“Involving youth and adults in responsible, challenging, and collective action that seeks to benefit the organization or larger community. Opportunity to engage in planning, decision-making, and action consistent with their interests and skills.”

Benefits of Youth-Adult Partnerships for:

<table>
<thead>
<tr>
<th>Youth</th>
<th>Adults and Leaders</th>
<th>Organizations and Communities</th>
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</thead>
<tbody>
<tr>
<td>• Increased safety and belonging.</td>
<td>• More confidence to effectively share power and responsibility with youth.</td>
<td>• Institutionalized Expectations of Youth Participation.</td>
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<tr>
<td>• Increased efficacy and empowerment - confidence in ability to change environment.</td>
<td>• Increased satisfaction in passing along experience to new generation.</td>
<td>• Agendas Reflect Youth Voice and priorities of young people.</td>
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<tr>
<td>• More civic engagement and applying their own life to larger social, economic and political structures.</td>
<td>• Develop new respect for youth competence and expertise.</td>
<td>• More responsive public institutions.</td>
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<tr>
<td>• More connections to peers, community, leaders.</td>
<td>• Become an advocate for Youth Participation.</td>
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</tbody>
</table>
When young people are engaged in educational change endeavors, youth become more motivated to engage in school. At the same time, schools become more motivated and better able to create more challenging and supportive environments for learning.

Authentically engaging youth in health care delivery drives “youth friendly care” in the following ways:

- Appropriate communication (delivery, message, tone, interactions).
- Accessibility (times, locations).
- Age-appropriate environment (space, confidentiality).
- How involved youth are in care.

Best Practices for Building Youth Adult Partnerships

- Pay attention to logistics and group dynamics.
- Create ongoing opportunities for collective reflection.
- Affirmatively address issues of role and power.

“Too often, adults with institutional power are able to consume the project, shut it down, or frame it as an adorable performance of “student voice.” The lesson is clear the Y-AP team first needs to identify who has institutional and other types of influential power in the larger organization, and then, get them on board with the project. Creating new project “champions” grants legitimacy to Y-AP and offers an institutional buffer when conflicts arise. Gaining this support often simply requires persistence. Having youth speak to “adults with power” early in the process helps the adults see that the research effort is one of serious purpose and method. Ongoing communication with the power brokers is an effective strategy for strengthening their commitment.” – Sheperd Zeldin

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References:

