p><i>Involve Youth2</i> says organizations wishing to engage youth must undergo a cultural shift and staff must be willing to connect with youth. The City of Toronto recommends that staff be trained to</p>

	<p>mentor and support youth staff. They also recommend that policies and practices be restructured to ensure that there is a mechanism for youth to raise their concerns and have a voice.</p> <p>When recruiting youth, the City of Toronto says organizations should consider the inclusiveness of their strategies. They say recruitment staff should have specific objectives in mind for the type of youth they are looking for and how they are expected to contribute to a project. The contributions of youth should be acknowledged both publically and privately, which can be accomplished through a variety of incentives and approaches. Moreover, they say that staff must take into account parental concerns.</p>
Where did funding come from?	Ontario Works Incentive Fund Social Development, Finance and Administration

Title	Youth on Youth
Organization	Grassroots Youth Collaborative
Location	Toronto
Date Published	2005
Reference Information	<p>The Grassroots Youth Collaborative, Remi Warner. (2005). Youth on Youth: Grassroots Youth Collaborative on Youth Led Organizing in the City of Toronto. Retrieved from http://www.artsnetwork.ca/documents/'YOUTH ON YOUTH' GYC Report-FINAL.pdf</p>
About the Organization: Purpose/Mandate/Vision	<p>The Grassroots Youth Collaborative is a partnership between 11 youth-led organizations in the City of Toronto. Founded in 2004, it works to develop policies and programs that empower young people to be able to determine their own life choices and contribute to their communities. Its mandate is to improve the ties between youth-led groups in Toronto to strengthen their voice and visibility. All of the organizations involved in the collaborative must adhere to the principle of youth-led governance. This means every organization involved must embed youth into their decision-making processes.</p> <p>The Grassroots Youth Collaborative objectives are to:</p> <ol style="list-style-type: none"> 1. Strengthen the capacity of youth driven organizations to serve communities 2. Provide a forum for youth driven organizations to strategize and to share resources and information

	<ol style="list-style-type: none"> 3. Conduct, collect and disseminate research on effective youth engagement strategies 4. Promote and educate decision-makers on the value of youth driven organizations 5. Advocate for government policies that empower young people to have a voice and contribute to their communities 6. Work with social movements that fight to address issues within communities <p>The purpose of the <i>Youth on Youth</i> report is to assist youth-led organizations and the region in implementing outreach programs and activities related to the collaborative’s objectives by increasing staff knowledge of best practices and policy issues surrounding youth engagement.</p>
Type of Document (i.e., policy, guideline, toolkit)	Best practices policy guideline
Research-/Evidence-/Best practice-based	The Grassroots Youth Collaborative met with youth-led organizations to determine best practices, challenges, and recommendations for youth organizers, funders and policy makers. They also held focus group interviews with frontline youth workers from six youth led-organizations. The information was gathered through six separate, semi-structured, qualitative focus group interviews with Grassroots Youth Collaborative member organization staff. The focus groups were held over a two-week period beginning in March 2005.
Age Range	Not indicated
Audience (i.e., who was it designed for—school, community?)	The report was prepared to recommend best practices for youth organizing to youth organizers, funders, policy makers and politicians.
Definition of Youth Engagement/Key Findings	<p>The <i>Youth on Youth</i> report outlines best practices for youth organizations based on Grassroots focus group findings. The report cites youth leaders who express their views about being involved in a youth-led organization. The collaborative found that youth led-organizations are important for “the development and provision of programming to, for, and by youth populations in the City of Toronto” (1). They also found that organizations run by youth are effective because youth are closer to the issues important to them. Young people are able to design programs that other youth think are attractive, and those involved in decision making develop a sense of ownership over their programs. Involved youth gained organizational and leadership skills and a sense of control over their lives.</p> <p>The youth leader focus group participants say their organizations</p>

were successful because they “ask youth what they want and [we] ask them to help develop it and then implement it” (13). The youth organizers were apprehensive about the traditional hierarchical model of organizational governance and youth leaders expressed hesitation about working with adults. The researchers say youth want to have an equal say in matters that affect them. The report highlighted that familiarity with youth culture is an asset for adults working with youth.

The youth organizers said that meetings, which foster a more democratic and discussion-oriented structure, were most successful at engaging youth because members were offered opportunities for genuine participation; however, they said that overall principles and a vision are necessary for keeping the conversation on track and for having a common framework. Youth leaders who were consulted said it is important that those running programs and engaging with youth participants are representative of the community to which those youth belong (i.e., socio-economic status, etc). They say that building partnerships in the community is important for the long-term stability of youth led programs, and to foster knowledge and skill transfer between adults and youth.

The benefits of including youth in the governance structure of an organization are many and not only help youth, but also the entire community. The researchers found that challenges to involving youth mainly concern funding. Lack of stable funding leads to lack of resources and program discontinuity.

The Grassroots Youth Collaborative says that youth policies need to be part of larger community visions. They are concerned about the lack of opportunities for youth to meaningfully participate in making decisions about programs and services that affect them and about the lack of commitment to youth led organizing by policy makers. The report makes these recommendations:

1. Organizations/programs should be youth staffed and run
2. Youth should be empowered through democratic, grassroots decision-making processes
3. Service providers should be representative of the communities they are serving
4. Programs should be long-term, prevention focused
5. Programs should have long-term visions
6. Revenue streams should be diversified
7. Arts and popular culture should be used as a medium for youth engagement
8. Capacity should be built through partnerships
9. There should be an ongoing exchange of knowledge and skills between adult and youth staff

	<p>10. Youth engagement policy should be holistic, vision informed and longer term</p> <p>11. Organizations should create a single youth governmental agency or body to facilitate and coordinate a more holistic, inter-sectoral and integrated Youth Policy Vision</p> <p>12. Quantitative program evaluation methods should be supplemented by qualitative investigation into the impact of youth voice</p>
Where did funding come from?	The report was funded by the Ontario Region of the Department of Canadian Heritage as part of the Building Community Capacity Initiative.

Rest of Canada

Title	Youth Hands! Youth Voices! Youth Policy Engagement Through Local Action Projects
Organization	LifeCycles
Location	Victoria, British Columbia
Date Published	2003
Reference Information	Greggie, Linda. (2003). Youth Hands! Youth Voices! Youth Policy Engagement Through Local Action Projects, A Toolkit for Youth Organizers. Retrieved from http://lifecyclesproject.ca/resources/downloads/youth_hands.pdf
About the Organization: Purpose/Mandate/Vision	LifeCycles is a non-profit organization that advocates for food, health, and urban sustainability. It is youth driven and focuses on education and community building. The manual explores how youth can meaningfully participate in community projects and work with decision makers to create policies that support their involvement. The objectives of the manual are to help youth understand how they can be engaged in policy creation.
Type of Document (i.e., policy, guideline, toolkit)	Toolkit
Research-/Evidence-/Best practice-based	The toolkit is based on a series of case studies gathered to demonstrate different ways youth are involved in policy. Youth were leaders in all of the case studies examined and projects were all community oriented, where youth worked with their local government or authority to change or create local policies.
Age Range	16-29

Audience (i.e., who was it designed for—school, community?)	Youth groups and organizations
Definition of Youth Engagement/Key Findings	<p>LifeCycles says that a youth voice can be incorporated into communities in many ways. Youth can participate in decision making through involvement in formal processes, artistic expression, protest, and local action projects, but generally, for youth voice to be heard, young people need support from adults. They say that real participation means they have opportunities to express opinions in a meaningful way that holds real decision-making power.</p> <p>LifeCycles argues that consulting youth is an effective method for involving young people in the formal processes of an organization. They cite Joah Lui's report on youth policy, echoing that for youth to be consulted they must be informed about how their input will be used and how their input affects decisions and outcomes. For consultative processes to work, youth must be given clear linkages to power.</p> <p>Artistic expression is another way for youth to express their views. This method allows youth to use a variety of media to communicate their message, though LifeCycles says it is more of a catalyst for discussion rather than an actual avenue for decision making. Protest is a way for youth to express their unhappiness with decision-makers and for them to connect with each other.</p> <p>Local action projects are a fourth way for youth to channel their ideas into the community. LifeCycles says this form of participation "places them high on the ladder and closer to forms of true participation" (14). They say this is the best way for youth to affect policy-making processes. The researcher says community action projects are initiatives "generated by groups or individuals in a community with the purpose of doing something to either solve a problem or build something valuable" (14). They say that youth groups can use the momentum generated through community projects to change policy.</p>

Title	The Youth-Friendly Guide to Intergenerational Decision Making Partnerships
Organization	Apathy is Boring
Location	Montreal
Date Published	2004

Reference Information	Apathy is Boring. (2004). The Youth-Friendly Guide to Intergenerational Decision Making Partnerships. Retrieved from http://www.apathyisboring.org/media/pdfs/yfg.pdf
About the Organization: Purpose/Mandate/Vision	The purpose of these guidelines is to respond to the problem of youth disengagement in Canada by advocating for the creation of intergenerational partnerships.
Type of Document (i.e., policy, guideline, toolkit)	Guideline
Research-/Evidence-/Best practice-based	The guidelines were written based on the experiences of youth participants who were involved in different levels of decision-making.
Age Range	18-35
Audience (i.e., who was it designed for—school, community?)	Organizations, (potential) youth participants
Definition of Youth Engagement/Key Findings	<p>Apathy is Boring is a non-partisan organization concerned with promoting youth participation in Canada. They say youth participation is “involving youth in responsible, challenging actions that meet genuine needs, with the opportunity for planning and/or engagement in decision-making affecting others” (2).</p> <p>Intergenerational partnerships are defined as “ an understanding of the interdependent, symbiotic nature of learning and teaching, and recognizing that both youth and adults have something different yet equally valuable to share with each other” (2). They say organizations should recognize the measurable benefits youth could offer through their involvement and describe the characteristics of an engagement activity that is empowering for youth participants.</p> <p>Apathy is Boring offers guidelines for how organizations can meaningfully involve youth by building youth-adult relationships. They say an organization’s commitment to engaging youth “must be reflected in the policy, programs and actions of the organization” (8). They highlight the importance of implementing or amending policies and bylaws to prevent barriers to youth participation in an organization to “show youth that an organization is serious about its commitment to youth involvement” (10). In addition to the structural barriers, youth face external barriers preventing them from fully participating.</p> <p>Apathy is Boring says youth need meaning, control, and connectedness to feel empowered when participating. <i>Meaning</i></p>

means feeling “like they are doing something that matters, and that they can believe in,” (5) *control* means “that they are making real decisions, actually being heard, and they have what it takes to see the task through the end,” (5) and *connectedness* means “the opportunity to work with others and the community” (5). The guideline also offers principles for forming intergenerational partnerships. The principles are intended to help youth feel like they have ownership over the process in which they are involved and to ensure they are held accountable for the decisions they make. These principles include:

- Set out clear expectations and limitations: The organization must be clear about who makes what decisions and how those decisions will be made. Those expectations must be realistic in terms of time and resources.
- Encourage creativity and difference: Youth should be respected for their abilities and be empowered to speak out when they have something to say.
- Make connections between generations: Demographic groups should have shared experiences.
- Provide mentorship and support: The organization should provide opportunities for relationships to form between young people and their more experienced staff. Youth should be given the resources they need to participate fully in the organization.
- Communication: The organization must listen to what youth say. Adult staff who feel comfortable working with youth should be available to answer questions. Youth participants should be able to see how their contributions affect the decision-making process and have the opportunity to evaluate their experience.

Organizations must also consider their options for involving youth in a way they feel comfortable. Apathy is Boring says that organizations can consider:

- Involving youth directly in an advisory board or committee
- Creating a youth advisory board, whose job is to advise other decision makers
- Putting youth in leadership positions

They say youth voices must be considered during the planning stages of a project and if possible, youth should be involved in the process of recruiting their peers. Once youth are recruited, youth need to be provided with support for successfully fulfilling their expectations within the organization.

Title	A Guide to Youth Friendly Practices: Youth Engagement
Organization	The City of Calgary
Location	Calgary, Alberta
Date Published	2004
Reference Information	The City of Calgary. (2004). A Guide to Youth Friendly Practices: Youth Engagement. Retrieved from http://sharepoint.agriculture.purdue.edu/ces/INadolescenthealth/Shared Documents/meet_guide_youth_friendly_practices.pdf
About the Organization: Purpose/Mandate/Vision	The guide is intended to support youth friendly practices in corporations throughout Calgary.
Type of Document (i.e., policy, guideline, toolkit)	Guideline
Research-/Evidence-/Best Practice- based	The guidelines are based on a literature review of youth engagement practices and principles in Canada. The researchers gathered information on youth engagement practices in Canadian municipalities and in the City of Calgary. The guideline focuses on the use of youth advisories in Canadian cities and towns. The researchers found that, in 1998, seven municipalities had youth advisory committees and (based on the 1998 CCSD survey) they found that another 16 encourage youth to participate in governance through roundtable discussions and ad hoc committees.
Age Range	Birth to 18
Audience (i.e., who was it designed for—school, community?)	Organizations, businesses, and departments in the City of Calgary.
Definition of Youth Engagement/Key Findings	<p>The City of Calgary defines and provides principles for youth engagement. Their definition of youth engagement is based on the Centre of Excellence for Youth Engagement. They say youth engagement means “welcoming youth to participate in the shaping of our community” (2). The City argues that Canadian organizations that serve youth should not miss opportunities to engage youth in meaningful ways. They say it is important to engage youth because young people can benefit communities and want to be involved in making decisions that affect their lives.</p> <p>The guidelines are based on principles to support positive youth development. The City says that engaging youth does not necessarily prevent risk taking behaviors, but it “provides a positive, proactive means to support healthy adolescent behavior” (4). They</p>

	<p>say that decision-making powers must be shared and adults must serve as mentors for young people to fully participate in an organization. Like the Centre for Excellence in Youth Engagement, the City of Calgary believes that community based organizations can be viable avenues for youth participation.</p> <p>When measuring youth engagement within organizations, they say that the most important indicator is linkage to power. Based on Lui's research, the City of Calgary lists eight steps for building a youth engagement strategy, and say that youth advisories are a useful method for engaging youth. After reviewing youth engagement practices among organizations in Calgary, the researchers found that the City faces the following challenges to youth engagement:</p> <ol style="list-style-type: none"> 1. Differing levels of youth engagement knowledge among youth serving groups 2. Lack of organizational capacity to apply the principles of youth engagement in a meaningful and consistent way <p>The City found that its youth engagement practices generally take the form of youth advisories or councils. They say that the City of Calgary can improve their youth engagement practices in the following ways:</p> <ol style="list-style-type: none"> 1. Youth Mentoring: fostering mentoring practices with businesses 2. Youth Voice: invite representatives from various youth councils to assist with business decision making or to participate in public consultations 3. Youth Career Development: support opportunities to create job training and career fair opportunities through internship, apprenticeship, practicum or temporary employment.
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Title	The Toolkit: Resources, Tools, and Strategies for Youth Engagement
Organization	Municipal Council of the Halifax Regional Municipality (HRM)
Location	Halifax, Nova Scotia
Date Published	2004
Reference Information	The Halifax Regional Municipality and the HeartWood Centre for Community Youth Development. (2004). The Toolkit: Resources, Tools and Strategies for Youth Engagement. Retrieved from http://www.halifax.ca/rec/YouthEngagementToolkit.html
About the Organization: Purpose/Mandate/Vision	The purpose of this toolkit is to provide a handbook for organizations attempting to engage youth. In general, the HRM's

	goal is to build a more youth friendly municipality by providing organizations with tips for how to work with young people.
Type of document (i.e., policy, guideline, toolkit)	Toolkit
Research-/Evidence-/Best Practice-based	The toolkit was developed based on research done by Halifax Regional Municipality (HRM) Recreation, Tourism, and Culture and the HeartWood organization in combination with interviews conducted with individuals and organizations. It is based on the findings from the Youth Engagement Strategy, 2004, the goal of which was to increase the capacity of youth and communities to help them engage in the development and delivery of programs and services. It was also based on a literature review on youth engagement developed by the HeartWood Centre.
Age Range	Not indicated
Audience (i.e., who was it designed for—school, community?)	Adult service providers and community development practitioners
Definition of Youth Engagement/Key Findings	<p>The HRM says that engaging youth benefits both youth and communities. Youth who are engaged are less likely to participate in risky behaviors and will have a higher sense of self-esteem. They define youth engagement as “involving young people in meaningful ways in the essential tasks and processes of the community (including the whole community and, more specifically, community organizations or groups, as well as “systems” such as education or health care” (7). Their toolkit is separated into three sections:</p> <ol style="list-style-type: none"> 1. Actions just for you 2. Actions with others 3. Actions for the whole community <p>This review will focus on the second and third sections.</p> <p>HRM argues that youth lack avenues for influencing their government and this is a problem because so much of a municipal government’s responsibilities directly affect youth. They believe it is good for governments to take into account youth perspectives when making decisions because it will help their policies be more effective and responsive. They say that it is better to use a “principle-based” approach when developing a youth engagement strategy. HRM’s strategy is based on HeartWood’s framework of community youth development (CYD). The HeartWood Centre says that a youth engagement strategy must contain five components in balanced proportions: adventuresome learning, meaningful contribution, peer support, adult-youth partnerships and empowering culture. They say that the community must actively</p>

seek out youth and provide opportunities for engagement.

The second section entitled *Actions with others* is intended to help groups organize themselves to work together on youth engagement projects/initiatives. They say that “research with youth helps governments and organizations make better decisions” (21) and that groups can take a consultative approach—i.e., interview, focus groups, questionnaires, surveys—to determine how youth feel about certain topics; however, they point out that without proper communication youth can become cynical, and their engagement will not be meaningful. Research projects can also be youth engagement projects in themselves if youth are also the researchers. HRM says their research projects where youth themselves are researchers follow the Participatory Action Research (PAR) model, where the goal is to develop knowledge that leads to action.

The second section of the toolkit also provides an overview of the kinds of questions to ask when consulting youth during research projects and tips for how to develop different types of youth engagement projects based on the consultative approach. The toolkit highlights the need to train participants of group youth engagement projects and suggest areas where a team can embark on a learning process together (i.e., professional development). It also offers suggestions for how groups can connect youth to opportunities for engagement. They say that taking these steps will provide the foundation for youth to be involved in the decision-making process of organizations in their community.

