

**Youth Participatory Research Resources**  
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## Purpose of this Document

This document is intended as a resource on youth participation research for practitioners and researchers wanting to involve young people more in their research. It contains two parts, one with a table on containing International Youth Participatory Research Resources, and the second with a table on Examples of Youth Participatory Health Research in the UK in the last 20 years. We hope both this resource will support an increase in the volume and quality of youth participatory health research.

## Context

In the UK, young people, as defined as being 10-24 years old, face a range of major health issues, such as – chronic pain, cancer, diabetes and mental health issues (AYPH, 2019), many of which have been further exacerbated by Covid-19. People working on behalf of young people require research to help better understand the issues young people face in order to improve their health. A particularly successful, and ethical, approach to conducting this research is to involve young people in the design, delivery and dissemination of research, and not just include them as study subjects. There is a policy commitment to youth participation in the design and delivery of health-related services for young people expressed in Public Health England’s *Framework for Young People’s Health* (2014) and in National Institute for Health Research INVOLVE principles (2021). Youth participatory research is strongly advocated by research methodologists because it is found to improve the empowerment of young people, democratisation of knowledge, and ultimately, social justice (Torre, Fine, Stoudt & Fox, 2012; Cammota and Fine, 2008, Reason and Bradbury, 2001). And yet, in the main, research continues to only involve young people in research as study subjects, rather than being equal in participation and decision making

There are practical barriers to participatory research such as the challenge of time and resources – we are not able to offer any solutions to these age-old issues. A further barrier is the expertise and

knowledge needed to navigate participatory research with young people (Schäfer & Yarwood, 2009; Kellett, 2011; Faithfull, Brophy, Pennell & Simmons, 2019). This report is written to overcome this barrier. In it you will find a collection of online resources to support participatory research.

## **About this resource**

Whilst youth participatory health research projects might be thin on the ground, there is no shortage of advice on how to conduct them. Our initial database search in OneSearch, ProQuest, SocIndex, Cinahl, Science Direct, PsycARTICLES, MEDLINE, JSTOR, ERIC, Pubmed Central, Web of Science and Google with the specific search criteria “Youth participatory action research” AND “Toolkit” OR “Resource” OR “Intervention” in English, yielded 126 results. Duplicates were removed and the most relevant and recent resources retained. Part A provides links to 53 resources written in English. The toolkits come from different contexts and span the participatory spectrum – that is to say, some include tools to support young people’s participation IN research as participants whilst others support young people to BE researchers. Some toolkits are written with the specific aim of engaging specific groups of young people who may otherwise be excluded, so browse through for the resources most applicable to your setting.

As well as reading how to do participatory research in theory, we also found that reading examples of research was great for developing our ideas. As a result, Part B provides links to 40 examples of youth participatory health research in the UK from the last 20 years. The subjects and types of participation are again very diverse - the table will help you find the resource most appropriate to your context.

We hope you find this comprehensive resource list helpful in supporting you to undertake this important work with young people.

**With thanks to the NIHR Applied Research Collaboration (ARC) North East and North Cumbria (NENC) Open Funding for enabling this work to happen.**

# Part A: International Youth Participatory Research Resources

| Authors or Organisation  | Year      | Title  | What's in it  | Link  | Where                                 |
|--|-----------|--|---|---|---------------------------------------|
| A360 Learning Hub  | 2016      | Welcome to A360 Open Source  | Toolkit overview: Inquiry, Insight synthesis, Prototyping, Adaptive Implementation  | <a href="https://a360learninghub.org/open-source/">https://a360learninghub.org/open-source/</a>   | Ethiopia, Nigeria, Tanzania and Kenya |
| AAPCHO (Association of Asian Pacific Community Health Organizations) | 2012-2021 | CBPR Toolkit   | 1. Background. 2. FAQ's. 3. What is CBPR. 4. Getting started with CBPR. 5. Ethical review and considerations. 6. Examples of CHC CBPR Activities. 7. Methodological issues and data collection. 8. Publishing. 9. Resources. 10. AA&NHOPi Demographic and health characteristics in the U.S. 11. Improving quality of health centre care and growing opportunities for AA&NHOPis. 12. Additional resources  | <a href="https://aapcho.org/cbpr-toolkit/">https://aapcho.org/cbpr-toolkit/</a>   | USA                                   |
| Abbas, M.Y.  | 2010      | Children, Youth & Environments (CYE): Lessons for Developing Countries | Overview of Children, Youth and Environments (CYE) issues that should be of utmost concern to developing countries, which aspire to become a developed nation. Children and youth involvement in participatory planning and design. Discussion on toolkits which can be replicated locally. Reference to UK's Achieving Excellence Design Evolution Toolkit (AEDET) and AEDET Evaluation Toolkit (for evaluating satisfaction levels amongst users). See below: | <a href="https://reader.elsevier.com/reader/sd/pii/S1877042812007987?token=A5C62ED7215585CB5DCCE5625FF189B7188DA0E0D54E98DDFE9F707AD8A427640E2118735CA46C465CA90C1B3150F">https://reader.elsevier.com/reader/sd/pii/S1877042812007987?token=A5C62ED7215585CB5DCCE5625FF189B7188DA0E0D54E98DDFE9F707AD8A427640E2118735CA46C465CA90C1B3150F</a> | Malaysia                              |

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|                        |      |  |  | <a href="#">637&amp;originRegion=eu-west-1&amp;originCreation=20210528133226</a>  |     |
| Act for Youth          | 2021 | Resources for Youth Participatory Evaluation         | Collection of other toolkits signposted.   | <a href="http://actfor-youth.net/youth_development/evaluation/resources.cfm">http://actfor-youth.net/youth_development/evaluation/resources.cfm</a>   | USA |
| Active Living Research | 2010 | Tools and Measures: Community Park Audit Tool (CPAT) | The Community Park Audit Tool (CPAT) is a user-friendly and reliable tool designed to evaluate parks for their potential to promote physical activity. Developed in 2010 with the involvement of over 30 community stakeholders from diverse disciplines (parks and recreation, public health, planning, youth agencies, high school students, etc.) through a series of three workshops and field testing in over 60 parks. The tool contains four sections – Park Information, Access and Surrounding Neighbourhood, Park Activity Areas, and Park Quality and Safety. Toolkit and Guidebook available to download | <a href="https://activelivingresearch.org/community-park-audit-tool-cpat">https://activelivingresearch.org/community-park-audit-tool-cpat</a> AND <a href="https://activelivingresearch.org/sites/activelivingresearch.org/files/CPAT_AuditTool_v3.pdf">https://activelivingresearch.org/sites/activelivingresearch.org/files/CPAT_AuditTool_v3.pdf</a> | USA |
| Advancement Project    | n.d. | Community Research Toolbox                           | Toolbox resource includes: 1. A Short Guide to Community Based Participatory Action Research 2. Community Research Toolkit 3. Hyperlocal communications Toolkit 4. Maps for Community Organising 5. Participatory Asset Mapping Toolkit  | <a href="https://www.healthycity.org/cbpar-toolbox/">https://www.healthycity.org/cbpar-toolbox/</a>   | USA |

