

## The Youth Involved Process

In the City of Richmond, British Columbia, Canada, a working group was created consisting of people from youth service agencies and city departments to gather information from youth, service providers, parents and other on youth issues. There were three main reasons for creating it: (i) youth issues were becoming more visible and greater concern was being expressed about dealing with them; (ii) the 10-24 age cohort comprised 205 of Richmond's population and development of a youth strategy would communicate that youth initiatives were as important as other prominent community concerns; and (iii) the City of Richmond and community associations were investing considerable resources in services and programs targeted at youth, but these services had evolved independently of one another and it was recognized that more could be achieved if there was a unified approach to service provision.

The working group identified six priority issues;

- *Youth wanted a strong voice and involvement in decisions.* They wanted to be consulted in decisions that affected them. Suggestions included: incorporating the views of youth when making city/community decisions; and consultation in the design and operation of programs and services targeted at youth.
- *Youth wanted a place in the community where they had ownership and responsibility, felt welcome and safe, and could socialize, obtain information, and receive services.* While community centres catered to a sector of youth, they desired more autonomy and independence from adult-like facilities. Hence, the call for separate dedicated spaces in which youth could socialize through hanging out. Suggestions included: youth friendly spaces in community centres and youth resource centres/spaces.
- *Youth wanted support for their agenda.* They wanted institutions like City Government, School Board, Health Board, Library Board, community associations, and community groups to be advocated for youth resources. Youth acknowledged the need for support from adults, but wanted this support to emerge from a cooperative effort. Suggestions included: better communications about services and programs; direct access to services; more information and education on health matters; more media coverage of the positive contributions that youth provide to the community; and more youth workers at community centres.
- *Youth wanted to be seen as positive contributors to the community.* They wanted the community to see them as a valuable resource, instead of being influenced only by media images which too often were negative. Acceptance, recognition, and fair treatment by adults was a important to them as participating in..... working with media to develop positive new stories; annual youth week festivities; and creating opportunities for youth to gain an understanding of their city.
- *Youth wanted to know what programs and services were available to them.* Although multiple programs were offered to youth, many did not have access to the programs or to information telling them what was available. suggestions included: more structured program delivery; direct information given to students in schools classrooms, youth organizations and clubs; and information presented in a simple, easy to understand, youth-friendly manner.

- *Youth wanted more education/information about drugs, sex, and health matters.* They believed this education should begin at an earlier age, and that the information should be presented in an uncensored form. Many believed that by grade 11 and 12 youth already have taken action on these issues, so extensive information needed to be made available much sooner. Suggestions included: providing uncensored information on health issues in grade 5, 6, and 7.

#### The Adopted youth Services Strategy

Based on the information gathered by the working group, the City Council approved a City Strategy for Youth Services. The strategy was based on ten principles which provided a framework for coordinating actions by city departments, multiple community groups and youth groups (Exhibit 4-1). For example, it was recognized that working with adolescents need to be more involved in decision making. Other principles addressed in program structure, program spaces, and the way youth are perceived by the community.

#### Exhibit 4-1

#### Principles for Formulating a Youth Development Strategy

1. The definition of youth is problematic. Some Community organizations define youth as 12 to 19, while others expand the definition to 24 years old. The 20 – 24 year age cohort is often under-serviced at a time when they lack job opportunities and economic self-sufficiency. The 20 – 24 age group has been included in the definition of youth by the U.N. Convention on the Rights for Children, and other entities. While the focus may be on 12 to 19 year olds, the community’s broader mandate should be cognizant of the needs of 19 - 24 year olds. With limited funds and many still living at home, positive social and recreational opportunities should be made available for this age group.
2. The goal of all community services for youth should be to empower youth. This requires that youth must have the opportunity to participate fully in societal decisions. Where youth have input and show responsibility, they should be given shared decision-making. Where they have shared decision making, they should be given authority to plan, manage, implement and evaluate. The empowerment of youth becomes.....
3. The vehicles for allowing youth input need to be adapted. To encourage youth involvement, community organizations and agencies responsible for delivering services to a variety of ages will need to adopt mechanisms that are less structured. Having one youth attend a Board meeting of adults, with rules of governance, etc., is not likely to be perceived as meaningful involvement. Youth should be empowered to develop their own procedures, which lead to real decision-making power. Giving youth a budget for their area of influence, and allowing them to control how it is spent and what process they will go through to reach decisions, is advisable. A model of “parallel boards,” with independent youth and adult boards working towards the same end, could operate in

wide-ranging contexts. Agencies should consider getting youth input via means other than attending meetings.