The *Actions for the whole community* section is intended to help build youth engagement strategies that have an impact on a whole community. They say that for youth engagement to be successful, some practices must be institutionalized. The practice of regularly consulting and including a youth voice must be required throughout a community’s institutions. This means that youth must be fully engaged citizens and “should have the ability, agency and opportunity to move comfortably among [these] various types of civic acts” (40). They say that adults can facilitate this process by learning about youth engagement and transferring this knowledge into their organization.

HRM says youth engagement must be engrained in the qualities, beliefs, and practices of an organization. Youth serving organizations should facilitate youth leadership within their organizations by:

- Sharing equal responsibility with adults for certain organizational/community tasks and processes

	<ul style="list-style-type: none"> - Allowing youth to assume primary responsibility for some tasks and processes - Allowing youth to assume full responsibility for tasks and processes that belong to them alone. <p>They say that genuine youth engagement practices in organizations will “entail a giving up, or—at the very least—a sharing, of power between adults and youth” (42). This means allowing youth to participate in the governance structure of an organization. The toolkit offers strategies for how to bring meaningful youth representation into organizational structure along with indicators to measure the success of youth engagement practices.</p>
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Title	The Green Street Guide to Authentic Youth Engagement
Location	Green Street
Organization	Pan-Canadian (Ottawa)
Date Published	May 2007
Reference Information	Hoffman, Jennifer, Susan Staniforth, the Green Street Youth Steering Committee. (2007). The Green Street Guide to Authentic Youth Engagement. Retrieved from http://www.green-street.ca/files/GreenStreetYouthEngagementManual.pdf
About the Organization: Purpose/Mandate/Vision	Green Street is a national organization dedicated to the environment and sustainability. It offers programs to classrooms across Canada to support education and awareness in these fields. Its program providers are environmental organizations that operate in schools. The youth engagement program (YEP) is a special initiative of Green Street, which endeavors to involve youth in its provider organizations. This guide is intended to give practical advice on how to encourage “authentic youth participation.” It can “apply to any group interested in working effectively with young people” (1) and is intended to help organizations embed a genuine youth voice into their governance structure. It was specifically designed for Green Street program providers to increase youth engagement in their program planning, delivery and evaluation methods.
Type of Document (i.e., policy, guideline, toolkit)	Guidelines
Research-/Evidence-/Best Practice-based	The information for the manual was developed based on information gathered from a poll of Green Street’s service providers to determine their organizational needs for youth involvement, the barriers to involving youth in their organizations, and a description of the successful methods they have used to engage youth. Both

	<p>service providers and youth wrote it; a youth voice came from youth involved in Green Street’s Youth Steering Committee.</p>
Age Range	13-18
Audience (i.e., who was it designed for—school, community?)	Service providers and youth serving organizations
Definition of Youth Engagement/Key Findings	<p>Green Street provides a definition of meaningful youth engagement, principles of youth engagement, reasons why youth become engaged, and a process for engaging youth in an organization. They say youth engagement means young people are “actively and authentically involved, motivated and excited about an issue, process, event or program” (9). Green Street says the most important aspect of youth engagement is keeping youth involved. They use the levels of youth engagement expressed in Roger Hart’s ladder to evaluate their youth engagement practices and found that their service providers are moving from <i>youth participation</i> to <i>youth as partners</i>. In order to improve youth engagement in their organization, Green Street says including youth should be part of their operational policy.</p> <p>The manual identifies several key elements (i.e., principles) of effective youth engagement practices, based on best practices learned from numerous events, focus groups, youth panel discussions and evaluation research. Based on this research, they say that effective youth engagement practices must have:</p> <ol style="list-style-type: none"> 1. Relevance 2. Accessibility 3. Consistency 4. Authenticity 5. Hands on action learning 6. Local projects 7. Scope 8. Recognition and Respect <p>And that elements of programs that sustain youth engagement include:</p> <ol style="list-style-type: none"> 1. Inclusion 2. Experiential learning 3. Localization 4. Adult-youth partnerships 5. Institutionalization 6. Capacity-building <p>They also explain why youth engagement benefits youth, organizations, and communities and provide a step-by-step process for how organizations should go about engaging youth. Green</p>

	<p>Street's process for youth engagement contains five steps:</p> <ol style="list-style-type: none"> 1. Consider if and how youth will fit into the organization's culture. 2. Make a plan for developing intergenerational partnerships; the authors stress that feedback loops (how youth get information back from adults) are essential for authentic partnerships. 3. Decide how to manage new relationships between adult and youth staff: <ul style="list-style-type: none"> - Define "youth," and use an age range that is appropriate for your organization's youth engagement objectives. - Identify the organization's "youth needs" (e.g., short-term, special sub-group representation, grade level, at-risk). - Determine the amount of resources that the organization is willing to put into working with youth. 4. Identify the organizational barriers that may prevent meaningful youth engagement: <ul style="list-style-type: none"> - The manual highlights some of the barriers Green Street service providers encountered and offers some solutions to their main challenges. 5. Undertake efforts to train and retain youth: <ul style="list-style-type: none"> - The authors say that training youth is an important aspect of involving them in an organization. Moreover, a retention plan is important. Section two of the report offers many tips for how to communicate with youth and keep them interested. <p>After youth have been incorporated into an organization, their experience has to be evaluated because it allows youth to see how they affected decision-making processes.</p> <p>Green Street says that organizations should follow the principles of recognition, relevance and respect when engaging with youth. Youth should be recognized for their work, their work should be relevant to the youth and to the organization's goals, and young people's opinions must be respected and listened to. Green Street also offers ideas about how youth can be incorporated into an organization as:</p> <ul style="list-style-type: none"> - Consultants - Ambassadors/representatives - Steering committee members - Board members - Researchers and evaluators - Interns
<p>Where did funding come from?</p>	<p>J.W. McConnell Family Foundation</p>

Title	Engaging Youth in Community Climate Action
Organization	Capital Regional District (CRD) Climate Action Program/BC Ministry of the Environment's Youth Climate Leadership Alliance
Location	British Columbia
Date Published	Not indicated
Reference Information	CRD Climate Action Program, BC Ministry of the Environment's Youth Climate Leadership Alliance. (n.i.). Engaging Youth In Community Climate Action. Retrieved from http://youthcore.ca/index.php?action=resources&cat=2
About the Organization: Purpose/Mandate/Vision	This document is to be a resource to help governments engage youth in their governance activities, particularly to support decisions, planning processes, and services related to climate change.
Type of Document (i.e., policy, guideline, toolkit)	Resource for involving youth in governance
Research-/Evidence-/Best practice-based	CRD and the BC Ministry of the Environment's Youth Climate Leadership Alliance gathered case studies of approaches to including, consulting and integrating youth voices into community priorities, including examples of organizations that have developed Youth Advisory Committees.
Age Range	Up to 25
Audience (i.e., who was it designed for—school, community?)	Governments, organizations
Youth engagement elements of the policy/framework/strategic direction document	<p>The CRD Climate Action Program and the BC Ministry of the Environment's Youth Climate Leadership Alliance use the government of BC as an example for how to go about involving youth in governance. The government facilitated two youth dialogues, which resulted in the creation of its 12-member Youth Climate Leadership Alliance. These youth work in partnership with local and regional governments to support climate change action.</p> <p>The researchers provide examples of mechanisms that organizations can use to integrate youth voice into their governance structure to make youth involvement meaningful, while avoiding tokenism. They say that Youth Advisory Committees are the most effective youth engagement strategy. Youth Advisory Committees (YACs) are "formal bodies" which all serve the function of engaging</p>

	<p>young stakeholders in some part of a decision-making process run by adult-driven organizations” (9). They say that YACs are made up of youth who are affected by an organization and can have the following characteristics:</p> <ul style="list-style-type: none"> - They are sometimes called committees, councils, boards, round tables - They are a means to provide feedback and outreach programs for youth - They can be an avenue for youth to have a direct voice in discussions to make recommendations - They can provide opportunities for youth to design their own initiatives - They can be a means to recruit members - They can provide insight into the topic at hand and attract young leaders <p>The researchers say that every YAC needs a Terms of Reference and that the youth members should participate in defining their roles and responsibilities. Young people’s roles and responsibilities must be clearly outlined and youth should be representative of the population being served. Communication is key, and establishing a mentorship system is useful.</p>
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Title	A Framework for Community Youth Development
Organization	The HeartWood Centre for Community Youth Development
Location	Nova Scotia
Date Published	Not indicated
Reference Information	The HeartWood Centre for Community Youth Development. (n.i.). A Framework for Community Youth Development. Retrieved from http://www.heartwood.ns.ca/downloads/cyd_framework.pdf
About the Organization: Purpose/Mandate/Vision	<p>The HeartWood Centre for Community Youth Development helps youth develop leadership skills and become part of their communities. HeartWood’s mission is to develop the skills and confidence of youth in Nova Scotia, Canada. HeartWood helps communities or agencies include young people with a focus on long-term youth engagement strategies.</p> <p>HeartWood’s framework is intended to “help support community groups and individuals with their own youth engagement efforts” (1). The framework is a guide to facilitate a process of “young people being engaged in meaningful participation through planning, decision-making, and program delivery in our governments,</p>

	organizations, institutions, and communities” (1).
Type of document (i.e., policy, guideline, toolkit)	Framework
Research-/Evidence-/Best practice-based	The framework was developed based on feedback from interviews with 54 participants from 12 youth action teams across Nova Scotia. The interviews were conducted with 28 young people, 17 adult support people, and nine community agency representatives.
Age Range	Not indicated
Audience (i.e., who was it designed for—school, community?)	Youth, communities, organizations, government agencies
Definition of Youth Engagement/Key Findings	<p>HeartWood’s framework is based on the responses they gathered from young people during their consultations. The core values of the framework, which all meaningful youth engagement undertakings should enable, include:</p> <ul style="list-style-type: none"> - Opportunities to follow their passions - Connections with both peers and adults - A sense that their work contributed to making a difference - The ability to take concrete actions - Having fun <p>HeartWood’s framework indicates several community resources, which are social conditions that facilitate youth engagement. These resources include:</p> <ul style="list-style-type: none"> - Youth - Supportive adults and young adults - Community links and associations - Youth training organizations <p>A third element contained in HeartWood’s framework is called <i>tools for growth</i>. The core values are translated into practice through these tools:</p> <ul style="list-style-type: none"> - Youth-adult partnerships - Peer support - Adventuresome learning - Empowering culture - Meaningful contribution <p>According to HeartWood, practitioners following this framework can anticipate a two-fold outcome: meeting individual and community goals. HeartWood aims for each individual to become aware of and explore his or her competencies, which will result in young people’s resources becoming available to the entire community.</p>

International

Title	Putting Youth Engagement Into Practice: A toolkit for action
Organization	The Commonwealth Secretariat
Location	United Kingdom
Date Published	2006
Reference Information	Mokwena, Steve. (2006). Putting Youth Engagement Into Practice: A Toolkit for Action. ed. Susanna Darch. Commonwealth Secretariat. Retrieved from http://www.thecommonwealth.org/document/154211/156719/putting_youth_engagement_into_practice_a_toolkit.htm
About the Organization: Purpose/Mandate/Vision	The purpose of this toolkit is to “assist organizations and institutions to find ways of bringing in young people as genuine partners in their work” (5) and “to create opportunities for young people to play meaningful roles at an operational level, as well as in the decision making structures of organizations, by making young people part of their governance” (5). The Commonwealth Secretariat wants to bring young people into the culture of both youth serving and non-youth serving organizations.
Type of Document (i.e., policy, guideline, toolkit)	Toolkit
Research-/Evidence-/Best practice-based	The toolkit is based on the research and personal experiences of a professional in the field of youth development and engagement.
Age Range	12-25
Audience (i.e., who was it designed for—school, community?)	Organizations
Definition of Youth Engagement/Key Findings	<p>The Commonwealth Secretariat says youth should become mainstream participants in society. To facilitate this, youth must become full members of all organizations and institutions by becoming partners with adults. The Commonwealth Secretariat says the first step that an organization must take to engage youth is to accept that its established structure must change.</p> <p>The authors say that youth engagement not only benefits youth and society, but also organizations. Organizations benefit from youth engagement because it helps to ensure their longevity by building loyalty among its employees. Moreover, organizations benefit when youth develop leadership and employment skills that they can apply</p>

	<p>when fulfilling their responsibilities.</p> <p>The Commonwealth Secretariat says both structural and ideological barriers prevent organizations from engaging youth. These mutually re-enforcing barriers work to exclude young people because they perpetuate the exclusionary practices of an organization that prevented youth engagement in the first place.</p> <p>In order for youth engagement to work, the adults running organizations and institutions must take the lead. The Commonwealth Secretariat says “it is up to the adults who run our organizations/institutions to create the conditions for a genuine partnership with young people” (14). The toolkit contains a self-assessment questionnaire for organizations to assess their readiness to start engaging youth, along with a planning framework to identify areas where changes can be made. The planning framework offers a list of 13 strategic objectives for an organization to consider in order to engage youth.</p>
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Title	TAKING PARTicipation seriously kit
Organization	Office of Communities: Commission for Children and Young People
Location	New South Wales, Australia
Date Published	Not indicated
Reference Information	Office of Communities: Commission for Children and Young People. (n.i.). TAKING PARTicipation seriously kit. The New South Wales Government. Retrieved from http://kids.nsw.gov.au/kids/resources/participationkit.cfm
About the Organization: Purpose/Mandate/Vision	<p>The New South Wales government’s TAKING PARTicipation seriously kit is a resource for organizations that want advice about how to involve children and youth in their activities and decision-making processes. The kit is divided into several different parts, including:</p> <ul style="list-style-type: none"> - Sharing the stage: five key elements needed for participation - All aBoard: how to involve children and young people on boards and committees - Count me in: how to involve children and young people in research - Checking the scoreboard: how to get feedback from staff and young people involved - Conferences and events: how to run events that make space for youth participation - Meeting together-deciding together: how to involve youth in

	<p>meetings where decisions are being made</p> <ul style="list-style-type: none"> - Sharing our journey: a description of the successes and challenges of children’s participation in organizations - Resources <p>For the purposes of this scan, two sections will be reviewed: Sharing the stage and Resources.</p>
Type of Document (i.e., policy, guideline, toolkit)	Toolkit
Research-/Evidence-/Best practice-based	The NSW government consulted 100 children, young people and adults involved in schools, local government, and non-government organizations to learn about their youth engagement experiences and practices. In addition, a literature review on youth participation was carried out through an internet database search using the following key words: children and young people, participation, involvement, case planning and decision making, out of home care and looked after children and young people.
Age Range	0-18
Audience (i.e., who was it designed for—school, community?)	Organizations
Definition of Youth Engagement/Key Findings	<p>In <i>Sharing the stage</i>, the NSW government defines youth participation as “giving the younger member of our community a say—it is about listening to their view, taking them seriously and whenever possible giving practical effect to their ideas and suggestions” (3). They say that children and young people should “have a say in the decisions the organizations makes that affect them rather than having a say in personal decisions” (4). The researchers present key elements that organizations need to have to ensure that youth voices are heard in decision-making processes. They say adults must give up some of their power to ensure that youth participation is effective.</p> <p>The researchers say that genuine participation is different than consultation. For genuine participation to occur adults must give up some of their power to young people to provide opportunities for youth to share in the decision-making processes. The NSW government says that organizations must adhere to the following five-part belief system in order to facilitate participation:</p> <ol style="list-style-type: none"> 1. Participation is part of the organization’s culture: The researchers say that including youth must become part of the organization’s vision. An organization’s constitution, policy guidelines, plans and/or strategic directions must

define youth engagement as a priority. The values of youth engagement set forth in an organization's vision statement must be put into practice and considered in every project undertaken (7).

2. Kids have a place in decision-making: Young people need to understand their role in the organization's decision-making processes. An organization must put in place different mechanisms for participation that are relevant to the youth in their community and the purpose of youth voice in their organization (13).
3. Adults adopt a kids way of working: Organizations must create an environment that is inviting to youth (21).
4. Strong relationships with kids: Adult staff in the organization should cultivate positive relationships with young people involved (29).
5. Participation rewards kids and the organization: Youth must feel that their time is valued. Youth should be given opportunities to discuss issues with adults and every view should be given a chance to be heard (33).

The NSW government, in *Research and Resources About Participation*, lists the benefits and barriers to facilitating youth participation in an organization's decision-making process based on the information gathered from a literature review on the subject. They also provide an overview of participation models that organizations can adopt to make effective participation happen. Based on their analysis of the various models, the researchers say that effective participation frameworks must contain three elements: knowledge, opportunity and support (15).

Knowledge: Youth must be given the information they need in an accessible format in order to participate fully in an organization.
Opportunity: Young people need a way to be involved and to have their voices heard. An organization can establish many different types of opportunities for participation, but it is essential that the value of participation be embedded in the culture of the organization formally and informally.

Support: Youth need adult support. Adults must be willing to listen and the levels of support must be appropriate for the youth involved.

Research

Ontario

Title	Re-focusing the Lens: Assessing the Challenge of Youth Involvement in Public Policy
Organization	The Ontario Secondary School Students' Association (OSSSA) and the Institute on Governance
Location	Ontario
Date Published	1999
Reference Information	Haid, Philip, Elder Marques and Jon Brown. (1999). Re-Focusing the Lens: Assessing the Challenge of Youth Involvement in Public Policy. The Ontario Secondary Students' Association and the Institute on Governance. Retrieved from http://iog.ca/sites/iog/files/lens_exec.pdf
About the Organization: Purpose/Mandate/Vision	The purpose of the research paper is to explore how young people can influence public policy in Canada and to explore barriers to their involvement.
Type of Document (i.e., policy, guideline, toolkit)	Research paper
Research-/Evidence-/Best practice-based	The following methodology was used to conduct the research: <ol style="list-style-type: none"> 1. A literature/web review of youth activity in the policy realm was conducted 2. The researchers compiled a list of youth organizations, groups, institutions and departments which were politically active around youth issues 3. The researchers selected eight case studies by conducting background research, interviews, and sharing information with the organizations in question.
Age Range	16-26
Audience (i.e., who was it designed for—school, community?)	Youth serving organizations, government bodies
Definition of Youth Engagement/Key Findings	The researchers present a typology of youth organizing in Canada. They offer a new lens through which to assess youth roles in governance and provide lessons learned from youth involvement in public policy making. The researchers say there are four main reasons for involving youth in public policy:

	<ol style="list-style-type: none"> 1. To increase confidence in public organizations 2. To improve decision making by including many voices 3. To promote awareness and understanding of policy issues among citizens 4. To strengthen civil society <p>In addition to these reasons, the researchers say that youth should be involved in public policy because it is good for democracy.</p> <p>Based on their research of different youth governance initiatives in Canada, the researchers developed a typology of youth in decision-making structures. They found that there are four basic models for involving a youth voice in decision making:</p> <ol style="list-style-type: none"> 1. Created for Youth: Mechanisms which offer a direct way for a youth voice to be fed into the policy-making process. The challenge is overcoming constraints within the system that prevent youth from being truly empowered. 2. Youth-adult: Mechanisms for mentorship. The challenge is ensuring that adults actually allow youth to take on responsibility. 3. Youth-wing: Mechanisms to provide support to youth who want to take on their own initiatives. 4. Youth-run: Mechanisms offering youth the opportunity to have the most autonomy because youth are able to address issues that concern them. The challenge is to avoid taking extreme positions because they are not taken seriously by decision-makers. <p>Finally, the researchers offer ideas to help youth become more influential in decision-making processes.</p>
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Title	Youth Policy: What Works and What Doesn't
Organization	United Way Toronto
Location	Toronto
Date Published	February 2008
Reference Information	Jeffery, Kamara. (2008). Youth Policy: What Works and What Doesn't. United Way Toronto. Retrieved from http://www.unitedwaytoronto.com/downloads/whatWeDo/reports/YouthPolicy-WhatWorks-fullreport.pdf
About the Organization: Purpose/Mandate/Vision	The purpose of the report is to identify lessons learned from an inter-jurisdictional review of youth policy. United Way found that there are system-wide problems in Toronto due to the growth of a fragmented youth sector characterized by incoherent service delivery, policies, and funding sources.

Type of Document (i.e., policy, guideline, toolkit)	Inter-jurisdictional review
Research-/Evidence-/Best practice-based	<p>The report reviews existing youth policies and legislative frameworks to identify successful features of youth policy. The researchers compared 12 national and international youth policies from the City of Toronto, the City of Vancouver, two from the Province of Ontario, the Province of Alberta, the Province of British Columbia, the Province of Quebec, the Province of New Brunswick, two from the Government of Canada, the U.S., England, the UK and Australia.</p> <p>United Way Toronto says there are different types of policy models, which can be based on different theoretical approaches. The researchers categorize the youth policies examined in their review based on the different theoretical approaches to working with youth. One of the approaches examined is the <i>Youth engagement approach</i>, which happens when “all youth benefit from opportunities to have a voice, access, and shared power with adults” (7). These types of policies find “avenues for proactive involvement in the development of programs that affect” youth (7). Another approach to youth policy is the <i>asset-based approach</i>, which United Way says identifies and “builds on individual and group strengths and skills, rather than emphasizing limitations” (7). They say that these types of policy responses “aim for wider community change through positive social relationships and broad mobilization efforts” (7). The policies reviewed in the report that United Way says follow the youth engagement framework are: Toronto, Vancouver, Quebec, and Ontario. They also say that Victoria, Australia’s youth policy follows both an asset-based and youth engagement theoretical approach.</p>
Age Range	Not indicated
Audience (i.e., who was it designed for—school, community?)	Youth policy developers in Toronto
Definition of Youth Engagement/Key Findings	<p>The researchers say that a youth policy framework is “a model that aims to provide clarity around a government’s long-term investment priorities and goals related to youth” (9). A policy framework helps with implementation by fostering a strategic direction, consistency and accountability. Youth policy frameworks are necessary in order to avoid the “silo” effect of dealing with youth through piecemeal policies in discrete fields. United Way says youth issues need to be addressed holistically.</p> <p>The researchers found that a youth policy framework should contain</p>

	<p>four elements:</p> <ol style="list-style-type: none"> 1. A shared vision: United Way Toronto says that a youth policy framework must contain a statement of goals, along with a set of broad outcomes, or objectives that set out what the policy is intended to achieve (11). 2. A strategy for measuring outcomes: Explicit benchmarks are useful in providing clear targets for measuring progress (12). 3. Mechanisms for intergovernmental service coordination: Collaboration and cooperation ensure that duplication is avoided and that policies are more efficient and consistent (13). 4. Mechanisms for reviewing and realigning services based on the needs, aspirations and expectations of youth: "Effective youth policies include formal mechanisms to ensure that the recognition of, consultation with, and participation by young people and other stakeholders is ongoing" (14). They say these mechanisms ensure that the youth voice is heard. <p>The researchers include a list of lessons learned from their review to help make youth policy in Canada more efficient and effective. These best practices include:</p> <ol style="list-style-type: none"> 1. A comprehensive outcomes-based approach is ideal. They say that the lack of such a framework in Toronto is a problem and leads to piecemeal policies. 2. Youth policies should be holistic. Youth should be consulted, and should be partners in youth policy development to make sure that policies remain relevant and youth friendly. 3. Narrow mandates and limited target populations are barriers to effective youth policy. 4. No single theoretical approach is more effective than another. Youth policies should, however, follow one agreed upon framework in order to better integrate stakeholders. <p>Moreover, they say that a common vision is key. Policies in areas that affect youth must complement each other. Therefore, a clear outcomes-based vision, adopted for an entire region, ensures that all stakeholders meet common goals.</p>
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Title	What did you do in school today? Transforming classrooms through social, academic and intellectual engagement
Organization	Canadian Education Association, by Willms, Friesen and Milton
Location	Toronto
Date Published	May 2009

Reference Information	<p>Willms, Douglas, Sharon Friesen, Penny Milton. (2009). <i>What did you do in school today? Transforming classrooms through social, academic, and intellectual engagement.</i> (First National Report) Toronto: Canadian Education Association. Retrieved from http://www.cea-ace.ca/sites/cea-ace.ca/files/cea-2009-wdydist.pdf</p>
About the Organization: Purpose/Mandate/Vision	<p>This multi-year research project is intended to capture, assess and inspire new ideas for enhancing the learning experience of adolescents in classrooms. It uses an expanded framework for thinking about student engagement and its relationship to learning.</p>
Type of Document (i.e., policy, guideline, toolkit)	<p>Research paper</p>
Research-/Evidence-/Best practice-based	<p><i>What did you do in school today?</i> presents a new conceptual framework for student engagement based on data collected from 32,322 students (grades 5-12) in 93 schools from 10 school districts across Canada. The researchers build on the model that is commonly used to measure student engagement, which only considers what happens at home and in school. This student survey allowed them to focus on student engagement rather than academic achievement and to emphasize what is happening in the classroom, rather than school factors. It also introduced the idea of “flow,” which is “the extent to which teaching practices are related to student’s intellectual engagement” (10).</p> <p>The survey measured four dimensions of student engagement: participation, sense of belonging, attendance, and intellectual engagement. The researchers established “cut-points” to determine when a student scored a high or low level of engagement in a given area. The survey included five measures of classroom and school climate. Four of the measures are used in the <i>Tell Them From Me</i> surveys, as well as in the OECD’s <i>PISA</i> studies. The fifth measure called “instructional challenge” was developed for the <i>What did you do in school today?</i> study specifically, based on Csikszentmihalyi’s theory of flow.</p>
Age Range	<p>Adolescents</p>
Audience (i.e., who was it designed for—school, community?)	<p>Educators (school)</p>
Definition of Youth Engagement/Key Findings	<p>The researchers introduce the concept of <i>intellectual engagement</i> by assessing student experiences with engagement to their learning environments. They say that student engagement is “the extent to which students identify with and value schooling outcomes, have a sense of belonging at school, participate in academic and non-</p>

	<p>academic activities, strive to meet the formal requirements of schooling, and make a serious personal investment in learning” (7). Their definition rests on the elements of social engagement, academic engagement, and intellectual engagement.</p> <p>The researchers stress that engagement in school should improve the lives of youth in the present. They say “students do not want learning made easy, they want it to mean something. They want to feel something, to be moved by what they learn; they want to connect deeply with things that matter to the world and matter to them; and they want the chance to make a difference” (5). They say the problems that students experience in middle and secondary schools—such as disengagement, dissatisfaction with their schooling experience, and dropping out—are significantly linked to their learning environment.</p> <p>The researchers found that overall, Canadian students are not engaged at school. They found that “only 37% of the students surveyed were intellectually engaged in their language arts and mathematics classes—the only two subjects studied” (17). They also found that “levels of participation and academic engagement fall from grades 6 to 12, while intellectual engagement falls during the middle school years and remains at a low level throughout secondary school” (17). They also found that social, academic and intellectual engagement all decreased with grade level, as did attendance, beginning at about the age of 15 (17). Student engagement varies significantly among elementary, middle and secondary schools, except for students’ sense of belonging, which remains relatively constant (17).</p> <p>The researchers found that classroom and school learning climates are strongly related to student engagement. Less than half of the students surveyed reported they were confident about their skills in the subjects measured (26). The researchers found that “students who lack confidence in their skills exhibit lower levels of engagement” (29). The researchers say that engagement at the social, academic and intellectual levels can help children develop positively. Young people will be able to develop friendships and enjoy school. They will also have academic success and gain confidence in their skills to become self-motivated learners.</p>
Where did funding come from?	Canadian Council on Learning (CCL)

Title	Student Voice Report 2011
Organization	Halton District School Board

Location	Halton
Date Published	2010
About the Organization: Purpose/Mandate/Vision	The student voice project is intended to “improve the system and enhance learning and success of all students while enriching the community at large” (1). It includes student feedback about homework, major assignments, use of technology in the classroom and equity and inclusive practices in school and is based on the Community Engagement Plan.
Type of Document (i.e., policy, guideline, toolkit)	Youth engagement research
Research-/Evidence-/Best practice-based	<p>Through focus groups, the researchers consulted with 235 students from grades 7-12 along with two student trustees and 40 student senators. Students and teachers discussed questions derived from Willims’ research using the <i>Tell Them From Me</i> online student survey methodology. The student trustees and senators facilitated the focus groups consisting of 15 students each. Also, 45 student success teachers from grades 7/8 and 9 to 12 participated in the conference and worked on similar focus group questions.</p> <p>Research staff with the Halton District School Board gave direction for the focus group questions. The student senators were then consulted on the wording before they led the focus groups. Transportation was provided and students from grades 7 and 8 were separated from high school students. After the focus groups were conducted, students and teachers came together to share their results. The data derived from the focus groups was then communicated to student trustees, the Board Improvement Planning Team, Administrative Council, student success teachers, trustees and school administrators.</p>
Age Range	Grades 7-12
Audience (i.e., who was it designed for—school, community?)	Schools, teachers, school administrators, students
Definition of Youth Engagement/Key Findings	The report summarizes the opinions of students and teachers in the four issues areas: homework, major assignments, use of technology in the classroom and equity and inclusive practices. Results show that students and teachers feel homework should have a clear academic purpose with an appropriate level of difficulty, and that students feel that homework has a positive influence on their sense of competence and confidence. Assignments should include defined outcomes with a high

	<p>expectation for success. They should be intellectually challenging and involve teaching learning skills. Technology should be used in the classroom to support students in autonomous learning. The use of technology in the classroom encourages students to take risks, ask questions, and can foster collaboration. In terms of equity, based on data from <i>Tell Them From Me</i> and the Halton school board survey, students in Halton feel excluded for a variety of reasons.</p> <p>The researchers suggest that schools hold focus groups, have open spaces, conduct a school specific survey, and consult students when making decisions to foster a more inclusive school climate.</p>
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Title	Youth Needs Study
Organization	Halton Hills
Location	The Town of Halton Hills
Date Published	December 2011
Reference Information	<p>Monteith Brown Planning Consultants and Keeping Pace. (2011). Youth Needs Study. Recreation and Parks Department, Town of Halton Hills. Retrieved from http://www.haltonhills.ca/initiatives/pdf/Studies/youthstudy/HH_YNS_FINAL_REPORT_December15_2011.pdf</p>
About the Organization: Purpose/Mandate/Vision	<p>The Youth Needs Study (YNS) is intended to help the Town of Halton Hills achieve its commitments to youth. The Town's commitments are based on five goals: connecting services, access, youth engagement, youth friendly training and education, and dedicated youth space. The study's specific goals for youth engagement include engaging youth in advising, planning, delivery, communication, and evaluation of the provision of services and facilities in the Town of Halton Hills. Their goal is to view youth not as recipients of services, but as citizens becoming more actively engaged and involved in the processes that affect them (vi).</p>
Type of Document (i.e., policy, guideline, toolkit)	Guidelines/recommendations
Research-/Evidence-/Best practice-based	<p>Recommendations/implementation strategies for achieving the Town's commitments were developed based on input from youth, Town staff, Council, the Steering Committee, stakeholder groups and the general public. A review of background information and good practices in other communities, along with the experience of the consultants, was conducted. Background documents—projects/studies funded by the Town of Halton Hills—were used to</p>

	<p>determine the five key areas of focus of the YNS. The background documents include:</p> <ol style="list-style-type: none"> 1. Benchmarking: The Consulting Team conducted an overview of youth dedicated space in a number of communities across Ontario to identify best practices in other municipalities. 2. Youth Focus Groups: Youth were invited to attend three focus groups held at each of the high schools in Halton Hills. In total, 41 youth were consulted. 3. Service Provider Focus Group: Service providers serving youth needs and interested parents of youth were invited to attend a focus group. 4. Key Informant Interviews: Interviews with representatives from nine key youth centered organizations, as well as youth members from the Steering Committee, were conducted. 5. E-mail Communication: The Town of Halton Hills received input from e-mails. 6. Stakeholder/Steering Committee/Staff Survey: Selected employees, stakeholder representatives, and members of the Steering Committee were selected to complete an online survey. 7. Open Houses: Two public open houses were held to educate the general public about the projects and to receive input regarding the recommendations. Comment sheets were collected at the end of each open house and attendees were able to indicate their preferred recommendations on display boards. 8. Social Media: A Facebook page was created to disseminate the information collected through the project. Youth were able to have access to the information and to comment with an appropriate level of content management from the Consulting Team. The researchers found that Facebook was an integral component of the Town’s ongoing interaction with its youth. Youth could win prizes if they “liked” the page and poll questions were posted regularly. <p>The researchers in the YNS based their recommendations on “good practices” they found in other communities.</p>
Age Range	10-19
Audience (i.e., who was it designed for—school, community?)	The Town of Halton Hills (community)
Definition of Youth Engagement/Key Findings	<p>The report offers recommendations for implementing a youth engagement plan based on the following priorities:</p> <ul style="list-style-type: none"> - Creating a framework of best practices for sustainable and

effective engagement of a diversity of youth;

- Establishing a model to monitor and evaluate success;
- Developing a “youth friendly” communication strategy to provide guidance to youth serving agencies, businesses, and community organizations on being “youth friendly” (31).

The researchers evaluated youth engagement in the Town of Halton Hills by taking into account practices in other regions and organizations based on the principles of youth engagement developed by Roger Hart. The definition of youth engagement used in this report is based on the Centre of Excellence for Youth Engagement’s, i.e., “a meaningful and sustained participation in an activity with a focus outside the self” (32). They praised the City of Calgary for its Guide to Youth Friendly Practices because they emphasize that youth engagement must incorporate youth as full citizens and provide opportunities for active involvement. They highlighted the City of West Vancouver’s Youth Policy Statement and mention the Ministry of Health Promotion and Sport’s youth engagement principles, which contain operational practices for meaningful action.

The researchers note that successful youth engagement practices involve an evaluation process. They say that youth engagement in program planning and implementation is necessary for success because it promotes ownership among youth. They say that according to the *Play Works Partnerships Youth Friendly Community* criteria, youth engagement facilitates a feeling of connection to the community through volunteerism and leadership opportunities. The researchers say that youth must understand the opportunities available to them for participation and provide feedback to decision-makers. They also highlight the necessity of using the Internet and social media.

The researchers found that youth in the Town of Halton Hills do not feel that their voices are heard. They found that youth feel valued when they are involved in programs like the Mayor’s Youth Advisory Council and the 4H Dairy Club, but that municipally offered leadership opportunities were lacking. Moreover, they found that policies should be developed to reflect the need for youth engagement in other municipally driven projects. Youth in Halton Hills felt that there was a gap in arts and culture programs for youth and said that activities like the YOUTH Friendly Business Project and POSSEE were good ways for the community to engage with its youth. The research also showed that staff need training to better interact and promote opportunities for youth to get involved.

Title	Student Engagement: A Leadership Priority—an interview with J. Douglas Willms
Organization	Ontario Ministry of Education
Location	Ontario
Date Published	Summer 2011, Volume III, Issue 2 (1922-2394)
Reference Information	Ministry of Education. (2011). Student Engagement: A Leadership Priority—an interview with J. Douglas Willms. In Conversation. 3.2. Retrieved from http://www.edu.gov.on.ca/eng/policyfunding/leadership/Summer2011.pdf
About the Organization: Purpose/Mandate/Vision	The purpose of this interview is to address a strategic, topical issue that matters to education leaders to provoke professional dialogue and learning.
Type of Document (i.e., policy, guideline, toolkit)	An interview with an expert in the field of student engagement
Research-/Evidence-/Best practice-based	The paper is an expert interview in the area of youth engagement to provide insight and advice for the practice of youth engagement.
Age Range	Not indicated
Audience (i.e., who was it designed for—school, community?)	Teachers/learning professionals (school)
Definition of Youth Engagement/Key Findings	<p>Willms provides this definition of student engagement: when students have “a long-term disposition towards learning—viewing learning as fun, seeing it as important, seeing the value of working with and functioning as part of a team, being part of social institutions” (3). He says engagement can be divided into three components: social engagement, academic/institutional engagement, and intellectual engagement. Social engagement means participation in school or extracurricular activities. Institutional engagement means students value school outcomes—i.e., doing homework and going to class. Intellectual engagement means that students are motivated to learn. According to Willms, engagement is an end in itself, not just an instrument for better academic achievement. He says engagement is a non-cognitive factor of learning, and that it may be “more important in the workplace than academic achievement” (1).</p> <p>Willms found that student-teacher relationships, high expectations for success and a positive disciplinary environment are drivers of</p>

	<p>student engagement. One important aspect of student engagement is ensuring that there is an appropriate level of instructional time available during the school day. Willms stresses that engagement must be developed over time, and that it cannot be separated from learning.</p> <p>Willms highlights the necessary criteria for measuring engagement. He says that so far, most of the research in student engagement has been concerned with what makes students prone to disengagement. He stresses that a more inclusive system needs to be developed—that means having mixed classrooms, with an appropriate level of engaged and disengaged students. Secondly, he says that the selection of teachers is very important. Teachers must be resilient, have good leadership skills, have travelled extensively, and have a positive attitude towards inclusion. He says that “engagement requires that students know they’ve been heard, that their voice matters” (11). Additionally, he says that students need to be taught how to voice their concerns; they need guidance to truly influence their own school experience. Willms provides educators with strategies to improve student engagement at school.</p>
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Rest of Canada

Title	Youth Participation in Governance...creating youth friendly communities
Organization	HeartWood Centre for Community Youth Development
Location	Nova Scotia
Date Published	Not indicated
	Garrison, Laena. (n.i.). Youth Participation in Governance. HeartWood Centre for Community Youth Development. Retrieved from http://www.heartwood.ns.ca/tools/YouthGovernance.pdf
About the Organization: Purpose/Mandate/Vision	The purpose of HeartWood’s literature review is to bring youth to the decision-making table.
Type of Document (i.e., policy, guideline, toolkit)	This literature review of the best practices of youth engagement in governance is intended to guide organizations in creating inclusive and sustainable youth engagement strategies.
Research-/Evidence-/Best practice-based	The researchers conducted a systematic review of youth engagement literature.
Age Range	10-19

<p>Audience (i.e., who was it designed for—school, community?)</p>	<p>Regional/municipal government</p>
<p>Definition of Youth Engagement/Key Findings</p>	<p>Garrison says that youth are underutilized citizens who want to be involved but are concerned their voices are not heard, respected or taken seriously. HeartWood says that youth participation in governance is when “youth have equitable access to and play an active role in making decisions, setting policies, and influencing outcomes on matters relevant to their lives at the municipal, organizational, and program level” (1). Governance is “the responsibility of directing the decision-making and policies of an organization or municipality” (11). Youth governance “implies power sharing between adults and youth” (11).</p> <p>HeartWood says youth engagement is good for communities and governments alike because youth can help to build their communities and can make decisions that are more responsive and appropriate to youth needs. Garrison says youth engagement strategies must be principle based. HeartWood offers six different strategies, based on their literature review, for involving youth in governance structures. They say the most important strategy is the use of youth councils and youth representation on boards; however, a downside of this strategy is that only a small percentage of the youth population is reached. They say that a multi-level youth engagement model is necessary, which supplements youth councils with youth action teams to incorporate the voices of more youth.</p> <p>Strategies for involving youth in organizational governance models include:</p> <ol style="list-style-type: none"> 1. <i>Research and consultation</i>, where youth or adult led consultation research is carried out through surveys or focus groups. 2. <i>Youth boards</i>, where a certain percentage of organizational boards (i.e., 25%) are reserved for youth who have full rights as members. 3. <i>Youth advisory councils</i>, which are councils made up entirely of youth who advocate for youth needs in their community. 4. <i>Local action projects</i>, where youth lead projects and collaborate with adults and community organizations. 5. <i>Youth run programs</i>, where youth services are delivered by youth.

International

Title	Where are you going with that? Maximising Young People's Impact on Organisational and Public Policy
Organization	Australian Youth Affairs Coalition (AYAC)
Location	Surry Hills, Australia
Date Published	2010
	Comrie, Craig. (2010). Where are you going with that? Maximizing Young People's Impact on Organizational and Public Policy. Australian Youth Affairs Coalition. Retrieved from http://www.ayac.org.au/wp-content/Where-are-you-going-with-that-Australian-Youth-Affairs-Coalition.pdf
About the Organization: Purpose/Mandate/Vision	The purpose of the report is to improve the process of youth participation to ensure that young people are engaged in decision-making and to help organizations avoid tokenism. The researchers compiled a list of what works and what doesn't for involving youth in decision-making processes. They also provide an evaluation and monitoring mechanism to facilitate organizational change.
Type of Document (i.e., policy, guideline, toolkit)	Research report
Research-/Evidence-/Best practice-based	<p>The guidelines were developed based on the following research questions:</p> <ul style="list-style-type: none"> - Do young people's views actually have an impact on and help to shape policy development? - What models are most effective in taking young people's views and ensuring they flow into policy change? - Are young people really being heard? (8). <p>The researchers explored these questions by analyzing different youth engagement strategies used in Australia and by gathering feedback through a consultation process with non-government organizations that deliver services to youth. The researchers interviewed five representatives from each organization (three youth and two adults) to gather qualitative data about their programs. They asked youth about what barriers they encountered and gathered insights from their experiences as participants in an organization's program. The researcher also interviewed five youth policy makers and researchers to gather their experiences in developing youth engagement strategies. They also conducted a literature review on youth engagement strategies and included youth throughout the development of their research.</p>

Age Range	12-25
Audience (i.e., who was it designed for—school, community?)	Organizations, AYAC members, government bodies
Definition of Youth Engagement/Key Findings	<p>Core themes emerged from the consultations. These themes informed AYAC’s recommendations and can be used to develop strategies for engaging young people. The themes identified by AYAC include:</p> <ol style="list-style-type: none"> 1. Defining youth participation and practice: <ul style="list-style-type: none"> - AYAC says it is essential that an organization defines what it means by youth participation. The researchers cite several models of youth participation and highlight Hart’s ladder for its pervasive influence. While they provide several definitions for youth participation, essentially it is when young people are able to make decisions. The researcher highlights three principles of effective youth participation based on the Youth Affairs Councils of Victoria: Empowerment (young people have greater control over their lives through participation); Purposeful Engagement (young people take on valued roles, addressing issues that are relevant and influencing real outcomes); Inclusiveness (all young people are able to participate). 2. What is “policy impact?” <ul style="list-style-type: none"> - Young people want to know that their views are being listened to and acted on. The researchers say young people have an effect on policy when their views have a measureable effect on a particular issue, “whether young people’s views, shared through various mechanisms of engagement, have had real and tangible influence” (14). The researcher emphasizes the importance of having a formal tool for measuring the impact of youth engagement strategies and advises practitioners to consult toolkits to get ideas about how other organizations have measured the impact of their endeavors. 3. What barriers prevent policy impact? <ul style="list-style-type: none"> - A main barrier to a youth voice is the opaque nature of the youth engagement processes. Organizations should clearly tell young people where they can fit into the decision-making process, how they can actively pursue the agenda with the organization and how their views will be integrated. The researchers also found that the culture of an organization can make it difficult for young people to participate. They say an important way of dealing with this barrier is through training and

professional development.

4. What can organizations do to achieve policy impact for youth?

- The AYAC says that organizations must create organizational documents that make it necessary for young people to be actively included in decision-making processes. They say that all successful organizations “had in place policies and procedures that informed their design of participation practices, which were informed by research and by young people’s views” (19).

The AYAC says that organizations should develop minimum youth engagement standards that are monitored and evaluated on an ongoing basis and that focus on ensuring young people are involved in the development, implementation and evaluation of programs. They say that a less fragmented approach to assessment is needed because they found that most organizations focused mainly on the experiences of youth participants rather than if young people’s views were able to change an organization or influence a decision (22). The researchers were unable to determine if young people impacted an organization’s decision-making process due to lack of quantifiable evidence collected by the organizations claiming to have youth participation strategies.

Policies/Programs

Ontario

Title	Child and Youth Friendly Ottawa
Organization	Child and Youth Friendly Ottawa
Location	Ottawa
Date Published	2007
Reference Information	Child and Youth Friendly Ottawa. (2007). Our Philosophy. Retrieved from http://cayfo.ca/?page_id=9
About the Organization: Purpose/Mandate/Vision	<p>Child and Youth Friendly Ottawa provides programming for youth. The mission of Child and Youth Friendly Ottawa is "...to build youth capacity and celebrate youth achievement" and its vision is for Ottawa to be a "place where all youth have an outlet to apply their passion, be supported and grow."</p> <p>Child and Youth Friendly Ottawa provides youth programming in the areas of:</p> <ul style="list-style-type: none"> - Spirit of the Capital Youth Awards - Ottawa Youth Commission - <i>FYBY News (For Youth By Youth News)</i>
Type of Document (i.e., policy, guideline, toolkit)	Organization website about youth programs
Research-/Evidence-/Best practice-based	Not indicated
Age Range	Not indicated
Audience (i.e., who was it designed for—school, community?)	Members and youth in the community
Youth engagement elements of the policy/framework/strategic direction document	<p>Child and Youth Friendly Ottawa says their programming is based on a "for youth by youth" philosophy where "programs are created by young people and supported by adults." They accomplish this task by providing youth with mentorship opportunities to work with adults in an equal partnership.</p> <p>Child and Youth Friendly Ottawa facilitates the Ottawa Youth Commission, which ensures that the opinions of youth are heard and discussed. The commission is made up of youth members who discuss priority issues affecting youth in Ottawa. The youth meet</p>

	<p>regularly with the mayor, city councillors, staff and community members. Their purpose is to spread “the message of youth engagement as a way to activate and celebrate civic participation by young people.”</p> <p>The <i>For Youth By Youth News</i> is a news outlet where the content is entirely produced by youth. It “provides Ottawa’s youth the chance to acquire knowledge about issues, opportunities and resources relevant to them, and share this knowledge with other youth members through the production of videos.” Child and Youth Friendly Ottawa developed the news outlet because an Ottawa Youth Commission survey found that youth did not feel that they had access to information relevant to them or a way to connect with other youth in their community. <i>For Youth by Youth News</i> helps youth groups choose topics they want to talk about and create a presentation to share with other youth, community leaders, and educators as a media project.</p> <p>Child and Youth Friendly Ottawa offers youth in the region the opportunity to spearhead their own projects by encouraging youth to pitch their ideas.</p>
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Title	Realizing Potential: Our Children, Our Youth, Our Future— Ontario Ministry of Children and Youth Services Strategic Framework 2008-2012/Report on the 2010 Review of the Child and Family Services Act
Organization	Ministry of Children and Youth Services
Location	Ontario
Date Published	Spring 2008 (Realizing Potential); February 2010 (Review)
Reference Information	Ministry of Children and Youth Ontario. (2008). Realizing Potential: Our Children, Our Youth, Our Future. Retrieved from http://www.children.gov.on.ca/htdocs/English/documents/about/StrategicFramework.pdf ; Ministry of Children and Youth Ontario. (2010). Report on the 2010 Review of the Child and Family Services Act. Retrieved from http://www.children.gov.on.ca/htdocs/English/documents/about/2010 CFSA Discussion document.pdf
About the Organization: Purpose/Mandate/Vision	The purpose of <i>Realizing Potential</i> is to improve how the government provides services to Ontario’s young people. It is the strategic framework for working with partners to deliver services based on five goals to enhance the Ministry’s present work and to lay the foundation for future reforms. The goals are:

	<ul style="list-style-type: none"> - Every child and youth has a voice - Every child and youth receives personalized services - Everyone involved in service delivery contributes to achieving outcomes - Every child and youth is resilient - Every young person graduates from secondary school <p>Part of the framework recognizes that clients should have opportunities to shape the services that affect them. The Ministry says youth and their families should be empowered to understand and make choices about the services available to them.</p>
Type of Document (i.e., policy, guideline, toolkit)	Policy framework
Research-/Evidence-/Best practice-based	<p>The MCYS says that its first strategic framework, <i>Realizing Potential</i>, is “based on the findings of research and best practice” (15, Review).</p> <p>The Review of the <i>Realizing Potential</i> strategic framework conducted in 2009-2010 involved:</p> <ul style="list-style-type: none"> - General and Sector-Specific Notification: the public was made aware of how to participate through a notification posted on the Ministry’s website, along with formal notifications, which were sent to more than 1,000 transfer payment agencies, licensed providers, and stakeholders; - Written and Multimedia Submissions: a discussion document for the general review was completed electronically through the Ministry’s website; - Local Engagement Sessions: service providers and families could participate in sessions that were held in 11 communities across the province.
Age Range	0-18
Audience (i.e., who was it designed for—school, community?)	Ontarians receiving services from the Ministry of Children and Youth Services (community)
Youth engagement elements of the policy/framework/strategic direction document	<p>The Ministry’s objectives surround engaging Ontario’s children and youth. Their first strategic goal is that “every child and youth has a voice” (8, <i>Realizing Potential</i>). The MCYS says “it is important that all children, youth and families feel as though their needs, concerns, preferences and priorities matter” (8, <i>Realizing Potential</i>). They say this goal means that children, youth and their families should have opportunities to influence how the services they receive are designed and delivered. To benefit from these opportunities, children and their families need to develop competencies related to policy development and program design. To develop a voice, their</p>

	<p>leadership skills must be fostered first.</p> <p>The MCYS lists two priority reforms to foster the leadership skills of children, youth and their families:</p> <ol style="list-style-type: none"> 1. Increase engagement and participation in decision making: clients participate in making decisions about how services are designed and delivered 2. Foster youth leadership: young people can develop leadership skills to influence the services they receive (8, Realizing Potential) <p>To achieve these goals, the MCYS says that opportunities must be created for clients to be involved. The Ministry recommends creating forums for clients to have their concerns heard and responded to. Moreover, to foster youth leadership, children and youth receiving services should have opportunities to participate in community activities.</p> <p>The 2010 Review found that participants felt policies should require that young people have the opportunities to meaningfully shape the services and supports they receive. Also, youth participants said they would like to be more involved.</p>
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Title	Vision for the Future
Organization	York Youth Coalition (YYC)
Location	Toronto
Date Published	2009
Reference Information	York Youth Coalition. (2009). Vision for the Future. Retrieved from http://issuu.com/yorkyouthcoalition/docs/yycstrategicplanning?mode=window&backgroundcolor=%23222222
About the Organization: Purpose/Mandate/Vision	<p>The York Youth Coalition was formed in 2006 and is made up of 17 youth serving agencies. It acts as the area’s Neighborhood Action Team (NAT), an organization intended to support service planning and delivery for the City of Toronto. The region has a higher number of at-risk youth that especially need to be engaged. The vision of the York Youth Coalition is to improve the “quality of life of youth residing in the former City of York” (9) by “planning with an emphasis on building assets and capacities, prevention, physical and mental health, leadership development, education, employment and community involvement” (9).</p> <p>The York Youth Coalition’s mandate is to “advocate for racialized youth living in the former City of York to have access to relevant</p>

	<p>services and support; identify, strategize, and assist with the start-up of new programs; ensure that cultural sensitivity and appropriateness is embedded and practiced for all cultural, sub-cultural and faith groups in the community; keep community groups up-to-date and informed regarding any relevant issues, while developing partnerships and communication strategies for youth-led service integration” (9).</p>
<p>Type of Document (i.e., policy, guideline, toolkit)</p>	<p>Strategic plan</p>
<p>Research-/Evidence-/Best practice-based</p>	<p>The coalition’s Terms of Reference were created with youth input. Youth were consulted through a Youth Advisory Group created by the YYC coordinator. The Youth Advisory Group was maintained after the TOR was completed and continues to meet on weekends. An e-newsletter is used to disseminate information to all members.</p> <p>The YYC youth council conducts focus groups to discern neighbourhood priorities and give strategic guidance. The strategic plan was developed by both youth and residents together through consultations. Activities and questionnaires were used to involve participants in developing the coalition’s priorities. In addition to asset mapping, youth and residents were asked questions about their community and what is needed in terms of engagement. Organizations were encouraged to contribute by sharing their strengths, weaknesses, opportunities, and threats (SWOT).</p>
<p>Age Range</p>	<p>13-24</p>
<p>Audience (i.e., who was it designed for—school, community?)</p>	<p>Members of the York Youth Coalition and the City of Toronto.</p>
<p>Youth engagement elements of the policy/framework/strategic direction document</p>	<p>The document presents a strategic vision for the future of service delivery in the Weston Mount Dennis area of the City of Toronto. The inclusion of youth and resident voices is mandated in the coalition’s terms of reference. As such, the coalition’s governance model ensures the engagement of youth in the area. According to YYC’s decision-making procedures, each member agency (i.e., agency, organization, youth resident and government department) is granted one vote each on the Executive. A youth council—is considered to be one of the coalition’s permanent committees—is responsible for representing the youth voice. The Executive contains young people who represent the local youth organizations and the coalition is co-chaired, with the requirement that one chair be a youth.</p> <p>The coalition follows a community development approach where</p>

	<p>youth, residents and local organizations work together. All committees are open for public participation and youth participation is required. The capacity building committee assists youth and residents in developing skills, accessing resources, and developing projects.</p> <p>The York Youth Coalition also participates in initiatives to advocate for youth in the city. It is engaged in research partnerships to explore issues relevant to youth including education, anti-poverty, and concept mapping. For example, the YYC has partnered with the University of Toronto, Ryerson University, York University, Social Planning Toronto, and ANC (Action for Neighbourhood Change) Mount Dennis to research local engagement/disengagement in community organizing. The project involved giving youth opportunities to get engaged by conducting the research.</p> <p>Based on the findings of the youth/organizational consultation sessions to determine a strategic plan for the future, the York Youth Coalition recommended that their priorities from 2012-2013 should be to:</p> <ol style="list-style-type: none"> 1. Increase youth activities and leadership 2. Improve collaboration on local priorities 3. Improve the YYC network 4. Secure financial sustainability 5. Enhance the profile and awareness of YYC activities 6. Improve YYC's ability to work more directly on implementing key recommendations <p>To fulfill these recommendations, the YYC plans to enhance its governance system. While the basic structure will remain the same, changes will be made to the composition of the Executive. The Executive will now include a non-voting staff member, five agency voting members, three voting allies (city supporters), and four voting residents (two youth, two adults). Moreover, the York Youth Coalition staff will be responsible, among other tasks, for building a youth council. The staff will be responsible for providing information to and training youth.</p>
Where did funding come from?	The City of Toronto

Title	4-H Youth Leader Project Fact Sheet
Organization	Ontario 4-H
Location	Ontario

Date Published	2010
Reference Information	4-H Ontario. (2010). 4-H Youth Leader Fact Sheet. Retrieved from http://www.4-hontario.ca/file.aspx?id=b6fcbbc9-01a4-4979-8ac1-f5136169b68e
About the Organization: Purpose/Mandate/Vision	<p>4-H clubs are composed of 4-H members and trained volunteers who act as club leaders. The club decides on a topic of interest with the leaders, and its members learn about that topic during their meetings. Members develop leadership skills and learn how to have an impact on their communities. They offer camps and conferences, which are open to all youth. Their motto is “Learning by Doing.”</p> <p>The 4-H mission is to “provide a Learn By Doing experience” and their vision is “To share the value of a clear Head, loyal Heart, serving Hands and better Health with youth, volunteers and communities across Ontario.” Part of their strategic plan, adopted in 2001, is community engagement, along with members’ experience, financial security and communications. Their community engagement strategic objective is to “allow an expansion of awareness, engagement and participation.”</p>
Type of document (i.e., policy, guideline, toolkit)	Policy
Research-/Evidence-/Best practice-based	Not indicated
Age Range	9-21
Audience (i.e., who was it designed for—school, community?)	4-H members, volunteers, staff
Youth engagement elements of the policy/framework/strategic direction document	<p>4-H clubs encourage youth leadership through their youth leader project, in which senior members (ages 15-21) develop leadership skills with the guidance of 4-H volunteers. Youth leaders can participate in club projects or in an association with youth direction. Youth leaders must participate in a leadership development meeting and other training activities and must take on a leadership role in a club, association or region. They must participate in the governance of 4-H by attending annual general meetings and board meetings and are required to run small youth forums to bring a youth perspective to an issue and give feedback on their findings to a local association at a board meeting.</p> <p>4-H follows a teamwork approach to guide how volunteers work with youth leaders. They advocate for a “help each other” (3)</p>

	<p>relationship where adult volunteers share rather than delegate responsibility. They say that both the youth and the volunteer should give to and take from the job and that both should have a clear understanding of their roles and responsibilities. The youth should be given challenges and opportunities for growth and guidance.</p> <p>4-H offers additional opportunities for youth to improve their leaderships skills and experience through the 4-H Ontario ambassador program, council youth advisory committee positions, and youth facilitator positions for camps, conferences and competitions.</p>
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Title	By Youth for Youth Framework
Organization	For Youth Initiative
Location	Toronto
Date Published	August 2011
Reference Information	<p>For Youth Initiative. (2011). ByYouth, ForYouth Framework. Retrieved from http://foryouth.ca/wp-content/uploads/2011/07/FINAL_FYI_Governing_BYFY_Model.pdf</p>
About the Organization: Purpose/Mandate/Vision	<p>The For Youth Initiative is a partnership between eight youth organizations. It is a non-profit charitable organization operated by youth for youth and was founded to respond to the issue of youth disengagement among at-risk youth in the former City of York. It is a member of the Grassroots Youth Collaborative, based in Toronto.</p> <p>The For Youth Initiative helps communities and youth who are at risk “through the provision of empowering programs and services that are youth-driven, inclusive and accessible.” Their vision is for a society where youth are engaged and that principle is embodied in their governance structure. The For Youth Initiative’s vision statement is “to create healthy communities where youth are fully engaged and equal participants in society.” Its purposes are to increase access to all youth services and to mobilize young people to act on issues that concern them.</p> <p>In addition to running its youth programs, the For Youth Initiative participates in advocacy to promote youth civic engagement and citizenship. The organization brings youth and professionals together to talk about issues such as criminal justice, policing and voting.</p>

Type of Document (i.e., policy, guideline, toolkit)	Governance policy
Research-/Evidence-/Best practice-based	The By Youth For Youth Framework is based on the research conducted by the Grassroots Youth Collaborative, one of the For Youth Initiative’s partner organizations. The Grassroots Youth Collaborative held a series of focus group interviews with frontline youth workers from its six youth-led partner organizations, including representatives from the For Youth Initiative. The information gathered was compiled in a report entitled <i>Youth on Youth</i> , which outlines best practices for organizations, funders, policy makers and politicians for including youth voices in their governance structures.
Age Range	13-29
Audience (i.e., who was it designed for—school, community?)	The By Youth for Youth Framework was designed as a governance policy for the For Youth Initiative to provide direction for all the organizations involved.
Youth engagement elements of the policy/framework/strategic direction document	<p>The By Youth for Youth Framework is a strategy for engaging youth throughout the organization. It is intended to “increase the life chances of young people by providing them opportunities to meaningfully participate in impactful initiatives that lead to positive personal and systemic transformation” (2). The initiative is trying to avoid tokenism and is “committed to involving youth, in meaningful and strategic ways, throughout the entire organization” (2). Youth are given leadership opportunities and the tools they need to succeed in their roles as equal participants in the organization and the community.</p> <p>Youth in the For Youth Initiative have many opportunities to participate in the organization. The mechanisms they use to embed youth voice in decision-making processes include:</p> <ul style="list-style-type: none"> - Staff Hiring: Hiring committees always include at least one volunteer, placement student or program participant. Candidates are chosen based on traditional and “non-traditional” qualifications (e.g., connection and standing within the communities the For Youth Initiative serves). All staff, volunteers and students are trained to maximize their potential. - Board of Directors and Committee Membership: A percentage of seats are reserved for youth (over 18 years) on the For Youth Initiative’s Board of Directors and all youth members are trained to fulfill their roles. All policies and procedures are reviewed to ensure that they are youth accessible and youth are encouraged to participate on board committees. - Program Development, Implementation and Evaluation: For

	<p>Youth Initiative participants and community members “are given purposeful opportunities to be involved in the development and design of programs,” (4) and efforts are made to ensure that access to programs is equitable. Mentorship is built into every program to provide youth with opportunities for leadership skill development. Formal and informal feedback is collected from participants and is incorporated into program evaluations.</p> <p>Civic engagement and advocacy are important ways of giving youth opportunities to have a voice on matters that are important to them. The organization “strives to create and/or find opportunities for young people to participate in decision making and policy making processes, so [they] become agents of change on their own behalf” (4). The initiative identifies and acts on issues they found the community and youth care about.</p>
Where did funding come from?	The For Youth Initiative receives its funding through United Way Toronto, Youth Challenge Fund, the Ontario Trillium Foundation, the Government of Ontario and Canadian Heritage and Citizenship and Immigration Canada.

Organization	HOPE: Halton Organization for Pride and Education
Location	Halton Region
Reference Information	HOPE. (n.i.) About Us. Retrieved from http://www.haltonpride.org/
About the Organization: Purpose/Mandate/Vision	The purpose of HOPE is to facilitate understanding to reduce acts of violence, homophobia and inequality. “HOPE is dedicated to education, support, outreach, raised awareness, and resource development in support of the LGBTTTTIQQAA community.”
Type of Document (i.e., policy, guideline, toolkit)	Organizational web page
Age Range	14-24
Audience (i.e., who was it designed for—school, community?)	Members, staff, community
Youth engagement elements of the policy/framework/strategic direction document	HOPE’s governance structure is composed of three committees: social, funding, and youth committee. The youth committee plans, organizes and runs events for youth and by youth. Only youth are eligible to be on the committee. The committee hosts monthly meetings for interested youth in the Halton region.

Title	Milton Youth Advisory Committee
Organization	Town of Milton
Location	Milton
Reference Information	Town of Milton. (n.i.). Milton Youth Advisory Committee. Retrieved from http://www.milton.ca/en/townhall/miltonyouthadvisorycommittee.asp
About the Organization: Purpose/Mandate/Vision	The mission of the MYAC is to “empower youth to participate and have a voice in the Milton community, thereby fostering a positive image for all young people.”
Type of Document (i.e., policy, guideline, toolkit)	Program website
Age Range	13-24
Audience (i.e., who was it designed for—school, community?)	Government, community
Youth engagement elements of the policy/framework/strategic direction document	<p>The youth on the MYAC meet once a month to give a voice to Milton youth.</p> <p>The purpose of the MYAC is to:</p> <ul style="list-style-type: none"> - Act as an advisory body to the Milton Council on matters which affect youth - Identify and bring forward issues which affect Milton youth - Act as a positive advocate for youth - Address, foster discussions or make recommendations on youth issues to all levels of government - Actively participate in community events and activities - Encourage committee members to become familiar with the working of local government through education, involvement and participation.

Rest of Canada

Title	Civic Youth Strategy
Organization	City of Vancouver
Location	Vancouver, British Columbia
Date Published	March 28, 1995

<p>Reference Information</p>	<p>Social Planning Department. (1995). Civic Youth Strategy. City of Vancouver. Retrieved from https://docs.google.com/viewer?a=v&q=cache:njavfW4eIWoJ:vancouver.ca/commsvcs/socialplanning/initiatives/cys/PDF/cys_95report.pdf+&hl=en&gl=ca&pid=bl&srcid=ADGEESiR9j_-Lnn78polYd6NSA5WI7NxcnZ3tSDRdR8ZfUSaU08F5n2PRYU4J1FHxJk4mToyuEwcjPtdUxUjm8oqo7_U8j6YM7</p>
<p>About the Organization: Purpose/Mandate/Vision</p>	<p>The City of Vancouver's civic youth strategy is its youth engagement policy. It addresses issues affecting the City's youth, such as decreasing participation in high risk activities, dispelling negative images of youth, improving civic engagement policies to implement youth dedicated activities, making better use of youth investment initiatives, and integrating and coordinating youth policies. The Civic Youth Strategy contains five components: a youth policy statement, core objectives, a set of guiding principles, a structure to oversee implementation and guidelines for implementation.</p>
<p>Type of Document (i.e., policy, guideline, toolkit)</p>	<p>Policy</p>
<p>Research-/Evidence-/Best practice-based</p>	<p>A youth voice was embedded within the policy development process. The strategy was developed through interdepartmental consultations chaired by the Children's Advocate, the Park Board Manager of Youth Services, and youth. The Civic Youth Strategy is a long-term plan for working with youth.</p> <p>Every department was surveyed about its involvement with youth to review the current civic services for youth in Vancouver. A youth consultation day was held, where more than 100 youth were able to give feedback. The school board and key community based organizations also gave feedback on the direction of the strategy.</p> <p>Youth voice was further embedded through the creation of a municipal government and youth advocacy working group. Three city-wide, youth driven initiatives emerged from this process:</p> <ol style="list-style-type: none"> 1. A networked model of locally based, issue based, youth groups 2. A city-wide youth action forum planned by youth 3. A formal venue for discussion of youth issues initiated by youth
<p>Age Range</p>	<p>9-24</p>
<p>Audience (i.e., who was it designed for—school, community?)</p>	<p>Departments in the City of Vancouver's municipal government</p>

Youth engagement elements of the policy/framework/strategic direction document

The strategy contains a youth policy statement, which binds the city of Vancouver to engaging youth in their decision-making activities: “The City of Vancouver commits to involving youth as active partners:

- i. In the development, assessment and delivery of civic services which have direct impact on youth, and
- ii. In broad spectrum community consultations and initiatives” (4).

The City of Vancouver acknowledges youth driven youth groups as an important stakeholder and consultation resource to ensure that youth voices are heard.

The core objective of Vancouver’s civic youth strategy is to create opportunities for youth to have meaningful involvement in their own governance. The strategy’s core objective states “in order to create the opportunity for young people to be partners in determining the future of Vancouver, all departments in the civic government will work to achieve the following four objectives:

- Ensure that youth have “a place” in the city
- Ensure a strong youth voice in decision-making
- Promote youth as a resource to the City
- Strengthen the support base for youth in the city” (5).

The strategy is based on three principles that all departments are supposed to follow when developing policy that affects youth:

1. Strong youth involvement at the local level:
 - Participation by youth who have direct experience with the implementation issue being addressed should be sought
2. Partnership in planning and implementation
 - Implementation strategies should include representatives from relevant community sectors
3. Assistance and support rather than control and management
 - Preventative actions should be promoted which are non stigmatizing and designed in partnership with youth

The strategy’s structure for implementation is a coordinated effort between the government, school boards, and youth. The implementation guidelines contain four objectives, based on the strategy’s core objectives:

- *Ensure that youth have “a place” in the city* means that youth should have access to the facilities that are youth-friendly.
- *Ensure a strong youth voice in decision-making* means that youth involvement must not be tokenistic. The City should

	<p>include youth in decision-making capacities on an ongoing basis.</p> <ul style="list-style-type: none"> - <i>Promote youth as a resource to the city</i> means that youth need to be seen as competent and interested in their communities. - <i>Strengthen the support base for youth in the city</i> means that institutions and people that help youth should be given the resources they need. This includes health and safety promotion, public participation services, grants, training and advocacy. <p>Following the strategy's development, the City of Vancouver says that the next steps are to embed youth engagement within its departments by:</p> <ul style="list-style-type: none"> - Developing a core working group with members from all departments and youth - Each department developing their own specific plan based on the core policy directives, including identification of anticipated resources to integrate the youth policy into their operations - Making the core working group responsible for securing partnerships with community organizations and citizens - Intentionally including youth in all discussions <p>The achievement of next steps is based on a set of objectives for the integration of the youth policy in all City departments:</p> <ol style="list-style-type: none"> 1. Have a formally recognized coalition between the civic government, the school boards, and youth established as a long-term structure 2. All departments will have a focused action plan associated with the core objectives 3. A communications system will be established for connecting the partners 4. A mechanism for youth involvement should be established 5. An annual youth consultation day should be established 6. Information should be provided in a youth friendly format <p>To support the policy, general statistics on youth were provided, along with a survey and analysis of municipal youth services and feedback from the local organizations and youth that helped to form the policy.</p>
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Title	Youth Policy Framework
Organization	Ministry for Children and Families
Location	British Columbia

Date Published	May 2000
	Ministry for Children and Families. (2000). Youth Policy Framework. Government of British Columbia. Retrieved from http://www.mcf.gov.bc.ca/youth/pdf/policy_framework.pdf
About the Organization: Purpose/Mandate/Vision	<p>The Ministry says that its Youth Policy Framework is the province's approach to delivering youth services. British Columbia's priorities for youth service provision are:</p> <ol style="list-style-type: none"> 1. Protecting children and youth from abuse, neglect and harm 2. Promoting the healthy development and functioning of children, youth, adults and families 3. Ensuring public safety <p>The B.C. government's policy is embedded within a community asset-building framework. The Ministry's expected outcomes from its approach to youth service delivery are directed towards prevention and promotion initiatives. The framework's principles are to:</p> <ol style="list-style-type: none"> 1. Build community assets, specifically that build the commitment and capacity of residents, families, neighbourhoods, schools, youth-serving organizations, and businesses, to take positive meaningful action to support the successful growth and development of youth 2. Address the needs of youth within the context of environmental influences 3. Support family and social connections 4. Assist youth to develop a sense of control over their lives (2).
Type of Document (i.e., policy, guideline, toolkit)	Policy framework
Research-/Evidence-/Best practice-based	Not indicated
Age Range	Not indicated
Audience (i.e., who was it designed for—school, community?)	Government departments, citizens
Youth engagement elements of the policy/framework/strategic direction document	The Ministry envisions that its framework will help youth participate in society. One of the framework's pillars is to "involve youth in creating safe environments" (9). Other pillars include "build on family and adult relationships" and "youth are centered, respect culture and beliefs and require integrated planning and service delivery" (8). These principles will allow the ministry to help youth

who need their services.

While involving youth in creating safe environments is part of their plan, the Ministry does not target all youth, but only those youth who are at risk of not successfully transitioning to adulthood. Their strategy is intended to help all youth develop a sense of control over their lives. In order to achieve this goal, the Ministry states that it will:

- Demonstrate a respectful attitude towards youth
- Ensure youth are fully informed of their rights and service options
- Ensure youth assessment is interactive and maximizes the participation of youth in documenting their own lives
- Promote strategies for involving individual youth in the identification and planning of needed supports and services
- Ensure that individual youth who use their services participate in the decisions made about them
- Enhance skills of youth in each region to participate in regional planning and program development (5).