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|---|------|---|--|--|--|
| Akom, A.  | 2017 | Streetwyze Guide  | <p>1. Introduction. 2. Building real time community driven data and early warning systems that help achieve equity goals. 3. Understanding neighbourhood change as an opportunity for Partnership and Collaboration with vulnerable populations. 4. Building trust and social capital: strengthening the social fabric of neighbourhoods. 6. Conclusion: Building power and self-determination with vulnerable populations by integrating community driven data with big data and predictive analytics</p> | <p><a href="https://www.streetwyze.com/wp-content/uploads/2021/01/StreetwyzeToolkit.pdf">https://www.streetwyze.com/wp-content/uploads/2021/01/StreetwyzeToolkit.pdf</a></p>                 | USA  |
| ARISE   | 2019 | CBPR Corner   | <p>Community-based Participatory Research Approach - 1. Introduction. 2. CBPR Bulletin 3. The ARISE Approach to CBPR 4. Equitable Partnership 5. Piloting CBPR Training in Sierra Leone 6. Participatory Predicaments: Inclusion, safety and capitalising on community strengths 7. A synopsis of the Bangladesh training on CBPR 8. Photo Gallery: PAR training with Dalit Bahuhan Resource Centre</p>  | <p><a href="http://www.ariseconsultorium.org/cbpr-arise-community-based-participatory-research/">http://www.ariseconsultorium.org/cbpr-arise-community-based-participatory-research/</a></p> | USA - in Bangladesh, India, Kenya and Sierra Leone |
| Armstrong, A., Cansdale, M., Collis, A.R., Collis, B.E., Rice, S., & Walmsley, J. | 2019 | What makes a good self-advocacy project? The added value of co-production | <p>Two self-advocates worked with two academics and others to produce a toolkit to help self-advocacy groups run better projects.</p>  | <p><a href="https://www.tandfonline.com/doi/epub/10.1080/09687599.2019.1613960?nedAccess=true">https://www.tandfonline.com/doi/epub/10.1080/09687599.2019.1613960?nedAccess=true</a></p>     | UK   |

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| Arnold, M. - Washington State University                                   | 2020 | YA4-H! Youth Advocates for Health: Youth Participatory Action Research     | 124-page curriculum - based on key principles of youth development and youth participatory action research. 7 sections with activities.  | <a href="https://s3.us-west-2.amazonaws.com/wasnap-ed.org/wp-content/uploads/2020/08/YPAR-Training-Session-2-Slides-pdf.pdf">https://s3.us-west-2.amazonaws.com/wasnap-ed.org/wp-content/uploads/2020/08/YPAR-Training-Session-2-Slides-pdf.pdf</a>   | USA       |
| asceevaluation.ca  | n.d. | Monitoring and Evaluation in Arts for Social Change                        | Issues to Consider in Arts-Based Analysis - Examples. Why this resource? Community-based initiatives and social change, Who is this toolkit for? How to use this tool, Art for social change, Critical considerations before you start evaluation, Types of 'Art for social change' projects, Community-engaged art and its various terms, from evaluation to research, more about terminology | <a href="http://www.ascevaluation.ca/">http://www.ascevaluation.ca/</a>   | Canada    |
| Australian Government Department of Social Services: Families and Children | 2019 | On PAR - Using Participatory Action Research to Improve Early Intervention | 1. Introduction. 2. About Participatory Action Research. 3. A Walk Through the PAR Process 3. Key Considerations in doing PAR. 4. Practical Strategies and Tools. 5. Case Examples. 6. Action Research Resources   | <a href="https://www.dss.gov.au/families-and-children-programs-services-reconnect/on-par-using-participatory-action-research-to-improve-early-intervention?HTML">https://www.dss.gov.au/families-and-children-programs-services-reconnect/on-par-using-participatory-action-research-to-improve-early-intervention?HTML</a> | Australia |

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| Better Evaluation   | 2008 | A Kit of Tools for Participatory Research and Evaluation                                      | Methods, approaches, resources, publications.   | <a href="https://www.betterevaluation.org/en/resources/toolkit/a_kit_tools_participatory_research">https://www.betterevaluation.org/en/resources/toolkit/a_kit_tools_participatory_research</a>   | UK      |
| Centre for Community Engagement - California State University | 2019 | Community - Based Research Toolkit - 2019 Pilot Report  | Report: 1. Summary. 2. What is Community-based Participatory Research? 3. Successes, Challenges & Suggestions. 4. Student reflections. Appendices: a. Partnership Development: i) Sample partnership agreement. ii) Sample process document b. Planning and Project Development: i) Sample timeline and accountability document ii) Additional PAR resources c. Student impact: sample reflection questions | <a href="https://www.csulb.edu/sites/default/files/groups/center-for-community-engagement/cbpar_toolkit_2019.pdf">https://www.csulb.edu/sites/default/files/groups/center-for-community-engagement/cbpar_toolkit_2019.pdf</a>   | USA     |
| Centre for Young People's Participation                       | 2009 | Participatory Action and Learning Experiences with Roma Youth                                 | Training Manual   | <a href="http://www.editura.ubbcluj.ro/bd/ebooks/pdf/2009.pdf">http://www.editura.ubbcluj.ro/bd/ebooks/pdf/2009.pdf</a>   |         |
| Child Hub Terre des Hommes                                    | 2020 | YouCreate toolkit - Participatory arts-based action research for well-being and social change | YouCreate Project Guide, YouCreate Art Kit and YouCreate Project Report available in English, French and Arabic   | <a href="https://childhub.org/en/child-protection-online-library/youcreate-toolkit-participatory-arts-based-action-research-well-being">https://childhub.org/en/child-protection-online-library/youcreate-toolkit-participatory-arts-based-action-research-well-being</a> | Hungary |



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| Childfund International   | 2010 | Child and Youth Friendly participatory action research toolkit | Includes: Identification tools (e.g. Community mapping/puppet show), Prioritizing Tools (e.g. Diamond ranking/paper houses), Analysing Tools (e.g. Why? Why? Why? /Tree analysis), Planning Tools (e.g. Time machine/rocks and carts),  | = <a href="https://resourcecentre.savethechildren.net/node/11578/pdf/child_friendly_par_toolkit_small.pdf">https://resourcecentre.savethechildren.net/node/11578/pdf/child_friendly_par_toolkit_small.pdf</a>   | International |
| Centre for Social Justice and Community Action, Durham University | 2012 | Resources for Participatory Action Research                    | 1. Our Approach. 2. Resources: a) Approaches to doing research together b) Participatory action research toolkit: an introduction to using PAR as an approach to learning, research and action c) Co-inquiry toolkit. Community-university participatory research partnerships: co-inquiry and related approaches d) Community toolkit. A guide to working with universities e) Research in transition: Developing guidelines for activist-academic research collaborations Mapping impact together: Alternative approaches to impact in co-produced research 3. TACKLING ETHICAL ISSUES: a. Community-based participatory research: A guide to ethical principles and practice b. Doing research together: How to make sure things are fair and no one is harmed c. Ethics in community-based participatory research: Case studies, case examples and commentaries d. Performing ethics: Using participatory theatre in community-based participatory research e. Dilemmas cafés: A guide for facilitators FILMS: i. Co-inquiry group, Growing ethics, Breaking down barriers ii) Forum Theatre: Participatory | <a href="https://www.durham.ac.uk/media/durham-university/research-centres/social-justice-and-community-action-centre-for-documents/toolkits-guides-and-case-studies/Resources-for-PAR---Handout.pdf">https://www.durham.ac.uk/media/durham-university/research-centres/social-justice-and-community-action-centre-for-documents/toolkits-guides-and-case-studies/Resources-for-PAR---Handout.pdf</a> | UK            |

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|                             |      |  | ethics through participatory theatre 4. CASES: Case examples and case studies  |   |     |
| Equinet                     | 2017 | Participatory action research methods, tools and ethics                      | Resources including: Participatory Action Research Methods, Tools and Ethics. Community toolbox, Participatory Action Research   | <a href="https://www.equinetfrica.org/participatory-action-research-training-resources">https://www.equinetfrica.org/participatory-action-research-training-resources</a>   | USA |
| Family Youth Service Bureau | 2017 | Power through partnerships: A CBPR toolkit for domestic violence researchers | Online Toolkit: Section one: Overview of CBPR and its importance to the Domestic Violence Field. Section two: Preparation and Planning. Section three: CBPR Values and Practices in the Domestic Violence Context. Downloadable Toolkit. Videos. Extra Tools to download: Consent to Participate in Research Form. Co-created CBPR Project Principles and Agreements. Examples of CBPR Partnerships. Sample Scholarly Article Summary. | <a href="https://cbprtoolkit.org/">https://cbprtoolkit.org/</a>   | USA |
| Funds for NGOs              | 2021 | A Free Child and Youth-Friendly Participatory Action Research Toolkit        | PDF toolkit to download  | <a href="https://freeresources.fundsforngos.org/how-to-guides/a-free-child-and-youth-friendly-participatory-action-research-toolkit/">https://freeresources.fundsforngos.org/how-to-guides/a-free-child-and-youth-friendly-participatory-action-research-toolkit/</a> |     |

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| Hall, R., Brent, Z., Franco, J., Isaacs, M., & Shegro, T. | n.d. | A Toolkit for Participatory Action Research                    | <p>1. Introduction. 2. What is action research? 3. Action research as political practice 4. Participatory methods of research 5. Typical challenges in action research 6. Toolkit: a. research methods you can use b. Mapping c. Timelines d. Key actor analysis e. Visioning 7. Practical Tip 8. Case Study: Bottom-up Accountability Initiatives and Large-Scale Land Acquisitions in Africa a. Theory of change b. Research questions c. Themes d. Action items e. Additional Questions 9. References and further resources 10. Endnotes</p> | <p><a href="https://www.tni.org/files/publication-downloads/a_toolkit_for_participatory_action_research.pdf">https://www.tni.org/files/publication-downloads/a_toolkit_for_participatory_action_research.pdf</a></p> | Canada |
| Healthy City, A Community Research Lab Guide              | 2011 | A Short Guide to Community Based Participatory Action Research | <p>1. What is Community Based Participatory Action Research? 2. CBPAR and Place-Based Research 3. Community Participation and Engagement 4. Benefits of CBPAR 5. Research Ethics in CBPAR 6. Planning a CBPAR 7. Resources. Link to Online Toolbox see below:</p>   | <p><a href="https://hc-v6-static.s3.amazonaws.com/media/resources/tmp/cbpar.pdf">https://hc-v6-static.s3.amazonaws.com/media/resources/tmp/cbpar.pdf</a></p>   | USA    |

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| <p>Hildebrand, J., Lobo, R., Hallett, J., Brown, G., &amp; Maycock, B.</p> | <p>2012</p> | <p>My-Peer Toolkit [1.0] Developing an online resource for planning and evaluating peer-based youth programs</p> | <p>Online resource for planning and evaluating peer-based youth programs. Toolkit is a resource aimed at supporting agencies to implement and evaluate peer-based programs for young people using good practice guidelines. Includes activities, forms etc. Peer-based programs for young people represent an approach in which young people provide a source of informal support for other young people. 5 young people aged 18-27 were involved in two cycles of participatory action research to implement, validate and redevelop approaches and tools. 20 of the 23 tools were incorporated in the My-Peer Toolkit.</p>   | <p><a href="http://mypeer.org.au/tools">http://mypeer.org.au/tools</a></p>                             | <p>Australia</p>   |
| <p>International Collaboration for Participatory Health Research</p>       | <p>2021</p> | <p>Kids in Action</p>  | <p>Includes Resources and Networks and link to Projects. Activities of ICPHR include: 1. Developing guidelines for conducting and evaluating PHR. 2. Describing the unique impact of PHR as compared to other research approaches. 3. Describing which forms of theory and evidence are produced by this approach as compared to other forms of health research. 4. Finding a means for conducting systematic reviews of the PHR literature in order to contribute to the body of international knowledge on improving community health. 5. Creating a database of resources on the theory, practice, and outcomes of PHR. Projects - including contact details: a. Criteria for writing-up and appraising PHR b. Fundraising and Strategy for the ICPHR. c. Supporting Post-Graduate research students doing PHR. d. Engaging NGO's</p> | <p><a href="http://www.icphr.org/kids-in-action.html">http://www.icphr.org/kids-in-action.html</a></p> | <p>Netherlands</p> |