4. While youth have a desire to have their own space, every effort should be made for inter-generational opportunities. Opportunities for youth and seniors to interact through recreation should be explored. Often discussions between youth and seniors show that they have a greater understanding of each other than was initially recognized.
5. Working with youth is different from working with younger age groups. Youth desire control over decisions that affect them, and are likely to critically examine decisions made for them. Some city agencies and community organizations expect their services to be used and uncritically accepted. Youth often will be critical and demonstrate their disapproval or acceptance.
6. Less structure is better than more structure. A key youth activity is “hanging out”. Facility space and program design must take this into account. Youth will use services only if they feel comfortable. Consider that the “who” and “where” of activities may be more important than the “what”. New facility design and renovations should ensure that there is space for “hanging out” as well as organized activities. Developing socialization skills is an important development task for youth. It involves independence from parents and establishing effective relationships with peers.
7. The concept of community service for youth is generic, yet youth are comprised of individuals. Individual differences and preferences must be accommodated. Generic “Teen Programs” are not effective. Treating youth as individuals and moving the service relationship with them from rapport to trust, and then from trust to relationship building is critical.
8. The societal pressures facing youth are more intense for recent immigrants. Access to services should take into account these pressures and efforts made to integrate new immigrants. Services and information directed at youth need to be easily accessible and understood by immigrants, particularly those who are new to Richmond.
9. The needs of youth in Richmond must be met in a collaborative manner. Just as the needs of youth will vary, so will the target services of the organizations and agencies serving them. Sharing information and resources is paramount. Since funding sources are likely to be reduced rather than expanded, there should be more joint funding of programs. The planning and implementation of Youth Week can serve as a model for collaborative activities.

10. The community should invest more effort in promoting the successes of youth. This strategy both builds youths' self esteem and helps improve public and political perceptions of youth programs. The focus should be on accomplishments as well as needs. Ongoing press releases about youth successes should be part of every organization's mandate. Efforts to create awareness of what various agencies and committees have accomplished for youth also should be undertaken.

To translate the principles into practice, six core goals were specified and objectives were developed for each (Exhibit 4-2). Thus, for example, the recognition that working with youth requires different approaches from working with younger children, led to the goal of facilitating a voice and involvement for youth in decisions that affect them, and to operationalizing this with an objective to schedule city meetings at times when youth could contribute input.

Exhibit 4-2

**The Youth Involved Process**

The City’s delivery of services to youth involves forming youth groups to undertake the steps necessary to create recreation and cultural opportunities for them.

