HEAL 2016 Youth Coordinator Learning Circle
Levels of HEAL Youth Participation

<table>
<thead>
<tr>
<th>Increasing Level of Youth Participation</th>
<th>FOR THEM</th>
<th>WITH THEM</th>
<th>EMPOWER</th>
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<tbody>
<tr>
<td><strong>Youth Participation Goal</strong></td>
<td>INFORM</td>
<td>CONSULT</td>
<td>COLLABORATE</td>
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<td>To provide youth with information to assist them in understanding the policy, systems and environmental (PSE) factors leading to the obesity epidemic, along with potential PSE change strategies.</td>
<td>To obtain youth feedback on analysis, alternatives and/or decisions.</td>
<td>To work directly with youth throughout the process to ensure that youth concerns and aspirations are consistently understood and considered.</td>
<td>To partner with youth in each aspect of the CAP process including the development of alternatives and identification of priority strategies.</td>
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<td><strong>Promise to Youth</strong></td>
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<td>Coordinating Agency and HEAL Coalition will keep you informed.</td>
<td>Coordinating Agency and HEAL Coalition will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how youth input influenced decisions.</td>
<td>Coordinating Agency and HEAL Coalition will look to you for advice and innovation in formulating strategies and incorporate your advice and recommendations into the decisions to the maximum extent possible.</td>
<td>Elected officials and other decision makers will respond to citizen action.</td>
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<td><strong>Examples of Youth Participation</strong></td>
<td>Fact sheets and websites</td>
<td>Youth feedback and comment</td>
<td>Youth participating in HEAL coalition, working groups and action committees</td>
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<td>Open houses and health fairs</td>
<td>Surveys</td>
<td>Consensus-building</td>
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<td>Presentations</td>
<td>Focus groups</td>
<td>Participatory decision-making</td>
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<td>Physical activity and nutrition classes</td>
<td>Meetings</td>
<td>Deliberative polling</td>
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<td>Youth-led data collection, presentations, and advocacy</td>
<td>Training for action</td>
<td>Participatory decision-making</td>
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<td>Workshops</td>
<td>Key informant interviews</td>
<td>Youth give feedback on survey questions designed by adults</td>
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<td></td>
<td>Youth designing, collecting, reporting, and advocating</td>
<td>Deliberative polling</td>
<td>Youth design study, collect data, report findings, recommend and implement change</td>
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<tr>
<td></td>
<td>Youth-led HEAL coalition, working groups and action committees</td>
<td>Youth-led data collection, presentations, and advocacy</td>
<td>Youth are peer trainers</td>
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Reference: Adapted from the International Association for Public Participation’s “Spectrum of Public Participation.”
Hart's Ladder

**Quality of Participation**

- Young people and adults share decision-making
  - Young people have the ideas, set up the project and invite adults to join them in making decisions throughout the project. They are equal partners.
  - A group of students get permission from their principal to run an environmental day. The students make the decisions, and the school provides support.
- Young people lead and initiate action
  - Young people have the initial idea and decide how the project is to be carried out. Adults are available and trust in the leadership of young people.
  - A community co-ordinator asks young people for event ideas for Youth Week. The young people suggest having a skating event. The co-ordinator and young people work together to make decisions and apply for funding.
- Adult-initiated, shared decisions with young people
  - Adults have the initial idea, and young people are involved in making decisions, planning and implementing the project.
  - A local council runs several consultations to get young people's input about a recreation park. Young people tell the council about features in the park they want changed. The council provides feedback to the young people about how their views affected decision-making.
- Young people are consulted and informed
  - Adults design and facilitate the project, and young people's opinions are given weight in decision-making. Young people receive feedback about their opinions.
  - A conference creates positions for two young people on a panel of speakers. Young people decide how to select their representatives and work with adults to understand their role.
- Young people assigned but informed
  - Adults decide on the project and young people volunteer for it. Young people understand the project and adults respect their views.
  - A young person is asked by adults to be on a panel and represent 'youth'. The young person is not given the opportunity to consult with peers or understand the role.
- Tokenism
  - Young people are given a limited voice and little choice about what they can say and how they can communicate.
  - A group of young people are given a script by adults about 'youth problems' to present to adults attending a youth conference.
- Decoration
  - Young people take part in an event in a very limited capacity and have no role in decision-making.
  - A publication uses young people's cartoons; however, the publication is written by adults.
- Manipulation
  - Adults have complete and unchallenged authority and abuse their power. They use young people's ideas and voices for their own gain.

**Key Questions**

Which level of Hart’s Ladder is our project on?
Which level of Hart’s Ladder should our project be on?
What do we need to do to move to the right level on the ladder for our project?

**Non-Participation**

It is important to remember that tokenism, decoration and manipulation are not examples of youth participation. You do have the choice to move away from these methods towards more meaningful participation.