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|   |      |   | in in the work of the ICPHR. e. Participatory Epidemiology f. Migrant Health  |   |   |
| International Institute for Child Rights and Development (IICRD) and Terre des hommes | 2019 | YouCreate Project Guide: Participatory Action Research for Young Change Makers 2019 | Adult Allies - Guidance, activities, forms. 3-month project or mini-PAR project over 1 week. The Art-kit includes participatory activities to support Youth Leaders to plan, implement, monitor, and evaluate youth-led Art-Action projects.  | <a href="https://childhub.org/sites/default/files/library/attachments/200610_tdh_youcreate_projectguide_en_light.pdf">https://childhub.org/sites/default/files/library/attachments/200610_tdh_youcreate_projectguide_en_light.pdf</a> | Swiss organisation working in Europe - specifically Bosnia and Herzegovina, Bulgaria, Croatia, Montenegro, Serbia, Albania, Kosovo, Moldova, Romania, Ukraine, Hungary and Greece |
| Llano Grande Center   | 2001 | Showtime  | Resources/tools recommended for supporting teacher preparation and implementation of student action research. Digital story telling Toolkit: Showtime - Prologue, What's your story? Introduction, Now Showing, The Cast, The Producer, The Writer, The Director, The Editor, The Appendix, Learning Community. | <a href="http://captura.llanogrande.org/">http://captura.llanogrande.org/</a>   | USA   |

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| Michigan.gov.<br>The Department<br>of Labor and<br>Economic<br>Opportunity | n.d. | MiSTEM<br>Network. Youth-<br>led Participatory<br>Action Research | Resources: 1. YPAR and<br>Equitable Practice in Science<br>Education. 2. 3-P Learning and<br>YPAR. 3. YPAR Key Research.<br>4. Implementation Guide. 5.<br>Conflict – How Do You See It?<br>6. YPAR Participant<br>Engagement Contract  | <a href="https://www.michigan.gov/leo/0,5863,7-336-94421_81797_101918_101920_104413---,00.html">https://www.michigan.gov/leo/0,5863,7-336-94421_81797_101918_101920_104413---,00.html</a>   | USA    |
| Ministry of<br>Children and<br>Family<br>Development,                      | 2013 | Youth<br>Engagement<br>Toolkit<br>Resource Guide                  | The resource guide is divided<br>into 3 primary areas: YOUTH<br>ENGAGEMENT FRAMEWORK<br>AND FOUNDATIONS - key<br>concepts of youth<br>engagement - what it is, why<br>it's important, the benefits,<br>and how it can be practiced.<br>PRACTICAL STRATEGIES FOR<br>YOUTH ENGAGEMENT -<br>practical strategies for<br>engaging youth and tips on<br>how to overcome some<br>common challenges.<br>ENGAGING YOUTH FROM<br>DIVERSE BACKGROUNDS -<br>context for working with<br>different youth communities<br>including e.g. Aboriginal<br>youth, deaf and hard of<br>hearing youth, newcomer<br>youth, LGBTQ2S youth, youth<br>in care, young parents,<br>homeless youth and youth in<br>custody | <a href="https://www2.gov.bc.ca/assets/gov/family-and-social-supports/data-monitoring-quality-assurance/information-for-service-providers/youth_engagement_toolkit_resource_guide.pdf">https://www2.gov.bc.ca/assets/gov/family-and-social-supports/data-monitoring-quality-assurance/information-for-service-providers/youth_engagement_toolkit_resource_guide.pdf</a> | Canada |
| MYAN Maine<br>Youth Action<br>Network                                      | n.d. | Youth<br>Participatory<br>Action Research                         | 1. Turning a topic you care<br>about into a research<br>question. 2. Matching<br>methods with research<br>questions: Examples of<br>research methods in practice.<br>3. Producing data. 4. Analysing<br>data 5. Telling the story and<br>presenting the findings. 6.<br>How do we make change? 7.<br>Further resources and<br>inspiration library   | <a href="https://www.myan.org/wp-content/uploads/2020/09/YPAR-handbook_6.12.20.pdf">https://www.myan.org/wp-content/uploads/2020/09/YPAR-handbook_6.12.20.pdf</a>   | USA    |

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| National Youth Agency   | 2021 | Young Researchers Network   | What we do, how to get involved, examples of reports, accreditation available.   | <a href="https://nya.org.uk/skills/live-programmes/young-researcher-and-youth-advisor-network/">https://nya.org.uk/skills/live-programmes/young-researcher-and-youth-advisor-network/</a>           | UK     |
| Ontario Centre of Excellence for Child and Youth Mental Health. | 2016 | Walking the Talk: a toolkit for engaging youth in mental health   | What is youth engagement? Why it matters, Take action, Share your story. Newest toolkit will give a better understanding of youth engagement and how it can directly benefit agencies in child and youth mental health sector.   | <a href="http://www.yetoolkit.ca/">http://www.yetoolkit.ca/</a>   | Canada |
| Oregon Gov.   | 2014 | The Institute for Community Research's Action Research Curriculum | Module 1: Promoting positive youth development: youth participatory action research and youth adult partnerships. Module 2: Laying the foundation of the action research team Module 3: Introduction to youth participatory action research Module 4: Identifying the issue and selecting a research question. Module 5: Methodologies. Module 6: Developing a research plan. Module 7: Developing research instruments. Module 8: Data collection. Module 9: Data analysis. Module 10: Presenting key findings. Module 11: Presenting the data for social change. Module 12: Celebration. Each module has resources within it | <a href="https://www.oregon.gov/OHA/PH/HealthyPeopleFamilies/Youth/Documents/CurriculumYPAR2014.pdf">https://www.oregon.gov/OHA/PH/HealthyPeopleFamilies/Youth/Documents/CurriculumYPAR2014.pdf</a> | USA    |