Core Goals	This means that the City and/or pertinent community organizations will work to
1) Facilitate a strong youth voice and involvement in decision that affect them	<ul style="list-style-type: none"> <li>• Schedule meeting times that are convenient to youth.</li> <li>• Seek avenues other than “traditional” meetings to solicit youth input.</li> <li>• Support those youth who wish to make presentations or reports to city and community organizations.</li> <li>• Include input from youth at the beginning stages of city projects, programs and services</li> </ul>
2) Recognize youth as positive contributors to the community	<ul style="list-style-type: none"> <li>• Promote and coordinate an annual youth week.</li> <li>• Publicize the variety of activities in which youth are involved in the community</li> <li>• Encourage the media to create positive opportunities for youth are involved in the community</li> <li>• Create opportunities for youth to gain an understanding of their city and community</li> <li>• Invite youth to participate in city and community organizations and activities</li> <li>• Establish a civic recognition program for Richmond youth</li> </ul>
3) Develop a support base for youth in the City	<ul style="list-style-type: none"> <li>• Establish full time youth workers at community centers.</li> <li>• Provide an adequate operating budget for the Richmond Youth Advisory Council, subject to approval of their work</li> <li>• Encourage the Richmond Youth Advisory Council to expand its base to include non-traditional youth members (e.g. those in alternative education programs, street youth, parenting teens, etc.).</li> <li>• Initiate a communication/information program of available services and programs to youth.</li> <li>• Continue to support grants to community organizations providing youth services</li> <li>• Encourage the business community to create opportunities for youth involvement</li> <li>• Focus attention on locations that attract youth to a place (e.g. malls) to involve and inform youth about services, programs and community activities</li> <li>• Strengthen the presence and involvement of the police and outreach workers with youth in schools, community centers and places with youth services.</li> <li>• Promote visitations, information and education with the Provincial courts and justice systems.</li> <li>• Provide in-service training for staff to help them better understand youth behaviour and attitudes.</li> </ul>
4) Develop physical places for youth in the community	<ul style="list-style-type: none"> <li>• Develop dedicated places and programs for youth.</li> <li>• Enhance existing community centers and services so they are more responsive and friendly to youth (e.g. hours of operation, signage, information, staff training, etc.).</li> <li>• Facilitate the development of a safe shelter or place for youth.</li> </ul>
5) Directly deliver programs and services to youth	<ul style="list-style-type: none"> <li>• Seek youth input/involvement in compiling and distributing the information to youth.</li> <li>• Direct information to students in schools, classrooms, youth organizations and clubs;</li> <li>• provide information to youth with teen-friendly, realistic, practical approach.</li> <li>• Develop partnerships between schools, community centers and community agencies involved with youth.</li> <li>• Consider establishment of special teen talk/awareness phone line or electronic communication links for youth services and programs</li> </ul>
6) Provide good access for youth to education/information about health.	<ul style="list-style-type: none"> <li>• Expand sex and health education/information in school, starting at earlier grades</li> <li>• Familiarize youth with the services of community health nurses and the free clinic for youth</li> <li>• Relocate the free health clinic to a central, more user-friendly location.</li> <li>• Create a network that better integrates community, parents and youth on health matters.</li> <li>• Improve linkages between school counsellors and community health nurses.</li> <li>• develop linkages with other community agencies involved with youth.</li> </ul>

Adoption of the youth strategy required a shift in the working philosophy of youth workers in Richmond’s Parks, Recreation and Cultural Services Department from the traditional structured program model to one which emphasized what became known as the “Youth Involved Process” (YIP). Under the traditional model, staff created a program (often with little input from youth), priced it, placed it at a location, promoted it, and hoped that youth would come. Under the YIP model, emphasis was placed less on the activity and more on processes. YIP recognized that the process of planning, facilitating, implementing and evaluating was more important than merely participating in a program. The shift in *modus*

*operandi* was challenging for staff since it required a change in philosophy, work plans, job expectations and desired outcomes.

When the YIP approach was implemented, program and community leaders saw the value of the process as an effective tool for achieving desired youth outcomes. Buy-in was also evident from other key service providers such as the police and schools.

YIP is consistent with youth development practices which suggest that giving youth “voice” in the decisions and processes that impact their daily lives, empowers and helps train them to function more successfully as adults.

The YIP involves six steps: (1) group development, (2) idea generation, (3) facilitation, (4) logistics, (5) implementation, and (6) evaluation. Each of the steps is designed to enhance the development of specific external and internal assets from among the Search Institute’s 40 Developmental Assets (Exhibit 4-3). For example, during the initial group development process, youth and leaders come to understand their roles and develop procedures for how the group will function.

Exhibit 4-3

**The Youth Involved Process**

The city’s delivery of services to youth involves forming youth groups to undertake the steps necessary to create recreation and cultural opportunities for them.

External Assets	Steps for involving Youth in Program Planning and Facilitation	Internal
<ul style="list-style-type: none"> <li>• Positive Peer Influence</li> <li>• Makes Constructive Use</li> </ul>	<p>GROUP DEVELOPMENT Understanding Roles and Functions</p>	<ul style="list-style-type: none"> <li>• Sense of Belonging</li> <li>• Interpersonal Competence</li> <li>• Cultural Understanding</li> </ul>
<ul style="list-style-type: none"> <li>• Youth Feel Empowered</li> <li>• Are Seen as a Valuable Resource</li> </ul>	<p>IDEA GENERATION Generated by Youth or Adults or Both</p>	<ul style="list-style-type: none"> <li>• Promotes Critical Thinking</li> <li>• Opportunity for Conflict Resolution/ Consensus Building</li> </ul>
<ul style="list-style-type: none"> <li>• Presence of Adult Role Models</li> <li>• Positive Peer Influence</li> </ul>	<p>FACILITATION by Adults or Youth Guides the Process</p>	<ul style="list-style-type: none"> <li>• Caring</li> <li>• Equality</li> <li>• Integrity</li> <li>• Honesty</li> <li>• Responsibility</li> </ul>
<ul style="list-style-type: none"> <li>• Create Goals and Expectations</li> </ul>	<p>LOGISTIC The Delegation of Tasks</p>	<ul style="list-style-type: none"> <li>• Achievement and Motivation</li> <li>• Planning and Decision-Making</li> </ul>
<ul style="list-style-type: none"> <li>• Service to Others</li> <li>• Providing Safe Places</li> </ul>	<p>IMPLEMENTATION</p>	<ul style="list-style-type: none"> <li>• Sense of Achievement</li> </ul>
<ul style="list-style-type: none"> <li>• Empowerment</li> <li>• High Expectations</li> <li>• Youth Are Seen As Resources</li> </ul>	<p>EVALUATION What Happened? So What? What Now?</p>	<ul style="list-style-type: none"> <li>• Recognizes Personal Power</li> <li>• Gives Sense of Power</li> <li>• Builds self-esteem</li> </ul>