The Ministry says that value and respect, knowledge and decision-making skills, and creating positive futures, are three key elements that help to build the capacity and empowerment of youth. They say that services are most effective when they are developed based on research and feedback from youth. The principals on which the Ministry's policy is based include:

1. *Youth Centered*: The Ministry acknowledges youth capacities and encourages them to take control. Their abilities are supported and strengthened and they are given the tools to make choices about their services.
2. *Effective Youth Services Build on Family and Adult Relationships*: Families should be given the supports they need to maintain a safe and supportive environment for their children. Communities should be given resources to strengthen their capacity to involve children and their families.
3. *Integrated Planning and Service Delivery*: Planning should take into account the holistic needs of youth. Youth should be encouraged to take on leadership roles according to their interests and abilities. Ongoing evaluations of services should take place and youth services should have measurable youth centered outcomes.
4. *Respect Culture and Beliefs*: Youth services should be sensitive to all cultural differences and the special needs of youth.
5. *Creating Safe Environments*: Youth services should incorporate prevention, health promotion, and community

	development.
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Title	Bringing Youth Into Quebec’s Mainstream
Organization	Ministry of State for Education and Youth
Location	Quebec
Date Published	2000
Reference Information	Secrétariat à la jeunesse. (2001). Bringing Youth Into Quebec’s Mainstream. Government of Quebec. http://www.jeunes.gouv.qc.ca/documentation/publications/documents/Sommaire-anglais.pdf
About the Organization: Purpose/Mandate/Vision	Quebec’s youth policy aims to “encourage active citizenship for all young people in Quebec” (4). Their policy is based on the principle of active citizenship. The Quebec government says that young people’s capacities must be developed in order for them to be active citizens. The Quebec government takes two approaches in order to achieve this goal: <ol style="list-style-type: none"> 1. A collective approach: to foster changes in the behaviors of society 2. An individual approach: to enable each young person to achieve his or her full potential
Type of Document (i.e., policy, guideline, toolkit)	Youth policy
Research-/Evidence-/Best practice-based	The policy was developed through public consultations in cooperation with young people. The government had already established mechanisms to embed a youth voice into its governance system when consultations began. In 1987 the Conseil permanent de la jeunesse (permanent council of young people) was created and in 1983 the Secrétariat à la jeunesse (youth secretariat) was created, which became permanent in 1988. At the 2000 Sommet du Quebec et de la Jeunesse (the summit of Quebec and youth) the participants stressed the need for a youth policy that would guide and integrate all youth oriented actions.
Age Range	Not indicated
Audience (i.e., who was it designed for—school, community?)	Government departments, organizations, citizens
Youth engagement elements of the	The province’s youth policy rests on four pillars: <ol style="list-style-type: none"> 1. Engaging society in a culture of generational renewal:

**policy/framework/strategic
direction document**

- The Quebec government aims to strengthen intergenerational bonds through education, fostering joint responsibility, sustainable development, increasing young people's influence in decision-making, planning the workforce, culture, and innovation.
- 2. Ensuring young people achieve their full potential:
 - The Quebec government says this is important because it enables young people to take an active role in society to "become independent and responsible for their situation and their future" (10). The Quebec government plans to ensure that youth achieve their full potential by providing equal access to education, supporting young families and parents, creating partnerships with schools and communities, creating opportunities for recreation sports and volunteer work, and creating a personalized approach to prevention and healing.
- 3. Facilitating access to the job market and improving the quality of working life:
 - By working, young people are able to express their citizenship. The government plans to ensure job security by preparing young people for a working life, ensuring job access and retention, and by reconciling family life with school and work.
- 4. Developing a sense of belonging:
 - The Quebec government says "a firm commitment to open the doors to young people in all areas of community life will enable young people to be an integral part of the development of their respective environment and society as a whole" (13). A sense of belonging is essential and youth voices must be heard. Youth should have the opportunity to get involved in order to form collective identities and common social values. The Quebec government says that their youth policy "aims to enable young people to reconcile personal identity and collective identity in an inclusive society open to the diversity of young people" (4) by ensuring that young people are active and committed to their communities.

The Quebec government plans to achieve the aims of their youth policy by harmonizing the policy with government departments and agencies that serve young people. The policy is intended to facilitate the consideration of a youth dimension to the design of government policy and programs. The mechanisms through which this will be attained include:

- Creating a Minister responsible for youth
- Creating a departmental committee on youth to ensure that youth related policies are coherent

	<ul style="list-style-type: none"> - Introducing a youth impact clause to position papers presented to the Conseil des ministres. The clause will indicate how the measures will impact young people. - The Minister responsible for youth will remain in charge of the Secrétariat à la jeunesse but its mandate and resources will be extended to follow up on the duties and commitments that flow from the youth summit, along with a three-year action plan. - Concern for youth issues will be integrated into all department's strategic plans. - A youth component will be integrated into the framework agreement between the government and regions.
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Title	Engaging Youth and Building Strong Communities – Youth Engagement Strategy
Organization	Recreation, Tourism and Culture – Community Recreation Services and HeartWood Centre for Community Youth Development
Location	Halifax
Date Published	2004
Reference Information	Hirtle, Darren, John Ure, Laena Garrison, Jim Connolly, Shelly Acker, Shawna Shirley, Patricia Pegley, Grant Longard. (2004). Engaging Youth and Building Strong Communities – Youth Engagement Strategy. Halifax Regional Municipality. http://www.heartwood.ns.ca/tools/YouthStrategy.pdf
About the Organization: Purpose/Mandate/Vision	<p>The purpose of this youth engagement strategy is to develop a process for youth to become involved with making decisions about service delivery in their municipality. The Halifax Regional Municipality aims to involve youth in determining programs and services that are of interest to them. It also aims to increase the municipality's capacity to engage youth and communities. The objectives, which emerged from their research and form the basis of the strategy, are to:</p> <ul style="list-style-type: none"> - Provide Recreation, Tourism, and Culture staff with skills in youth engagement and community youth development - Develop a youth recreation service inventory baseline - Identify, recruit, train, develop and mentor a youth leader in each of the 6 geographic areas - Compile youth demographic information - Conduct meaningful youth consultations in each of the 6 geographic areas - Prepare community-based youth driven action plans - Review and update recreation service delivery based on

	<p>feedback from youth</p> <ul style="list-style-type: none"> - Conduct a literature review - Develop and foster ongoing relationships with youth in their communities (5).
Type of Document (i.e., policy, guideline, toolkit)	Policy guidelines/mandate
Research-/Evidence-/Best practice-based	<p>Nova Scotia’s provincial strategy for youth engagement is based on research facilitated by HeartWood called the Common Ground Process. It’s a method of evaluating where a project stands, identifying successes, determining how to build on those successes, creating a vision, making connections, and sparking ideas (4). For the Youth Engagement Strategy (YES) project, this process took place at staff gatherings for the Municipal Council of the Halifax Regional Municipality (HRM). Extensive demographic data analysis, a literature review, community asset mapping, community workshops and community dialogue sessions were also facilitated by HeartWood (5). HeartWood’s approach is based on building healthy communities and asset-building, and uses a results-focused framework.</p> <p>Youth were also involved with the research. Young people were trained at a leadership camp in photo-mapping, surveying, interviewing and asset mapping. These youth then became the Youth Action Team called the Youth Element. At the camp, 24 youth were trained over a three-day period. These youth gained team-building skills, along with technical skills in information gathering and hosting community conversations. The Youth Action Team carried out the community dialogue sessions to determine what issues were important to communities. More than 6,100 youth were consulted throughout the project.</p> <p>Youth carried out asset-mapping for the YES project. The data they collected was analyzed by the Steering Committee. Data was also gathered to determine the demographic profile for each of Halifax’s geographic areas to build an overview of the Region’s local youth population. Community dialogue sessions were organized and facilitated by Recreation, Tourism and Culture (RTC) staff and HeartWood in eight communities based on the “World Café” model. Finally, youth were involved in the design and delivery of services. The plan for this was formulated as information emerged from the dialog process.</p>
Age Range	12-24
Audience (i.e., who was it	Provincial government, organizations, community

<p>designed for—school, community?)</p>	
<p>Youth engagement elements of the policy/framework/strategic direction document</p>	<p>The researchers say that including youth voices was important for the development of their youth engagement strategy. They say youth contributed to “the strategy and the implementation of a community youth development model” (13). The researchers identified youth engagement themes during their consultations with youth, which they incorporated into the strategy. Themes that emerged through youth consultation were:</p> <ul style="list-style-type: none"> - Organizational: Adult staff require professional development to learn relationship building techniques for how to engage youth. - Youth Friendly Facilities: Youth need affordable and unstructured facilities where they can hang out with friends. - Direct Program Delivery: More opportunities for youth participation are needed. - Communication: Youth friendly advertising of opportunities and events are needed (i.e., more use of internet). - Leadership Development: Youth want to take on leading roles in their communities. - Governance: Youth want opportunities to discuss issues with adults. - Community Development/Partnerships: Existing resources need to be fully utilized. - Community Events: Youth want to be involved in community events (29-31). <p>The researchers found that the “RTC needs to reach out to the youth where they are, youth need to be taken seriously, priorities need to be reconsidered, relationship building must become a priority, time must be allowed to achieve results, and the primary focus of RTC’s mandate must be redefined” (7). They found that when youth do not participate, it is because they cannot afford to (i.e., too little time, other commitments, not enough information and money) (32).</p> <p>As part of the strategy, the researchers developed a Community Youth Development model, based on HeartWood’s framework, but adapted for the municipality of Halifax. HeartWood’s community Youth Development Framework is based on 15 years of research with more than 25,000 young people in Nova Scotia (36). The adapted version for the YES is based on HeartWood’s model and information gathered from more than 6,100 youth in HRM since 2004 (36). Based on youth feedback, the researchers identified 12 learning points for how the RTC/HRM can change to provide better programs and services for youth. Most of these points centre around the need for relationship building. Challenges point to the</p>

	<p>difficulty of “selling” a relationship-based approach because it is harder to measure than a procedural one that uses traditional government timelines and program development.</p> <p>A shift from the conventional service delivery approach to a Community Youth Development model is necessary in order to implement the strategy. The traditional approach to service delivery is reactive, whereas a Community Youth Development approach is based on forming relationships between staff and youth. The authors say that youth are viewed as a resource, rather than a client, and projects follow timelines that suit that community. For this shift to work, staff must change how they manage their time (i.e., from task-oriented to process-oriented with a focus on building relationships in the community). Continued professional development is necessary and new expectations must be clearly communicated.</p>
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Title	Civic Youth Strategy: West Vancouver 2006
Organization	District of West Vancouver
Location	West Vancouver
Date Published	2006
Reference Information	<p>O’Krainetz, Christie, Bob Yates. (2006). Civic Youth Strategy: West Vancouver 2006. District of West Vancouver. Retrieved from http://westvancouver.ca/uploadedFiles/Recreation/Activities/Youth/Youth_Strategy_2006.pdf</p>
About the Organization: Purpose/Mandate/Vision	<p>West Vancouver’s civic youth strategy is based on an overarching policy statement and set of principles. Its youth engagement policy statement says it “is committed to developing, supporting and promoting initiatives that positively contribute to the involvement of West Vancouver youth. Council will work towards developing a community where:</p> <ol style="list-style-type: none"> 1. The views of youth and their contributions to the community are valued and taken into account in the development of the Council’s policies and activities. 2. Youth are cherished and their diversity is recognized, acknowledged and celebrated. 3. Young people have access to the information and resources required to meet their needs in the areas of: <ul style="list-style-type: none"> - Health, safety and wellbeing, - Physical environment and design, - Entertainment and recreation, - Education and training,

	<ul style="list-style-type: none"> - Employment, - Family (6). <p>The principles on which the policy is based include:</p> <ol style="list-style-type: none"> 1. Give youth a greater say in how West Vancouver is governed 2. Involve more youth in the community and in civic government 3. Develop strategies and actions that meet the social, recreational, educational and cultural needs of youth 4. Help make West Vancouver more “youth friendly” (6). <p>In order to achieve these commitments, West Vancouver has taken steps to increase opportunities for youth to get involved in the district. A Youth Advocate position has been developed where one youth is granted a year-long contract on the youth advisory committee. New leadership grant programs have been made available through the expenditures of the Youth Activity fund.</p> <p>The district’s efforts in youth engagement have been recognized. In 2005, it received an award for Excellence in Innovation from the Canadian Parks and Recreation association. The award is given to communities that develop strategies that may serve as models for other communities.</p>
Type of Document (i.e., policy, guideline, toolkit)	Policy review
Research-/Evidence-/Best practice-based	<p>West Vancouver’s civic youth strategy was initially developed in 2001. At that time, 900 youth were involved in a three-phased process to develop the strategy. The process involved conducting a youth needs survey and holding a youth symposium. Youth were able to give their input on the draft youth strategy at the symposium. Community consultations were held and after the policy statement was adopted, several youth committees were formed to work with adults on strategy implementation. In 2005, 400 youth were consulted to review the Civic Youth Strategy at a workshop, along with committees of Council.</p>
Age Range	13-18
Audience (i.e., who was it designed for—school, community?)	Governmental departments in West Vancouver
Youth engagement elements of the policy/framework/strategic	Based on the review of the Civic Youth Strategy, Council committed itself to implementing five strategic approaches to better reflect the policy statement as laid out in this Civic Youth Strategy:

direction document

1. Create a broader vision for youth recreation.
 - A new aquatic centre was opened, a new playground was built and existing facilities were used to house youth friendly events.
2. Give youth a stronger voice in local government.
 - The city facilitates leadership development for youth and advocates for youth in several municipal departments. A youth advisory committee was established, which reviews and makes recommendations regarding the allocation of funds for the youth leadership grants and acts as a direct link for students to voice their concerns about their education. One youth representative each year is appointed to the community services advisory committee. The "Take 5" mentorship program was created, which is a program for Councillors to mentor a youth over a five-week period. The Youth Council hosts an event during Youth Week where youth model as Mayor and Council and are given the opportunity to debate topics that are important to them. Youth awards are given to youth who display outstanding leadership in the community.
3. Improve the image of youth in the community.
 - The district has connected youth to local agencies and service providers for volunteer opportunities through a volunteer fair. The police have also connected with young people in the community by hosting several youth events and the recreation advisory team holds several fundraisers and special events for youth.
4. Use civic resources for youth development
 - The Youth Leadership Grants Program was designed to support youth who demonstrate leadership and to provide funding for youth projects. Leadership is also promoted at a youth leadership conference, which was created by youth to increase youth involvement in the community. The Civic department dedicates municipal staff to youth development by providing employment for youth, supporting the development of a youth website, and by developing promotional materials for events and special events.
5. Bring a youth perspective to civic policy development and planning
 - All municipal departments are required to consult the Youth Advisory Committee as new projects are initiated and youth are included on planning committees for special events and task forces.

Title	Our Kids Are Worth It: Strategy for Children and Youth/Our Kids Are Worth it: Our Fourth Year/Youth Secretariat
Location	Nova Scotia
Organization	Provincial government of Nova Scotia: collaboration between the departments of Health and Wellness, Education, Community Services and Justice
Date Published	2007; 2011
Reference Information	<p>Community Services. (2007). Our Kids Are Worth it: Strategy for Children and Youth. Government of Nova Scotia. Retrieved from http://novascotia.ca/coms/department/documents/Our_Kids_Are_Worth_It.pdf</p> <p>Community Services. (2011). Our Kids Are Worth It: Our Fourth Year. Government of Nova Scotia. Retrieved from http://novascotia.ca/coms/department/documents/Our_Kids_Are_Worth_It-fourth_year.pdf</p> <p>Community Services. (n.d.). Youth Secretariat. Government of Nova Scotia. Retrieved from http://gov.ns.ca/coms/families/youthsecretariat/</p>
About the Organization: Purpose/Mandate/Vision	<p>Nova Scotia’s vision is that “children and youth are healthy, safe, nurtured, and responsible—and given the right opportunities to be the best they can be” (11, Strategy).</p> <p>The strategy’s goals are:</p> <ol style="list-style-type: none"> 1. Children and youth are well cared for, safe, healthy and active 2. Children and youth are supported in making successful transitions in their lives from birth to adulthood 3. Children and youth are engaged in ways that support their successful development and their understanding and acceptance of responsibilities for their actions 4. Families are supported in ways that help them meet their needs and their responsibilities for their children (11, Strategy). <p>The government expects the following outcomes from the implementation of its strategy:</p> <ul style="list-style-type: none"> - Fewer children living in low-income families - Higher percentage of youth getting appropriate levels of physical activity - Improved rates of school readiness - Lower dropout rates - More youth volunteering - Fewer youth involved in crime

	<ul style="list-style-type: none"> - Reduced wait times for appropriate mental health services - Reduced rates of youth homelessness (6). <p>In its 2011 fourth year review, the provincial government says that its four main areas of focus have become youth engagement, collaborative service delivery, horizontal governance practices and improving evaluation, data collection and sharing.</p>
Type of Document (i.e., policy, guideline, toolkit)	Strategy
Research-/Evidence-/Best practice-based	The strategy was developed based on the recommendations made by Commissioner Merlin Nunn on preventing youth crime. It is an effort to address the root causes of youth justice issues in the province. The strategy’s key directions were based on research that gathered the voices of Nova Scotians through consultations.
Age Range	15-24
Audience (i.e., who was it designed for—school, community?)	Government departments, organizations, communities, youth
Youth engagement elements of the policy/framework/strategic direction document	<p>Nova Scotia’s strategy for children and youth is based on five key directions. These directions include:</p> <ol style="list-style-type: none"> 1. Building a strong foundation 2. Identifying problems and helping early 3. Coordinating programs and services 4. Improving access, closing gaps 5. Engaging youth, and promoting shared accountability (17, Strategy). <p>While youth policy should be holistic, the interesting elements of this strategy are those related to youth engagement. Nova Scotia plans to fulfill their commitment to “engage youth and promote shared accountability” by:</p> <ul style="list-style-type: none"> - Creating a Provincial Youth Advisory Network - Making the Province A Place to Belong - Developing a Youth in Care Newsletter - Developing a School Code of Conduct and Positive Effective Behaviour Supports - Developing Come to School, Stay in School Programs/Policies - Developing Community Programs and Partnerships - Developing a Crime Prevention and Reduction Strategy - Participating in Restorative Justice - Bail Supervision - Developing an attendance centre (7, Strategy).

The Nunn Commission recommended that young people become part of the solution in order to overcome the youth justice problems faced by the province. To fulfill this recommendation, the provincial government decided to strategically engage youth by “developing with them meaningful opportunities to find and use their voices...to follow their passions...in creative and positive ways...” (14). The long-term youth engagement strategy is to give communities the freedom to develop their own projects. To achieve this goal, the strategy outlines a set of principles that all projects should follow. The principles, which serve as an overarching framework for all youth engagement initiatives in the province are:

1. Child and youth centered
 - Programs should be designed to meet the practical needs of youth
2. Responsive, flexible, inclusive and accessible
 - Programs should be available when needed and adaptable to the different needs of youth
3. Young people must have a voice
 - Programs should provide “meaningful opportunities” for youth to “help plan, deliver, and evaluate programs and services affecting them” (15, Strategy).
4. Partnerships
 - Programs should be a collaboration between the appropriate government and non-government agencies and partners
5. Accountability
 - Programs should be based on research and evidence of what works best and evaluations should be available to all Nova Scotians

The strategy’s main long-term goal for youth engagement is to develop an effective network of youth leaders to represent the needs of all youth in the province. In its fourth year review, the government says that youth engagement practices “promote an environment in which young people are seen as experts on issues that affect them. Youth are engaged in informing, shaping and evaluating responses to those issues, thereby improving use of existing resources and reducing costs related to service delivery” (3, Fourth year). The government created the Youth Advisory Committee and the Provincial Education Council and its French counterpart—Conseil jeunesse provincial de la Nouvelle-Écosse—to give youth a voice in the province.