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| Oregon Health Authority: Youth Health Public Health Division                  | n.d.      | About the YPAR Curriculum. Introduction to YPAR Webinar. Evaluation of YPAR Pilot Project | YPAR Curriculum - Step by step instructions and activities for guiding a group of young people through the action research process e.g. specific social or health topic. Includes video from Webinar Provides step-by-step instructions and activities for guiding a group of young people through the action research process. | <a href="https://www.oregon.gov/oha/PH/HEALTHYPEOPLEFAMILIES/YOUTH/Pages/youth.aspx">https://www.oregon.gov/oha/PH/HEALTHYPEOPLEFAMILIES/YOUTH/Pages/youth.aspx</a>   | USA             |
| Oxfam Novib Academy   | 2019      | Youth-Led Participatory Action Research   | 1. How to empower youth to generate knowledge about and take action to improve their lives? 2. Why? 3. How? 4. What? 5. How does it work? 6. Example: YPAR on teenage pregnancy 7. Impact   | <a href="https://oxfamnovibacademy.wordpress.com/2019/02/06/youth-led-participatory-action-research/">https://oxfamnovibacademy.wordpress.com/2019/02/06/youth-led-participatory-action-research/</a>             | The Netherlands |
| Pain, R., Whitman, G., & Milledge, D. (Durham University) & Lune Rivers Trust | 2010-2011 | Participatory Action Research Toolkit   | 1. Collaboration. 2. Knowledge. 3. Power. 4. Ethics. 5. Building theory 6. Action. 7. Emotions and wellbeing  | <a href="http://communitylearningpartnership.org/wp-content/uploads/2017/01/PARToolkit.pdf">http://communitylearningpartnership.org/wp-content/uploads/2017/01/PARToolkit.pdf</a>                                 | UK              |
| Powershift Network  | n.d.      | Resource Bank   | Network of young people, - organisations run by young people, and campaigns that support youth organizing. Toolkit/guide/manual/workbook – A participatory research toolkit on how to do community surveys to support social justice – Creating Surveys Toolkit   | <a href="https://www.powershift.org/resources/power-our-people-participatory-research-kit-creating-surveys">https://www.powershift.org/resources/power-our-people-participatory-research-kit-creating-surveys</a> | USA             |



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| Population Services International (PSI) | 2021 | The Adolescents 360 Blueprint for Change | <p>Blueprint for Rapid Change, Blueprint for rapid change13 - guide and toolkit.</p> <p>Programmatic blueprint provides a practical guide for replication—with the flexibility to tailor to context in partnership with young people. Practical guide for how to work with and for young people to drive youth-powered sexual and reproductive health breakthroughs — all with the flexibility to tailor to the contexts in which a project operates.</p>   | <p><a href="https://www.psi.org/wp-content/uploads/2020/02/BlueprintForRapidChange.pdf">https://www.psi.org/wp-content/uploads/2020/02/BlueprintForRapidChange.pdf</a></p>   | Ethiopia, Nigeria, Tanzania and Kenya  |
| Rain Barrel Communications              | 2018 | Participatory Research Toolkit           | <p>Participatory research tools developed over a 20-year period and used in multiple social and behaviour change communication (SBCC) projects around the world. 1. A Day in the Life 2. Ask 5 3. Body Mapping. 4. Cannot Do, Will Not Do, Should Not Do 5. Card Sorts and Card Ranking 6. Case Studies for a Set of Units 7. Community Empowerment Scorecards 8. Complete-the-Story/Vignettes 9. Diaries 10. Direct Observations 11. Draw and Describe 12. Free Listing/Word Associations 13. Health Facility Surveys 14. Letters, Phone Calls, Social Media Posts 15. Mobility Maps 16. Most Significant Change/Stories of Change 17. Oral Histories 18. Participatory Photography and Photovoice 19. Participatory -Theatre 20. Participatory Video 21. Public Declarations/Pledges 22. Social Network Mapping 23. Confidence Snails 24. 2x2 Tables for Social Norms</p> | <p><a href="https://static1.squarespace.com/static/5df678c23b758e75366c17cd/t/5e65c84187bd3863b8389431/1583728710133/Participatory+Research+Toolkit+Rain+Barrel+Communication.s.pdf">https://static1.squarespace.com/static/5df678c23b758e75366c17cd/t/5e65c84187bd3863b8389431/1583728710133/Participatory+Research+Toolkit+Rain+Barrel+Communication.s.pdf</a></p> | Examples of PAR in Bangladesh, Cambodia, Ethiopia, India, Indonesia, Jamaica, Mozambique, Nepal, Rwanda, and Sierra Leon |

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| Rutgers                    | 2020 | Explore  | Explore' - Toolkit for involving young people as researchers in sexual and reproductive health and rights programmes. Toolkit includes: Toolkit instructions/case studies, Guidance, 3 types of training manuals to train and support young people to conduct qualitative research: Peer review handbook. Monitoring and evaluation and research in SRHR programmes for young people: Training manual and Handbook, -Research Training Manual. Toolkit adaptable to other topics/fields                                    | <a href="https://www.rutgers.edu/international/our-products/tools/explore">https://www.rutgers.edu/international/our-products/tools/explore</a>   | The Netherlands. Working to improve the sexual and reproductive health and rights in the Netherlands, Europe, Asia, Africa and Latin America |
| Save the Children          | 2018 | Youth Voices: Participatory action research with adolescents affected by the Syria crisis in Egypt and Lebanon | Section 1 - explains what PAR is and how it can be applied to adolescents and youth in humanitarian contexts. Section 2 summarises the Youth Voices project, identifies lessons learned and highlights key recommendations. Section 3 Shares 'how to' guide for anyone considering introducing the PAR approach with adolescents and youth in humanitarian contexts. Practical tools and resources, which can be adapted for use in other projects are offered e.g. Community mapping, Exploration (e.g. community walks). | <a href="https://resourcecentre.savethechildren.net/node/13182/pdf/part_lessons_learned_report_how_to_guide.pdf">https://resourcecentre.savethechildren.net/node/13182/pdf/part_lessons_learned_report_how_to_guide.pdf</a> | International  |
| Students at the Centre Hub | 2015 | Youth Participatory Action Research - Learn about YPAR   | More YPAR Resources: including - Action Research Plus. Community Toolbox. YPAR Elementary Education Materials  | <a href="http://yparhub.berkeley.edu/learn-about-ypar/">http://yparhub.berkeley.edu/learn-about-ypar/</a>   | USA  |