This promotes the external assets of *positive peer influence* and *making constructive use of time*. The internal assets of *sense of belonging*, *interpersonal competence* and *cultural understanding* may also be enhanced through these processes. Use of the Assets Model has given Richmond’s youth programs more credence with professionals in related fields because they can directly see the benefits that are being sought and achieved. The YIP creates a positive culture, which attracts youth because they see that they are respected, and that their ideas and involvement are supported.

Exhibit 4-4 illustrates the use of the YIP with a group of approximately 50 teens who were involved in a group called HYPE (Harnessing Youth Power and Ethics). It describes how the six steps in Exhibit 4-3 were operationalized in the context of the HYPE program.

Exhibit 4-5 reports the perspective of a HYPE participant on what was gained through participation in the group and its activities.

#### Exhibit 4-4

#### Using the Youth Involved Process with the HYPE Group

### 1. Group Development

Developing cohesive, functional groups creates the foundation upon which youth can move towards accomplishing projects, events, community service, etc. The focus is on finding ways for youth to create bonds with each other and with the youth workers.

The HYPE (Harnessing Youth Power and Ethics) youth group came together to organize National Youth Week activities. Some of these youth had been part of previous Youth Weeks and formed the core of the group. Get-togethers were structured to include some type of icebreaker activity (e.g., Lame Name Games), team building or initiative task exercise. These activities provided a window for exploration of thoughts and critical arguments that could act as bonding agents to further the group's cohesiveness.

### 2. Idea Generation

Given the opportunity to meet new people and come together as a self-identifying group, young people will express their thoughts and ideas about what is important to them and their peers. Five months after planning a successful Youth Week, many of the youth were brought back together to begin the process of developing a new projects. Brainstorming yielded suggestions for addressing common social problems such as bullying, substance abuse, racism, and environmental pollution. Discussion led the group to conclude that a lack of respect within an individual was a significant factor leading to these types of behaviour. The discussion then flowed into identifying ways of promoting respect. As a result, the Respect Campaign was launched and supported by a small line of merchandise to support the message, including:

- Lanyards with “*get up, stand up, be the change*” printed on them.
- Phat shoelaces, with “*respect...what if?*” printed on them.
- A line of shampoo was developed and named “*Brainwash – Harnessing Youth Power and Ethics for a better World and Cleaner Hair*”. Instructions on the back label read:
  - *lather rinse...respect*
  - *suitable for all colours and ages*
  - *let it all sink in*
  - *helps eliminate “flakes”*

### 3. Facilitation

The role of facilitating the Youth Involved Process usually falls upon the youth worker. Its form is dependent on factors such as the “maturity” of the group, and the presence of older youth who have a working knowledge of facilitation. The facilitator is guided by a underlying goal of creating avenues for asset building, as well as accomplishing project goals.

With the Respect Campaign, the facilitator engaged the group in discussions through

which youth were able to articulate issues/problems and solutions to address these problems. Discussion enables participants to relate to issues on a personal level, to tell their stories, to share and have their ideas validated by others. Open-ended or front-end loading questions

were asked (e.g. Do you think there is a way to take the Respect Campaign into the community) to stimulate conversation.

#### **4. Logistics**

Once the project concept was solidified and everyone had a reasonably good understanding of what they were doing, the Respect Campaign moved into production which involved developing the merchandise and a method for taking the message into the community. Merchandising involved sourcing out shampoos, bottles, labelling etc. Taking the message into the community required another round of generating ideas, reaching consensus, identifying roles and steps to implement the plan.