They also decided to pilot a demonstration project by creating a provincial Youth Advisory Network “where all young people see and help create meaningful opportunities to get involved and express

themselves in positive ways” (8, Strategy). The youth advisory committee represents 15- to 24-year-olds and gives advice to the government through focus groups. The three advisory groups, along with the Council on African Canadian Education, will come together to create a provincial Youth Advisory Network to provide a continuous stream of youth voices and feedback. The Youth Ombudsman’s Office will be responsible for forming the network by seeking out youth participants and holding a youth networking conference.

Some youth engagement practices the government has developed since the Our Kids Are Worth It strategy include:

1. Hosted Leaders of Today Weekend Summit, youth symposiums and luncheon
2. Coordinated youth engagement training across the province
3. Provided youth engagement grants
4. Supported HeartWood Centre in its research
5. Reviewed existing youth engagement activities and proposals
6. Designed, developed and implemented the first Mentoring Teens Boys’ Learning Circle
7. Conducted learning workshops for youth volunteers

The purpose of the Youth Secretariat is to:

- Facilitate the planning, development and delivery of services and programs for youth
- Heighten awareness of the needs and aspirations of youth
- Encourage persons and groups interested in providing voluntary services to youth
- Consult with youth on matters that affect youth, including legislation, regulations, policy or programs
- Be responsive to the needs and concerns of youth by seeking feedback and advice regarding the improvement of youth programs and services from persons and groups interested in providing voluntary services to youth, by reviewing existing programs and services and by making recommendations as to how those may be made more responsive to the needs and aspirations of youth
- Maintain a high public profile by publicizing programs and initiating a dialogue between youth and the government

The Youth Secretariat’s goals are to increase awareness of youth needs and to engage youth as active citizens. Their aim is to support the development of youth services and the implementation of the province’s Child and Youth Strategy, and to provide advice and recommendations to the government on youth issues. Their role is to attend annual youth conferences, support the government,

	highlight best youth inclusion practices and run a youth engagement grant program. They also provide input to the Child and Youth Strategy by conducting research and coordinating youth engagement efforts between the government and non-government sectors.
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Title	Creating a Province of Choice: A Youth Retention and Attraction Strategy for Newfoundland and Labrador
Organization	Newfoundland and Labrador Ministry of Human Resources, Labour and Employment
Location	Newfoundland and Labrador
Date Published	November 2009
Reference Information	Department of Human Resources, Labour and Employment. (2009). Creating a Province of Choice: A Youth Retention and Attraction Strategy for Newfoundland and Labrador. Government of Newfoundland and Labrador. Retrieved from http://youth.gov.nl.ca/strategy/pdf/Youth-Retention-and-Attraction-Strategy.pdf
About the Organization: Purpose/Mandate/Vision	The purpose of Newfoundland and Labrador's youth retention strategy is to provide youth with opportunities for leadership and an active role in shaping the province in order to curb the "outmigration" phenomenon and keep young people in the province. The strategy seeks to understand what young people are thinking, and then apply this knowledge to build partnerships with youth, employers and community leaders. It outlines eight policy directions to guide investments in youth retention, one of which is to strengthen the province's youth engagement process.
Type of Document (i.e., policy, guideline, toolkit)	Policy document
Research-/Evidence-/Best practice-based	<p>The Ministry worked with the Canadian Policy Research Networks (CPRN) and a Youth Advisory Panel made up of 19 young people from the province to provide advice on the project's design and develop research materials. This process resulted in 41 action items to be implemented over a three-year period.</p> <p>The CPRN embarked on a youth engagement process using Deliberative Dialogue, where values are used to determine choices or trade-offs related to possible policy directions. During the summer of 2008, CPRN and the Youth Advisory Panel worked together to define the issues the province faces in terms of outmigration and 16 youth were trained as facilitators to support the</p>

	<p>process.</p> <p>In the fall of 2008, 484 youth participated in a series of 13 intensive Deliberative Dialogue sessions across the province, along with one in Alberta and one in Ontario. The process concluded in 2008 when the CPRN held a Youth Summit in St. John's, where 180 participants from the Deliberative Dialogue sessions were invited to review findings from the sessions and worked to reach a consensus on recommendations for public policy directions. Youth were then able to present and discuss their recommendations with government, business, labour and community leaders. Other key partners were able to contribute to the strategy development through meetings, presentations, written submissions and an online survey led by a nine-member Ministerial committee.</p>
Age Range	Not indicated
Audience (i.e., who was it designed for—school, community?)	The provincial government, communities, youth in the province, employers
Youth engagement elements of the policy/framework/strategic direction document	<p>The strategy includes recommendations for the retention of youth in the province. The researchers found that this can be accomplished by increasing opportunities for young people to participate in decision-making processes and by ensuring young people are prepared to be actively involved citizens. They say it is important to remember that young people do not think the same way as adults, and that they all want to have a voice.</p> <p>To help organizations and the government create a culture of youth engagement, the strategy includes a description of how to think about youth and their expectations. They say the best place to contact youth is online. They encourage organizations to consider youth lifestyles when developing an engagement strategy. They say youth prefer to be judged on performance and results, rather than on office time, and that a collaborative, rather than competitive, work environment is essential. They also say that youth opinions must be heard, but also meaningfully implemented.</p> <p>Based on the recommendations for improving youth engagement in the province, the government says it will embed a series of youth engagement mechanisms into its design. A Minister Responsible for Youth Engagement will be designated. This Minister will be responsible for incorporating youth voice on social and economic issues and will provide direction for the recommendation of strategies addressing issues that affect young people, as well as advise departments and Ministers on program and policy directives. An Office of Youth Engagement will be created, which will be</p>

	<p>responsible for coordinating partners and departments in an ongoing youth retention strategy. A Youth Partnership Forum will be developed to give voice to youth representatives from labour, business and education. These youth will be invited to participate in a quarterly forum to discuss the strategy process. An online youth portal will be created to communicate with youth and the government will help departments look at issues from a youth perspective.</p> <p>The government will also create a Youth Engagement Guide for community partners and service providers to increase youth participation in the planning processes of their initiatives. More grants will be made available to foster leadership development to provide opportunities for young people to get involved. Provincial and regional advisory boards will be developed with the participation of youth.</p>
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Title	Youth Engagement Strategy 2010-2015
Organization	Canadian Red Cross
Location	Canada
Date Published	2010
Reference Information	Canadian Red Cross. (2010). Youth Engagement Strategy 2010-2015. Retrieved from http://www.redcross.ca/cmslib/general/youth_engagement_strategy.pdf
About the Organization: Purpose/Mandate/Vision	The Red Cross endeavors to improve youth engagement in society. The goal of the youth strategy is to “create a fun, inclusive and healthy environment that promotes, supports and encourages youth engagement as global citizens and leaders in the Red Cross and their local community” (1).
Type of Document (i.e., policy, guideline, toolkit)	Strategy
Research-/Evidence-/Best practice-based	The Red Cross’s Youth Engagement Strategy was created out of the Youth Symposium Report developed in St. John’s in 2007. The strategy is based on the feedback from 57 participants from across Canada who shared their experiences as volunteers through a series of brainstorming activities at a youth forum. Collectively, the youth participants created the building blocks for the strategy. A Youth Task Force was responsible for the design and execution of the youth symposium and for composing the Youth Engagement

	Strategy.
Age Range	Not indicated
Audience (i.e., who was it designed for—school, community?)	The Red Cross organization staff, communities
Youth engagement elements of the policy/framework/strategic direction document	<p>The objectives/priorities of the Red Cross’s Youth Engagement Strategy will be achieved through a series of expected outcomes. The objectives and their outcomes include:</p> <ol style="list-style-type: none"> 1. Leadership Skill Development: Youth leadership skills will be developed through the provision of tools and training, support and guidance. <p>Expected outcomes for leadership skill development: All youth volunteers are invested in the Red Cross, the Red Cross offers consistent training for youth, youth have access to all the information, tools and training they need for leadership, and youth have common places to connect with each other (2).</p> <p>Success indicators for leadership skill development:</p> <ul style="list-style-type: none"> - Each zone implements a plan for increasing youth inclusion in the design and implementation of their plans - Youth volunteers are tracked - Youth are nominated for all Society awards - A formal evaluation strategy is developed and implemented to understand the effectiveness, impact and reach of Red Cross youth leadership training - The Red Cross is a leader in youth leadership development - All youth leadership training resources are easily accessible - A youth website is created - Youth groups can use Red Cross offices - Regular youth forums are created where youth can connect with each other - Annual national youth symposiums are held (2-3) 2. Engagement: Youth are expected to be encouraged to take on leadership roles in the Canadian Red Cross (3). <p>Expected outcomes for engagement: Larger scope and roles for youth, clear paths for involvement are made available for youth of all ages, a bi-directional forum is in place through which youth can participate actively in the Society’s decision-making process, and increased youth</p>

representation in governance (3).

Success indicators for engagement:

- Each regional plan attempts to increase youth participation, encourages youth to take on roles not traditionally taken on by youth and creates mentorship opportunities to help youth prepare for more responsibility
- Career/volunteer paths and resources are created and made available to youth
- Each zone creates mentorship, job shadowing, and career opportunities for youth
- An online forum is created for youth to communicate issues that are important to them
- A process and mechanism is developed whereby the National Youth Representative can get feedback from other youth and communicate this feedback to the National Volunteer Resource Committee, which then can provide their feedback from the committee back to the youth
- Programs are developed where youth consult with youth during program design and evaluation
- A governance workshop is created to encourage and prepare youth for participation in any/all governance structures
- The role of National Youth Representative is maintained, and the Youth Task Force is formalized as a sub-group of the National Volunteer Resources Committee.
- Increased youth representation is encouraged at all levels of governance, either through youth representatives or councils
- Youth are invited to present at staff meetings, regional/zone councils, and board meetings on issues important to youth (3-4)

3. Opportunities for Action: Youth are encouraged to take on leadership roles in their communities (4).

Expected outcomes for opportunities for action: Youth become trainers for other youth, Red Cross youth are ambassadors to a global youth network, programs have unified and focused Canada-wide standards, and internship opportunities for youth are increased. (4-5)

Success indicators for opportunities for action:

- Systematic barriers to youth participation are eliminated
- All youth wishing to be trainers have access to training

	<p>and mentorship opportunities</p> <ul style="list-style-type: none"> - Red Cross programs for youth involvement are customized to local communities - Mechanisms are in place for funding (4-5) <p>The Canadian Red Cross says that all zones will be responsible for integrating the strategy into their operations based on local needs and capacity. The national office will be responsible for supporting stakeholders, ensuring effective communication, ongoing planning, monitoring and evaluation.</p>
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Title	Aboriginal Youth Council
Organization	National Association of Friendship Centres
Location	Canada
Date Published	2012
Reference Information	National Association of Friendship Centres. (2012). AYC Youth. Retrieved from http://nafc.ca/en/content/ayc-youth
About the Organization: Purpose/Mandate/Vision	<p>The National Association of Friendship Centres is a series of 119 centres across Canada, established by Canadian aboriginal communities to provide cultural programs and services to urban Aboriginal residents. Friendship Centres help Aboriginal people transition from rural and reserve life to the urban environment.</p> <p>The Aboriginal Youth Council's mission is "to create positive change for Friendship Centre youth through inclusion, empowerment and culture by: increasing communication; increased training and development opportunities; increased youth involvement both internally and externally to the Friendship Centre movement; facilitating the development of youth leaders; providing awareness on issues facing urban Aboriginal youth; encouraging and supporting the ongoing spiritual, mental, emotional and physical development of urban Aboriginal youth; and preserving and promoting our culture and heritage."</p>
Type of Document (i.e., policy, guideline, toolkit)	Governance information website
Age Range	14-24
Audience (i.e., who was it designed for—school, community?)	Aboriginal youth and their communities

Youth engagement elements of the policy/framework/strategic direction document	<p>The Aboriginal Youth Council is the youth wing of the National Association of Friendship Centres. It provides services specifically to help Aboriginal youth transition to the urban environment. The council is composed of Aboriginal youth representatives and discusses issues important to young aboriginals, including stay in school initiatives, suicide prevention and preserving cultural awareness. The Aboriginal Youth Council says they encourage youth involvement “at all levels of the Friendship Centre movement and more specifically, youth involvement in the decision-making process of the Friendship Centre movement.” All positions on the Aboriginal Youth Council are held by youth.</p>
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Title	CASA
Organization	Canadian Alliance of Student Associations (CASA)
Location	Canada
Date Published	Not indicated
Reference Information	Canadian Alliance of Student Associations. (n.i.). About Us. Retrieved from http://www.casa-acae.com/
About the Organization: Purpose/Mandate/Vision	<p>CASA is a student advocacy group that researches and develops policy, generates awareness, participates in government relations, and forms partnerships with stakeholders to represent Canadian students. CASA’s vision is to “achieve an accessible, affordable and high quality post-secondary education system, whose students enjoy an excellent quality of life” in Canada. It says it focuses exclusively on post-secondary and student related issues, will remain a strictly non-partisan organization, will be member-driven, will have opportunities for all members to contribute to and be heard by the organization, and will have a membership structure that will remain easy to join and easy to leave.</p>
Type of Document (i.e., policy, guideline, toolkit)	Organization website
Age Range	Post-secondary students
Audience (i.e., who was it designed for—school, community?)	Post-secondary students in Canada
Youth engagement elements of the policy/framework/strategic direction document	<p>All of CASA’s staff and board of directors are post-secondary students. The organization is run by and for students and says it follows a “member-driven structure and grassroots approach.”</p>

International

Title	Respect: The Government's Vision for Young People
Organization	Office for Youth: Department of Education and Training
Location	Victoria, Melbourne, Australia
Date Published	August 2002
Reference Information	Department of Education and Training. (2002). Respect: The Government's Vision For Young People. State of Victoria. Retrieved from http://pandora.nla.gov.au/pan/42381/20040603-0000/www.youth.vic.gov.au/youth/pdfs/respect.pdf
About the Organization: Purpose/Mandate/Vision	<p>The government's vision for young people is a framework for youth policy and program development. It outlines the strategic directions that will shape the government's relationships with young people, and provides community and non-government organizations with a clear statement of the government's policy directions. The government's vision is for a state where "young people benefit from supportive and inclusive communities in which they are:</p> <ul style="list-style-type: none"> - Valued and respected; - Supported through social, educational, cultural and employment opportunities; - Able to live healthy, satisfying lives; and - Able to realize their full potential" (2). <p>The government says that the purpose of its vision is to:</p> <ul style="list-style-type: none"> - Encourage and enable young people to participate in the fullest possible range of activities and enhance their interaction with government - Create the most effective pathways for employment and training - Improve access to support services for young people - Celebrate and showcase youth culture - Value and acknowledge the contributions of young people in our community (iv).
Type of Document (i.e., policy, guideline, toolkit)	Framework
Age Range	12-25
Audience (i.e., who was it designed for—school, community?)	Government departments in Victoria, Melbourne.

Youth engagement elements of the policy/framework/strategic direction document

The government's strategy for realizing its vision is based on a set of core principles: respect, diversity and partnerships. The government says *respect* means the contributions of youth will be valued, *diversity* means diversity among young people will be taken into account in programs and services, and *partnerships* means the knowledge and skills of all members of society will be used in programs and services. Another core component of the vision is involvement. The government says it "is committed to valuing the contributions of young people, listening to their views and providing them with genuine opportunities for involvement" (6). They say they are committed to helping youth develop skills and providing the resources they need to be involved.

Four themes based on the government's three principles drive youth policy in Victoria: involvement, learning and working, support, and celebrate. The government says their vision for young people is driven by three core principles which are intended to expand opportunities for young people's participation in their communities; enhance their experiences of, and pathways between, education and employment; provide support for their positive health and wellbeing and assistance for those experiencing disadvantage; and celebrate both the personal and community benefits resulting from young people's contributions to our society (4). Adhering to their principles will help the government achieve its objectives.

The government created these mechanisms to involve young people, and to achieve its vision for working with young people:

- Creating opportunities for young people to communicate directly with decision-makers through Youth Round Tables;
- Encouraging youth to contribute to the development of programs and services through Regional Youth Committees;
- Creating greater access to transport by lowering the cost for students to use public transportation and by improving a number of train services;
- Increasing the capacity of communities to support young people through a Community Building Initiative, which encourages partnerships with the government; creating a Community Support Fund, to provide assistance for activities; establishing Local Learning and Employment Networks to help young people transition to work; and establishing a Victorian Youth Development Program to encourage young people to help build their communities;
- Enacting the Racial and Religious Tolerance Act, 2001 to protect diversity;
- Implementing programs to improve the lives of women;
- Enacting a statewide Active for Life Physical Activity Framework to promote healthy lifestyles;

	<ul style="list-style-type: none"> - Establishing Student Action Teams based in schools across the state; - Establishing a Metropolitan Strategy to develop a plan to better use services in the region; - Creating partnerships with indigenous communities; - Increasing school aged youth's knowledge of issues relating to their community, state and country <p>The government says in the future, its vision can be better achieved by exploring new ways of communicating with youth. This will allow the government to identify issues that are important to young people, to enhance its understanding of youth needs and to develop new programs for building youth leadership capacity.</p> <p>The government intends to monitor success by measuring:</p> <ol style="list-style-type: none"> 1. The number and diversity of young people participating in government consultation mechanisms 2. The number and diversity of young people who demonstrate knowledge of the government 3. Young people's satisfaction with transportation services 4. Young people's participation in physical activity 5. Number of young people undertaking racial and religious tolerance training 6. Number of youth participating in agriculture and natural resource related initiatives
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Title	Creating Strong, Safe and Prosperous Communities
Organization	Communities and Local Government
Location	UK
Date Published	July 2008
Reference Information	Communities and Local Government. (2008). Creating Strong, Safe, and Prosperous Communities. Government of the United Kingdom. Retrieved from http://www.communities.gov.uk/documents/localgovernment/pdf/885397.pdf
About the Organization: Purpose/Mandate/Vision	<p>The purpose of Creating Strong, Safe and Prosperous Communities is to give statutory guidance for creating community policy in England by creating a new settlement between the central government, communities, local governments and citizens. The new settlement includes provisions for local citizen involvement, which include:</p> <ul style="list-style-type: none"> - A recognition that every place is different - A new approach to central government that creates space

	<p>for local priorities</p> <ul style="list-style-type: none"> - A commitment to widen and deepen the involvement of local communities in shaping their own future - Councils are to take on a strategic leadership role as conveners of local partnerships - A focus on coordinated action (12). <p>The policy is based on the Sustainable Community Strategy’s vision. The overarching vision of the strategy provides long-term direction for a local area. When local area authorities create a strategy, it should contain:</p> <ol style="list-style-type: none"> 1. A long-term vision based firmly on local needs—underpinned by evidence 2. Key priorities for the local area (26). <p>Local area strategies should follow five principles: living within environmental limits, a strong, healthy and just society, achieving a sustainable economy, promoting good governance and using sound science responsibly (28). The “duty to involve” should be embedded within these strategies.</p>
Type of Document (i.e., policy, guideline, toolkit)	Policy guideline
Research-/Evidence-/Best practice-based	Not indicated
Age Range	Not indicated
Audience (i.e., who was it designed for—school, community?)	Local community governments, citizens
Youth engagement elements of the policy/framework/strategic direction document	<p>The government’s policy focuses on giving local councils more responsibility. Their new responsibilities require them to work more closely with all members of a community. Local authorities are required to involve the full range of stakeholders necessary when developing a vision, and to empower communities by ensuring local people are effectively engaged in their own governance. The government created a new local performance framework to transform the relationships between local authorities and their agencies, based on the Sustainable Community Strategy, which is a vision for how people can be involved in their communities. It is based on “the duty to involve,” which ensures that “local people have greater opportunities to influence decision-making and get involved” (12). New Local Area Agreements (LAAs) are individual agreements between the central government and local authorities and their partners to improve local residents’ quality of life.</p>

This process is coordinated by Local Strategic Partnerships (LSPs). These partnerships are collections of organizations and representatives who voluntarily work together. The government says “shaping places requires strong local leadership. This guidance sets out how this can be achieved through a partnership approach which fully engages local communities in planning for the future of their area” (15). The roles of Local Strategic Partnerships include:

- Identify and articulate the needs and aspirations of local communities
- Oversee and coordinate community consultation and engagement
- Produce a Sustainable Community Strategy based on data and evidence from the local area population
- Produce a unity area-wide Local Area Agreement (LAA)
- Oversee and align resources
- Review performance and manage the process against the priorities and targets agreed to in the LAA (15).