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| The Centre for Youth Impact                                | 2021 | Resource Hub   | Set of resources to support evaluating work with young people. Asking Good Questions Framework - 6 questions. 1. Why do you do what you do? 2. What actually are you doing? 3. Are you doing it consistently well? 4. Are you true to your premises? 5. What do young people think about what you do? 6. Are you achieving your aims?  | <a href="https://www.youthimpact.org.uk/what-we-do/resource-hub">https://www.youthimpact.org.uk/what-we-do/resource-hub</a>   | USA |
| The Educational Video Center                               | 2018 | We are All Connected   | Resources/tools recommended for supporting teacher preparation and implementation of student action research. We Are All Connected - digital media project. Mission and History, Youth Documentary Workshop, Special Project - unequal education revisited. Curriculum materials, study guides, and research articles in support of the documentary work it has done and for teachers to access in and for their classrooms. | - <a href="https://evc.org/">https://evc.org/</a>   | USA |
| The Research Hub for Youth Organizing and Education Policy | n.d. | Youth Participatory Action Research (YPAR) Teacher's Toolkit | Why You Should Use This Toolkit. 2. How You Can Use this Toolkit: Underlying beliefs, Your role, Examples from PJU, Key Definitions, things to consider Before Betting Started. 3. This Toolkit: Planning a Meeting or Workshop Agenda 4. Activities in the YPAR Cycle: Build Community, Select a Problem, Collect and Analyse Data, Develop Policy Arguments and Share With Public Audiences 5. Additional Resources        | <a href="https://www.colorado.edu/education-research-hub/sites/default/files/attached-files/pju_teachers_toolkit_final_version_sio_last_edits_done.pdf">https://www.colorado.edu/education-research-hub/sites/default/files/attached-files/pju_teachers_toolkit_final_version_sio_last_edits_done.pdf</a> | USA |

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| UNC Center for Health Promotion and Disease Prevention   | 2016 | SNAP-Ed Toolkit. Obesity Prevention Interventions and Evaluation Framework  | Overview. 1. Intervention Reach and Adoption. 2. Intervention Components. 3. Intervention Materials. 4. Intervention Costs. 5. Evidence Summary. 6. Evaluation Indicators. 7. Evaluation Materials. 8. Additional Information   | <a href="https://snapedtoolkit.org/interventions/programs/youth-participatory-action-research-projects-y-par/">https://snapedtoolkit.org/interventions/programs/youth-participatory-action-research-projects-y-par/</a>   | USA       |
| Young and Well Co-operative Research Centre : Hagen, P., Collin, P., Metcalf, A., Nicholas, M., Rahilly, K., & Swainston, N. | n.d. | Participatory Design of evidence-based online youth mental health promotion, intervention and treatment                       | 1. Introduction 2. The focus of this guide 3. Using the framework and guide 4. Participatory Design: An overview 5. A Participatory Design approach to youth mental health interventions. 6. A framework for the Participatory Design of evidence-based online youth mental health interventions 7. Methods and artefacts 8. Case study: ReachOut.com 9. Social media. 10. Participatory Design: Best practice. 11. References and resources. | <a href="https://www.westernsydney.edu.au/_data/assets/pdf_file/0005/476330/Young_and_Well_CRC_IM_PD_Guide.pdf">https://www.westernsydney.edu.au/_data/assets/pdf_file/0005/476330/Young_and_Well_CRC_IM_PD_Guide.pdf</a> | Australia |
| Youth Activism Project YPAR Guide.   | 2018 | What is Youth Participatory Action Research? A where-to-start guide for youth, educators, and youth workers around the world. | 1. Introduction. 2. What is Youth Participatory Action Research (YPAR)? 3. Why is YPAR important? YPAR Spotlight: Serbia, YPAR Spotlight: USA 4. How to do YPAR: YPAR Spotlight: Brazil 5. Challenges in YPAR: YPAR Spotlight: Indonesia, YPAR Spotlight: Guatemala. 6. Toolkits and Other Resources  | <a href="https://youthactivismproject.org/wp-content/uploads/2018/05/Youth-Activism-Project-YPAR-Guide.pdf">https://youthactivismproject.org/wp-content/uploads/2018/05/Youth-Activism-Project-YPAR-Guide.pdf</a>         | USA       |

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| Youth Voices                | 2010 | Youth Voices Guide Introduction 2-7           | Guide: Why use this guide? Effective at engaging and working with youth. Promotes authentic youth participation and ownership of projects. Contributes to the personal growth and confidence of participants. Powerful process for promoting dialogue, critical reflection and community connection. Builds strong communities. Impacts on programming and policy. Can be used with existing methods and programs. Youth Voices process is a cycle of six main phrases: 1. Engage 2. Identify 3. Plan. 4. Act. 5. Reflect, Research and Reward. 6. Sustain | = <a href="https://issuu.com/youthvoicesresearch/docs/youth-voices-guide--pages-2-7-">https://issuu.com/youthvoicesresearch/docs/youth-voices-guide--pages-2-7-</a> | Canada |
| Youth-Nex and Equity Center | 2021 | Youth Action Lab                              | Video - 1. What YPAR. 2. Who are we? 3. The Process 4. Research Methods. 5. YPAR in Practice 6. Why YPAR. 7. Conclusion  | <a href="https://www.youtube.com/watch?v=wjxhiisuqf8">https://www.youtube.com/watch?v=wjxhiisuqf8</a>   | USA    |
| Youthprise                  | 2020 | Youth - Participatory Action Research Toolkit | Within the YPAR Toolkit are activities, handouts, tips, and reflections that facilitate lessons on building authentic relationships, co-creating with community, defining YPAR, creating a YPAR proposal for funders, outreaching to community, collecting data, analysing with community, building solutions with community, and making action plans that move data into transformative action.   | <a href="https://youthprise.org/ypar-toolkit/">https://youthprise.org/ypar-toolkit/</a>   | USA    |