#### **5. Implementation**

The Respect Campaign developed a hair washing station to promote the brainwash shampoo concept as well as random acts of kindness by blitzing the public with carnations, chocolate and free smiles. The afternoon started with presentations of the U-ROC (Richmond Outstanding Community) Youth Awards. The campaign put youth before the public and enabled them to express a message to people without fear of reprisal, stereotyping, or “ageism”. Working as a group helped develop a sense of place and pride within each youth.

#### **6. Evaluating**

After the event the group met to celebrate their successes and lay the foundation for future projects. The reflection was a guided process designed to recognize, acknowledge and validate the impacts that occurred relative to intended goals and unintended outcomes. The learning comes from integrating new and past experiences. What did you see? Feel? How did it affect you? How do you think it affected others? HYPE members felt the campaign was well received by those who experienced it. They were excited by the media attention, proud to be able to assert themselves in a pro-active manner, and saw a need to maintain the respect theme in future projects. The experience also created a strong sense of belonging and loyalty to the group. Many continued to meet weekly until the end of the school year, and each week during the summer.

Exhibit 4-5  
Thoughts from a Richmond Youth about Her Involvement in HYPE

Today is Monday Sept. 24<sup>th</sup>. As I sit here I can't help but think that this is just 4 days short of the one year anniversary of my first HYPE meeting. I came to the meeting under the impression that because the people there were former youth week planners, this meeting was going to be about that. I was surprised that all of the planning had to get started as early as September. About 10 minutes into the meeting I realized I thought wrong, but was not quite sure what the purpose was. There was all this talk about shoelaces and bracelets and somebody recapping that at the last meeting they decided to focus on promoting respect. We played the Lame Name Game and "if you had any siblings," and after that we were split up into four groups with our own colour. Ben (our youth leader) told us to go all over the 8<sup>th</sup> floor to find our own coloured yarn and then tie pieces together to make a long string. Through this we figured out that tying all the coloured strings together demonstrated how much of a team we truly are. Thanks Ben.

I left the meeting knowing that this group was something totally different than I've ever been involved in. I was quite intimidated that there were so many people there and only a couple that I knew, but I vowed to come back the next week. And I did.

I know that I have learned so much, but it is difficult to put it all into words. I'm not scared to go alone because I know that I am comfortable there. But I am also comfortable everywhere. I used to think that I always needed to go to new things with a friend so I wouldn't look out of place and have someone to talk to. I have a totally different outlook on that now. I feel that I am more independent, and I know that I can start talking to someone whereas before I would not dream of doing something like that. Pretty much since the start of HYPE I have interacted more freely with people, and since then I have joined various groups on my own and made friends there instead of bringing mine with me. I am also not afraid of talking in front of a group as much as I used to be. I admit I'm quiet, but I don't start to get nervous at the idea that my turn will be soon and I will have to talk and everyone will be listening just to me. I think that my friends who have known me from the beginning have probably noticed that.

My favourite part of being in all these different youth groups was knowing that everybody's ideas are always wanted and we can do anything we put our minds to. I have many memories. The trip to Seattle with YIA was fun and interesting. During a HYPE meeting once in March I remember Ben and others trying to figure out the physical equation of spit travelling off the 8<sup>th</sup> floor of the city hall.

...being involved makes me feel complete, going longer than a week without doing anything makes me slowly begin to forget an important part of me. I know that I have grown as a person because I chose to get involved. I know that I have changed for the better and I know that when I'm older I want to give others that opportunity as well.

I guess there's really only one thing left to say: See you next Thursday. Same HYPE time. Same HYPE floor, same HYPE channel.

The YIP can be viewed as one dimensional of an overall community development model. The process is consistent with the principles of the City's youth strategy by providing youth with a voice and involvement in decisions that affect them, recognizing youth as positive contributors to the community, and delivering programs and services directed to youth. Transition to the YIP

model requires a shift in philosophical approach, changes in youth workers' job expectations, and requires evaluative tools that focus on process as well as outcomes. The coordinator of Youth Services has been responsible for facilitating the shift through providing training, staff workshops, and retreats within the department.