In order to ensure that Local Strategic Partnerships fulfill their roles, the government has developed a set of guiding principles to which all partnerships must adhere:

1. Transparency and accountability. All partnerships should follow the principles of responsible government.
2. They should reflect local circumstances.
3. The chair of the partnership’s board should be formally recognized.
4. Essential representatives from the local third sector should be included.
5. Representatives must take into account all of the community’s interests. Authorities should clearly outline how community members “will be able to influence the decisions and actions of the LSP” (18).
6. All members should agree to the Sustainable Community Strategy.
7. Individual particular authorities are responsible for agreeing to particular targets (18).

An essential element of all Local Strategic Partnerships is “the duty to involve.” According to the government, involving citizens in local decision making and service provision has a number of benefits. The government says that its “new duty to involve seeks to ensure people have greater opportunities to have their say. The aspiration of the new duty is to embed a culture of engagement and empowerment. This means that authorities consider, as a matter of course, the possibility for provision of information to, consultation with, and involvement of representatives of local persons across all

authority functions” (19). The duty to involve makes citizen engagement a requirement during a decision-making process. It requires “authorities to take those steps they consider appropriate to involve representatives of local persons in the exercise of any of their functions, where they consider that it is appropriate to do so” (20). The policy specifies that the term “representatives of local persons” means “those likely to be affected by, or interested in, a particular authority function” (20). They say the term “covers children and young people, as well as adults” (20).

The government says it is up to the elected officials to decide when involvement is appropriate and how it will be exercised. The government expects citizens to be involved by:

1. Providing information about the exercise of a particular function
2. Consulting about the exercise of the particular function
3. Involving in another way (20).

When involvement is deemed appropriate, the provision of information should allow local persons to have a say and get involved. Consultation should happen in many forms and should provide “genuine opportunities for people to be involved” (21). Involvement should give local persons “greater influence over decisions or delivery” of services (21). The government says that it is the role of the authority to make a final decision, but that feedback is essential. Authorities should describe how they came to their final decision and the reasons for it, so that local persons can see how their involvement affected the decision-making process.

The policy also addresses how authorities should decide if it is appropriate to exercise the duty to involve. Authorities should consider privacy, previous engagement, and possible benefits and costs (23). Once the decision to involve local persons has been made, authorities then must decide how best to engage the community. They are expected to consider:

1. Accessibility: Authorities must ensure that representatives of local persons are informed, consulted and involved in a way that considers their needs.
2. Proportionality: Authorities must consider the resources they need to inform, consult and involve.
3. Coordination: Authorities should ensure that their engagement activities do not take place in isolation but are part of an integrated area approach.
4. Partnership working: Authorities should work with partners to engage local persons.
5. Timing: Authorities should consider when local persons must be informed; this process should begin as early as possible (24).

	<p>The policy also contains standards by which success should be measured. When measuring the effectiveness of their efforts, and to ensure that the right to inform was followed, authorities should:</p> <ol style="list-style-type: none"> 1. Consider the interests and requirements of the local community; 2. Improve their understanding of local interests to ensure information, consultation and involvement opportunities are provided on the right issues, are targeted to the right people, and are accessible; 3. Ensure they have pursued an appropriate approach to providing information and consulting and that they have coordinated their efforts with the right partners; 4. Gather information about local people to show that they provide relevant and accessible engagement opportunities and that local people know how to get involved (25).
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Title	An Agenda for Youth Engagement
Organization	Youth Citizenship Commission
Location	UK
Date Published	2009
Reference Information	<p>Government of the United Kingdom. (2009). An Agenda for Youth Engagement. Retrieved from http://webarchive.nationalarchives.gov.uk/+http://www.cabinetoffice.gov.uk/media/333826/youthengagement.pdf</p>
About the Organization: Purpose/Mandate/Vision	<p>This report is a response to the Youth Citizenship Commission, which was created in 2008 to define what citizenship means to young people, to increase their participation in politics and to promote active citizenship. It is intended to present an overview of initiatives across England that facilitate youth engagement, and to respond to the recommendations forwarded by the commission.</p> <p>The agenda states that the government’s goals are “to ensure that young people have more opportunities to engage with the issues they are passionate about” because it “firmly believe (s) they should be empowered as citizens, connected to the political process and offered a meaningful way to participate in the decisions that affect them” (4). The government says “we want to enable young people to engage with public bodies and decision-making processes in ways that are relevant to them” (4) and that “it is important that policy is designed with young people’s views and needs in mind”</p>

	(21).
Type of Document (i.e., policy, guideline, toolkit)	Government agenda
Research-/Evidence-/Best practice-based	The report was developed based on a review of youth engagement actions underway in England.
Age Range	Focus is 11-19 but includes up to 25
Audience (i.e., who was it designed for—school, community?)	Government agencies, community
Youth engagement elements of the policy/framework/strategic direction document	<p>The agenda forwards three responses to the Youth Citizenship Commission in order to facilitate youth engagement in England. These responses are based on three themes: empowered citizenship, connecting with young people, and changing the way decision-makers and institutions work. For the purposes of this review, only the first and third responses will be addressed.</p> <p>The government’s first response (empowered citizenship) is based on the commission’s finding that young people need to be educated about their citizenship to feel a sense of identity. The commission made six recommendations to empower youth as citizens:</p> <ol style="list-style-type: none"> 1. More citizenship education in school 2. A system of school and class councils should be developed and should work collaboratively 3. Schools should have student representatives on the governing body 4. National, regional and local public bodies should commit to holding at least two issues-based youth advisory panels per year 5. Parliament should sponsor and fund the Youth Parliament 6. Youth volunteering should be encouraged (6). <p>The government says it has taken measures to fulfill these recommendations. Some of these measures include:</p> <ul style="list-style-type: none"> - Embedding citizenship education into the primary school curriculum and offering a professional development program for teachers to improve their ability to teach citizenship. - Launching the “Youth of Today” program where youth are given the opportunity to shadow a Minister or a local Councillor. - Launching “Your Justice Youth World” website, which is intended to teach youth about democracy and the judicial system. - Establishing the “Youth Network” to give opportunities to

- youth to learn about the legal and justice systems and to develop skills necessary for participation (i.e., debating).
- Establishing a Youth Advisory Council where youth discuss their ideas and opinions on legal matters with the Attorney General.
 - Creating mechanisms for youth to have a voice (i.e., to dialogue about policies that have an impact on young people). These mechanisms include: The Youth Opportunity and Youth Capital Funds (where youth panels approve grants for projects put forward by their peers), Myplace Programme (youth facilities where youth make up half of the committee that decides the myplace investments), Youth4U-Young Inspectors (in which marginalized youth are given the opportunity to inspect services and report their findings to local authorities and service providers), the Youth of Today (to increase youth leadership opportunities), the Young Advisors initiative (where young people are trained to work as consultants to advise adults about how to better engage with young people in their communities).
 - Funding youth volunteering charities
 - Continued support for the UK Youth Parliaments

The government's second response (connecting with young people) is based on the commission's finding that there was a lack of communication between young people and the political process. The third response (changing the way decision-makers and institutions work) is based on the commission's finding that young people do not know how government works or how to get involved. The commission made six recommendations to change the way that decision-makers involve youth:

1. The government should introduce equality impact assessment criteria to consider the impact of new policies on young people.
2. Government departments should apply annual scrutiny panels composed of young people to advise on specific issues.
3. Youth engagement should be tracked for long-term progress through annual representative surveys.
4. All local authorities should develop a clear strategy for coordinating and promoting youth citizenship and youth engagement opportunities.
5. The government should establish an award for youth engagement in the third sector.
6. The government should facilitate and deliver a way to provide comparative information on and communication channels for elected representatives (21).

	<p>The commission said the government should change the way it listens to youth in order to achieve these recommendations. They also said the structures of organizations need to change so that young people can be part of their normal activities. The government is addressing these recommendations by establishing a series of youth panels to provide advice to the Minister on issues affecting youth. The government has created:</p> <ul style="list-style-type: none"> - A Children and Youth Board, composed of 25 youth from ages 8 to 18 who meet regularly to provide policy advice to Ministers. - A Young Muslim Advisory Group to give this youth population more of a voice. - A Young Advisors program, which creates links between youth and the police. - Web and email addresses for most MPs have been provided so that youth can contact them directly. - A new quarterly survey called the Citizenship Survey, which collects youth views about community cohesion, values, political efficacy, civic engagement and volunteering. - A new requirement that local authorities must consider how to engage youth on a permanent basis in the delivery of services where appropriate. This requirement is called “the duty to involve.” The duty is implemented by “involved” teams, which are present in every locality. Involved teams provide support, advice and guidance to organizations on creating volunteering opportunities for youth. Local authorities are held to account through the Comprehensive Area Assessment (CAA) process, which assesses the performance of a local area with respect to citizen engagement, including youth engagement.
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Title	AYAC Strategic Plan 2011-2015
Organization	Australian Youth Affairs Coalition
Location	Australia
Date Published	2011
Reference Information	Australian Youth Affairs Coalition. (2011). AYAC Strategic Plan 2011-2015. Retrieved from http://www.ayac.org.au/uploads/AYAC Strategic Plan low-res.pdf
About the Organization: Purpose/Mandate/Vision	The AYAC is a non-government youth affairs advocacy body that conducts research, develops policy, helps to develop the youth sectors, and facilitates youth engagement. Their vision is “for an Australia in which young people are informed, empowered,

	<p>encouraged and supported to participate in their communities.” It is funded by the federal government and its mandate is to:</p> <ul style="list-style-type: none"> - Represent the rights and interests of young people, and the sector which supports them, at national and international levels - Promote the wellbeing of young Australians - Advance the participation of young people in the community - Support best practice in youth participation - Offer policy advice to government and other organizations on issues that affect young people and the youth sector - Take a leadership role within the youth sector - Encourage and support coordination and cooperation within the sector (2). <p>The organization helps to embed a youth voice in the decision-making structure of Australia. It values young people, the youth sectors, human rights and social justice, inclusion and participation, and integrity and ethical practice. In particular, its values pertaining to inclusion and participation include:</p> <ul style="list-style-type: none"> - A commitment to helping establish an Australian community that respects and values the rights of young people - A belief in the right of young people to be included and to participate in all aspects of community life, and in the value that their participation brings to the broader community - A belief in building the capacity of young people, the youth sector and the community to establish powerful and positive approaches to youth engagement (3).
Type of Document (i.e., policy, guideline, toolkit)	Strategy
Research-/Evidence-/Best practice-based	AYAC’s strategic plan was developed in consultation with youth workers, organizations and other agencies, and young people from across Australia.
Age Range	Not indicated
Audience (i.e., who was it designed for—school, community?)	AYAC members, youth in Australia, Australian decision-makers
Youth engagement elements of the policy/framework/strategic direction document	<p>The AYAC’s strategic vision for 2011-2015 contains five priorities:</p> <ol style="list-style-type: none"> 1. Build youth participation 2. Support the youth sector 3. Advocate for change 4. Drive research for better practice 5. Do things well

For the purposes of this scan, the priority to “build youth participation” is particularly relevant.

AYAC says youth participation means “young people have opportunities to participate in decisions about all areas of Australian communities and society” (6). Their priorities for building youth participation include:

- Providing avenues for young people to participate in important discussions and debates about national priorities;
- Developing pathways through which government agencies and media organizations can access the opinions, ideas and contributions of young people;
- Supporting the development of youth-led organizations through activities designed to develop leadership, participation and advocacy skills in young people;
- Advocating for and supporting young people’s participation on national roundtables, meetings, conferences and government committees;
- Providing opportunities for young people to participate in AYAC’s internal structures and policy-making processes; and
- Leading the development of quality resources and processes that encourage youth participation, with a focus on the participation of disadvantaged and marginalized young people (7).

The AYAC plans to achieve these priorities by meeting a series of targets:

- Young people are supported to participate in discussion, debate and public policy development at the national level;
- Young people become skilled and confident in advocacy;
- The right of young people to participate in all aspects of Australian life is promoted and advocated;
- Young people are involved in decision making at all levels within AYAC; and
- Good practice in youth participation is modeled and promoted (6).

By 2015, the AYAC hopes to see more young people participating in Australian life. They plan to measure their success by monitoring:

- Whether young people are participating in debates and discussions about Australia’s future and about the things that matter to them.
- Whether organizations around Australia are successfully engaging young people in discussion and decision making (7).

Title	Engage, Involve, Create: Youth Statement
Organization	Ministry for Youth Affairs
Location	Victoria, Melbourne, Australia
Date Published	2012
Reference Information	Office for Youth: Department of Human Resources. (2012). Engage, Involve, Create: Youth Statement. Victorian Government. Retrieved from http://www.youthcentral.vic.gov.au/digitalAssets/83186_Engage_Involve_Create_Victorian_Government_Youth_Statement_2012.pdf
About the Organization: Purpose/Mandate/Vision	<p><i>Engage, Involve, Create</i> is the Ministry for Youth Affairs youth policy statement. The Ministry promises “ the Victorian government will work closely with all Victorians—young people, families, the youth sector, community, business and philanthropic sectors—to ensure the best possible opportunities for young Victorians” (1). The Ministry’s vision for Victoria’s youth is that they will be “engaged in employment, education, and positive relationships; involved in community decisions; and in creating cultural activities, festivals, art, music and enterprise” (Forward). The Ministry’s policy statement is driven by five principles:</p> <ol style="list-style-type: none"> 1. Empowering all young people 2. Listening, responding to and promoting young people 3. Delivering through partnerships 4. Remaining relevant for young people 5. Understanding families and communities (9) <p>And by three goals:</p> <ol style="list-style-type: none"> 1. All young people are engaged—education, training, and employment 2. All young people are involved—decision making, activities and programs, communities 3. Young people can create—change, enterprise and culture (9)
Type of Document (i.e., policy, guideline, toolkit)	Policy statement
Research-/Evidence-/Best practice-based	The statement is based on research conducted by the Government of Victoria, which gathered information about the needs and state of Victoria’s young people. The government collected demographic, socio economic and cultural information about its youth. Based on survey data, the government found that its youth are participating in education and preparing for the workforce, and that they are happy and healthy but more stressed than their counterparts in other states (3). Also, they are interested in building communities and

	<p>participating online (3). This information helped the government to identify structural, personal, and cultural barriers that prevented it from engaging with Victoria’s youth in the past.</p>
Age Range	12-25
Audience (i.e., who was it designed for—school, community?)	Government staff, organizations, citizens
Youth engagement elements of the policy/framework/strategic direction document	<p>The Ministry for Youth Affairs believes that the family is a fundamental source of support for youth. The government plans to engage youth through their families by encouraging schools to develop relationships with parents. The government also plans to create opportunities for meaningful participation in decision making, volunteering, and communities by providing mechanisms for participation, working with communities to create opportunities for youth involvement, promoting the contribution youth make, and addressing barriers to participation.</p> <p>The government has created several programs to achieve its goals, one of which is a \$12.2-million program, which provides early support and opportunities to youth to participate and benefit from activities in their community. Another undertaking is the government’s Involve Committee, which is a Ministerial Advisory Committee consisting of 18 youth who consult with young people in their communities and advise the Minister of Youth Affairs on issues that are important to them.</p> <p>The government’s priorities for achieving its vision, based on its strategic goals, are:</p> <p>1. Get young people involved: This means “supporting the full and active participation and engagement of all young people” (12). Getting young people involved will facilitate three types of participation:</p> <ul style="list-style-type: none"> - Social participation: The government plans to develop a network for youth to participate in community life and strengthen their connections with families, peers and communities. - Community participation: The government plans to give young people opportunities to contribute to decision-making and the development of policy, programs and initiatives that affect them. - Economic Participation: The government plans to give young people the opportunity to participate in initiatives that build their skills, knowledge and pathways to employment (12).

	<p>2. Provide services that meet the needs of young people: The Ministry says this means “creating better outcomes by allowing young people to access services that are young person focused, integrated and provided at the right time” (16).</p> <p>3. Create new ideas and partnerships: This means “families and young people, government, business, community and philanthropic organizations all work in partnership to deliver a range of outcomes for young people” (19).</p>
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