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| YPAR Hub | 2015 | New virtual learning curriculum | Virtual Resources: Virtual Curriculum, Virtual Photovoice Curriculum. Learn about YPAR: What is YPAR? YPAR Action. Get started: Youth & Adults, Community Support, YPAR Basics, Team-Building, Understanding Oppression. Define Issue: Project design, Community Strengths and Problems, Choosing Specific Issue. Investigate: Existing data, Focus Groups, Interviews, Mapping, Observations, Photovoice, Surveys. Take Action: Getting the word out, Changing the world, Evaluating Progress | <a href="http://yparhub.berkeley.edu/">http://yparhub.berkeley.edu/</a>   | USA |
| YPAR Hub | 2015 | Photovoice                      | Methods to Present Photos: Objectives, Stories and Tactics Behind Pictures: Objectives, Ethics and Photography: Objectives, Practicing Photography: Objectives, Point of view in Photography: Objectives, Creating a Storyline in Pictures: Objectives, Writing Your Story: Objectives, Identifying & Photographing Assets using SHOWeD Process: Objectives, Issue Mapping Through Photovoice: Objectives, Asset Mapping Through Photovoice: Objectives, Methods to Present Photos: Objectives | <a href="http://yparhub.berkeley.edu/investigate-method/photovoice/">http://yparhub.berkeley.edu/investigate-method/photovoice/</a> | USA |

## Part B: Examples of Youth Participatory Health Research in the UK in the last 20 years.

| Authors  | Year | Article Title / Chapter Title  | Topic                 | Type of research | doi  |
|--|------|--|-----------------------|------------------|--|
| Ali, S., de Viggiani, N., Abzhaparova, A., Salmon, D., Gray, S.      | 2020 | Exploring young people's interpretations of female genital mutilation in the UK using a community-based participatory research approach  | FGM                   | CBPR             | doi:10.1186/s12889-020-09183-6   |
| Taylor, J., Bradbury-Jones, C., Hunter, H., Sanford, K., Ibrahim, N. | 2014 | Young People's Experiences of Going Missing From Care: A Qualitative Investigation using Peer Researchers  | Looked after children | PM               | doi:10.1002/car.2297   |
| Matthew, L., Barron, I., & Hodson, A.                                | 2019 | Participatory Action Research: Confidentiality and Attitudes of Victimized Young People Unknown to Child Protection Agencies   | Child sexual abuse    | PAR              | doi: <a href="https://doi.org/10.1007/s42448-019-00020-x">https://doi.org/10.1007/s42448-019-00020-x</a> |
| Dunn, V.   | 2017 | Young people, mental health practitioners and researchers co-produce a Transition Preparation Programme to improve outcomes and experience for young people leaving Child and Adolescent Mental Health Services (CAMHS). | Mental health         | PM               | doi: 10.1186/s12913-017-2221-4   |

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| Mawn, L.,<br>Welsh, P.,<br>Stain, H.J., &<br>Windebank,<br>P.  | 2015 | Youth Speak: increasing engagement of young people in mental health research  | Mental health               | PAR | doi:<br><a href="https://doi.org/10.3109/09638237.2014.998810">https://doi.org/10.3109/09638237.2014.998810</a>                                |
| Carter, B.,<br>Coad, J.,<br>Brady, L.,<br>Goodenough,<br>T., Moore, A.,<br>Anderson, C.,<br>Clinchant, A.,<br>& Widdas, D. | 2012 | Home-based care for special healthcare needs: community children's nursing services   | Children's Nursing Services | PM  | doi:<br>10.1097/NNR.0b013e31825b6848   |
| Clarke, G.,<br>Boorman, G.,<br>& Nind, M.  | 2011 | 'If they don't listen I shout, and when I shout they listen': hearing the voices of girls with behavioural, emotional and social difficulties | Education                   | PM  | <a href="https://doi.org/10.1080/01411926.2010.492850">https://doi.org/10.1080/01411926.2010.492850</a>  |
| Stevens, I.  | 2006 | Consulting Youth about Residential Care Environments in Scotland  | Care standards              | PM  | link:<br><a href="https://www.jstor.org/stable/10.7721/chilyoutenvi.16.2.0051">https://www.jstor.org/stable/10.7721/chilyoutenvi.16.2.0051</a> |
| Stevens, A.,<br>Coulton, S.,<br>O'Brien, K.,<br>Butler, S.,<br>Gladstone,<br>B., & Tonkin,<br>J.                           | 2014 | RisKit: The participatory development and observational evaluation of a multi-component programme for adolescent risk behaviour reduction     | Risk                        | PC  | -doi:<br>10.3109/09687637.2013.787526  |
| Savona, N.,<br>Knai, C., &<br>Macauley, T.   | 2019 | Investigating system-level drivers of obesity with adolescents: a group model-building exercise   | None listed                 | PM  | doi:10.1016/S0140-6736(19)32880-6  |



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|--|------|---|--------------------------|-----|--|
| Trotman, D.,<br>Enow, L., &<br>Tucke, S.   | 2019 | Young people and alternative provision:<br>Perspectives from participatory -<br>collaborative evaluations in three UK local<br>authorities        | Education                | PE  | -doi:<br>10.1002/berj.3495   |
| Gibson, F.,<br>Aldiss, S.,<br>Horstman,<br>M.,<br>Kumpunen,<br>S., &<br>Richardson,<br>A.                    | 2010 | Children and young people's experiences<br>of cancer care: A qualitative research<br>study using participatory methods                            | Cancer                   | PM  | doi:<br>10.1016/j.ijnurstu.201<br>0.03.019   |
| Taylor, R.M.,<br>Mohain, J.,<br>Gibson, F.,<br>Solanki, A.,<br>Whelan, J.,<br>Fern, L.A.                     | 2015 | Novel participatory methods of involving<br>patients in research: naming and branding<br>a longitudinal cohort study, BRIGHTLIGHT.                | Cancer                   | PM  | doi 10.1186/s12874-<br>015-0014-1  |
| Benaton, T.,<br>Bowers-<br>Brown, T.,<br>Dodsley, T.,<br>Manning-<br>Jones, A.,<br>Murden, J., &<br>Nunn, A. | 2020 | Reconciling care and justice in contesting<br>social harm through performance and arts<br>practice with looked after children and<br>care leavers | Looked after<br>children | PM  | doi:<br>10.1111/chso.12370   |
| Bostock, J., &<br>Freeman, J.  | 2003 | 'No limits,: doing participatory action<br>research with young people in<br>Northumberland.   | Children's<br>services   | PAR | <a href="https://doi.org/10.1002/casp.751">https://doi.org/10.100<br/>2/casp.751</a>                     |
| Booth, J.N.,<br>Chesham,<br>R.A., Brooks,<br>N.E., Gorely,<br>T., & Moran,<br>C.N.                           | 2020 | A citizen science study of short physical<br>activity breaks at school: improvements in<br>cognition and wellbeing with self-paced<br>activity    | Physical<br>activity     | CS  | <a href="https://doi.org/10.1186/s12916-020-01539-4">https://doi.org/10.118<br/>6/s12916-020-01539-4</a> |