Groups that remain coherent over an extended period of time look for new challenges which may take their activity into realms beyond recreation; such as community service, humanitarian work, or social or political activism. Youth grow up and leave the YIP because they graduate from high school, enter the workforce or in some cases drop out of school. Youth who have been part of this system, sometimes return as mentors to help guide youth who are beginning in the program.

The YIP facilitates youth input into planning processes. This differs from identifying a single youth "representative" to serve on an adult planning committee or task force. This alternative approach respects the role of youth as major stakeholders in the process of identifying both issues and vehicles through which they can be addressed. For example, youth should play significant roles in the development of skateparks, prevention strategies (such as substance abuse, crime prevention and violence prevention), late-night programming initiatives, safe communities projects, public art projects, and transportation systems.

### **Staff Development and Training**

The YIP provides the foundation for staff training and development. In staff meetings, youth workers revisit the central program principles and discuss better ways to implement the YIP process (Exhibits 4-1, 4-2 and 4-3). At annual staff retreats work plans are reviewed which support and further the effectiveness of the YIP. Departmental activities that have been guided by the YIP conceptual framework include:

- developing the YIP/asset building model; developing a youth co-ordinator job analysis;
- developing work plans placing a high emphasis on asset building through involving youth;
- developing tools for evaluating successes and learning;
- ascertaining the value of the YIP through testimonials from youth and parents;
- promoting recognition within the department, city, provincial recreation agencies and the immediate community; and
- advocating support for youth services.

Richmond's eight youth workers (two of whom are outreach workers) are employed on a full time rather than a part-time basis, which enables them to better develop a rapport with youth, decreases staff turnover, and provides time to create relationships and undertake program advocacy with other youth serving organizations.

Staff attendance at conferences helps to: broaden understanding of youth issues; provide exposure to a variety of youth driven initiatives; obtain information on developing youth friendly communities; and gain information about other safe community initiatives. Staff are also encouraged to enrol in courses that enhance their skills in topic areas such as group facilitation; communication skills in building relationships with youth; values and beliefs in working with youth; principles of positive peer culture; and conflict resolution.

## **Evaluation**

At this time, a formal evaluation process for the YIP has been established. However, staff have developed a series of questions that can be used to determine if inputs to the program are being appropriately managed. In addition, the program tracks indicators of program outcomes. These indicators include the extent to which the YIP:

- creates avenues for asset building;
- promotes the intrinsic benefits of recreation and social development through recreation
- bridges gender, race and other demographic variables, encouraging people to work together;
- creates youth friendly programs and services which lead to higher participation rates overall. Over time, this leads to a change in perception where youth begin to expect higher level of service;
- develops youth specific services; e.g, skateparks, youth health clinics, and reduced criminal activity and problematic behaviors in parks;
- creates mutual networking between youth and community resources, e.g, youth and police partnerships;
- creates a sense of identity, ownership and community through involvement with the group;
- leads to recognition by other youth serving agencies or government agencies such as police; and
- increase levels of support, financial and moral, from city council, administration and community boards.

## **Lessons Learned**

The Youth Involved Process exemplifies show the City's youth services unit defines its youth development philosophy and practices. Youth involvement and forums for a youth voice are seen as keys to developing a range of opportunities for youth.

A key contribution of the Richmond Parks, Recreation and Cultural Arts Department to youth services delivery has been the agency's responsiveness in developing objectives, processes and programs for meeting the needs that were articulated in the initial city-wide youth strategy. The Department defined what its overall role in youth development should be, and then developed approaches to service delivery that were consistent with their objectives. In many departments, service delivery involves delineating a calendar of events and programs, often with little relationship to understanding the outcomes that these events and programs are intended to accomplish with youth.

Strong, consistent leadership from the Youth Services Coordinator has facilitated the development of a process for working with youth. Leadership by the same coordinator for over seven years has ensured adherence to program goals, refinement of youth development processes, and consistency of staff training. Too often, key leadership staff create program concepts, but then move on to other responsibilities so the conceptualization does not have time to be fully implemented and mature.

Training is essential to help staff develop an understanding of both their program goals and their role in achieving those goals. Training should be geared towards building youth development skills such as conflict resolution, facilitation, adventure based learning and anger management. Training must take place both before the service is initiated and regularly on an ongoing basis so the knowledge base is consistently enhanced. For the YIP to work, leaders

must be true to its principles. YIP represents a process that can be used in almost every context of youth service delivery.

### **Sources**

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