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| Hunt, A.,<br>Brown, E.,<br>Coad, J.,<br>Staniszewska,<br>S., Hacking,<br>S.,<br>Chesworth,<br>B., &<br>Chambers, L.   | 2015 | "Why does it happen like this?' Consulting with users and providers prior to an evaluation of services for children with life limiting conditions and their families | Health care       | PC   | doi:<br>10.1177/1367493513510630      |
| Cooper, S.  | 2014 | Putting collective reflective dialogue at the heart of the evaluation process  | Youth work        | PE   | doi:<br>10.1080/14623943.2014.900019  |
| Nobles, J.,<br>Thomas, C.,<br>Gross, A.B.,<br>Hamilton, M.,<br>Trinder-<br>Widdess, Z.,<br>Speed, C.,<br>Gibson, A.,<br>Davies, R.,<br>Farr, M.,<br>Jago, R.,<br>foster, C., &<br>Redwood, S. | 2020 | "Let's Talk about Physical Activity": Understanding the Preferences of Under-Served Communities when Messaging Physical Activity Guidelines to the Public            | Physical activity | PM   | doi: 10.3390/ijerph17082782           |
| McAndrew, S.,<br>Warne, T.,<br>Fallon, D., &<br>Moran, P.   | 2012 | Young, gifted, and caring: A project narrative of young carers, their mental health, and getting them involved in education, research and practice                   | Mental health     | PC   | doi: 10.1111/j.1447-0349.2011.00762.x |
| Hodges, C.E.M.,<br>Fenge, L-A.,<br>& Cutts, W.  | 2014 | Challenging perceptions of disability through performance poetry methods: the 'Seen but Seldom Heard' project.   | Disability        | PM   | doi:<br>10.1080/09687599.2014.907775. |
| Rogers, J.,<br>Carr, S., &<br>Hickman, C.   | 2018 | Mutual benefits: The lessons learned from a community based participatory research project with unaccompanied asylum-seeking children and foster carers.             | Asylum            | CBPR | doi:10.1016/j.childyouth.2018.01.045  |

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|---|------|--|---------------------------|------------|---------------------------------------|
| Sime, D.  | 2008 | Ethical and methodological issues in engaging young people living in poverty with participatory research methods | Poverty and participation | PM and PPI | doi:10.1080/14733280701791926         |
| Dovey-Pearce, G., Walker, S., Fairgrieve, S., Parker, M., & Rapley, T.    | 2019 | The burden of proof: The process of involving young people in research   | Health care               | PAR        | doi:10.1111/hex.12870                 |
| Coad, J.  | 2013 | Involving young people as co-researchers in a photography project  | Health beliefs            | PAR        | doi: 10.7748/nr2012.01.19.2.11.c8903. |
| O'Brien, N., & Moules, T.   | 2007 | So round the spiral again: a reflective participatory research project with children and young people            | Education                 | PAR        | doi: 10.1080/09650790701514382        |
| Petrie, S., Fiorelli, L., & O'Donnell, K.                                 | 2006 | 'If We Help You What Will Change?' — Participatory Research with Young People.                                   | Teenage pregnancy         | PAR        | -doi: 10.1080/09649060600762332       |
| Percy-Smith, B.   | 2007 | You think you know? ... You have no idea': youth participation in health policy development.                     | Health care               | CBAR       | doi: 10.1093/her/cym032               |
| Godin, P., Davies, J., Heyman, B., Reynolds, L., Simpson, A., & Floyd, M. | 2007 | Opening communicative space: A Habermasian understanding of a user-led participatory research project            | Mental health             | PR         | -doi: 10.1080/14789940701470283       |

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| Dunn, V., & Mellor, T.   | 2017 | Creative, participatory projects with young people: Reflections over five years  | Participation                  | PM  | doi:<br><a href="https://doi.org/10.18546/RFA.01.2.05">https://doi.org/10.18546/RFA.01.2.05</a>                             |
| Lundy, L., McEvoy, L., & Byrne, B.   | 2011 | Working With Young Children as Co-Researchers: An Approach Informed by the United Nations Convention on the Rights of the Child  | Education                      | PAR | <a href="http://dx.doi.org/10.1080/10409289.2011.596463">http://dx.doi.org/10.1080/10409289.2011.596463</a>                 |
| Yanar, M.Z., Fuzli, M., Rahman, J., & Farthing, R.                           | 2016 | Research Ethics Committees and Participatory Action Research With Young People   | Youth Voice                    | PAR | <a href="https://www.jstor.org/stable/90012141">https://www.jstor.org/stable/90012141</a>                                   |
| Shepherd, E., Hoyle, V., Lomas, E., Finn, A., & Sexton, A.                   | 2020 | Towards a human-centred participatory approach to child social care recordkeeping  | Children's Social Care Records | PAR | doi:10.1007/s10502-020-09338-9  |
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|--|------|---|------------------|------|---|
| Graham, T.,<br>Rose, D.,<br>Murray, J.,<br>Ashworth,<br>M., & Tylee,<br>A. | 2014 | User-generated quality standards<br>for youth mental health in primary care:<br>a participatory research design using<br>mixed methods  | Mental<br>health | PR   | -doi:10.1136/bmjqs-<br>2014-002842  |
| Moules, T.   | 2009 | They wouldn't know how it feels . . .':<br>characteristics of quality care from young<br>people's perspectives: a participatory<br>research project   | Hospital<br>care | PR   | doi:<br>10.1177/13674935093<br>44824  |
| Brady, G., &<br>Franklin, A.   | 2019 | Challenging dominant notions of<br>participation and protection through a co-<br>led disabled young researcher study.   | Disability       | PAR  | doi:10.1108/JCS-03-<br>2019-0016  |
| Watson, M.,<br>& Douglas F.  | 2012 | It's making us look disgusting...and it<br>makes me feel like a mink...it makes me<br>feel depressed!: using photovoice to help<br>'see' and understand the perspectives of<br>disadvantaged young people about the<br>neighbourhood determinants of their<br>mental well-being | Mental<br>health | CBPR | <a href="https://doi.org/10.1080/14635240.2012.723379">https://doi.org/10.1080/14635240.2012.723379</a> |

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