

Call for Proposed Chapters for a Book on:

Effective Practice of Adult-Youth Engagement in Social and Environmental Justice

It is truly difficult to make a democracy...
It is not what I say that says I am a democrat,
that I am not racist or machista,
but what I do

Freire (1998, p. 67).

Focus

This book will propose that youth and adults should work together, and learn from and with each other to develop a common vision of social and environmental justice, and be engaged as part of a community working toward that vision. Capacity building in social and environmental issues in education should not only focus on youth and youth leadership, but also on the ability to move beyond the “adult as expert” model of interactions to develop collaborative relationships between adults and youth. This book will include chapters that examine examples of effective practice, address issues of teacher-student or adult-youth relationships, and explore how practice can either promote or limit democratic and dialogic partnerships. Drawing from international perspectives, it is hoped this book will introduce a wide variety of theoretical and practical approaches for understanding effective practice in developing youth engagement in leadership and social justice, while offering a place for sharing experiences that create comfort and insights for adults and youth to explore and expand their engagement with social and environmental community activism.

We are looking for international experiences, narratives, theoretical approaches and encourage alternative forms of expression, such as poetic work. Submissions should address one of the following objectives and/or relate to one of the proposed themes.

Objectives

1. To document effective practices of adult-youth engagement in democratic decision-making using a framework of dialogic leadership.
2. To develop strong theoretical frameworks for adult participation with youth in bringing about democratic changes in communities.
3. To promote dialogue amongst practitioners working with youth.
4. To create spaces for adults to see possibilities, potential and implications of moving beyond transmission model of teaching *about* social and environmental justice issues.
5. To create comfort for educators to explore how to bring social and environmental justice into everyday practice working with youth in ways that encourage joint learning.

Proposed themes

1. Describing and analyzing projects of effective adult and youth engagement in social and environmental justice issues.
2. Examining experiences of youth leadership and/or youth-adult partnerships in pedagogical situations that seek to implement collective action.
3. Moving beyond transmission model for social and environmental justice issues and implications for pedagogy. Seeking examples of social and/or environmental justice-focused youth projects involving leadership and development.
4. Examining the multifaceted responsibilities of adults in supporting youth actively engaging in addressing and building their communities.
5. Investigating how we as educators, theoretically and practically, work with youth to recreate more dialogical and democratic forms of pedagogy and community engagement.
6. Asking what conscious and unconscious obstacles and possibilities individuals and systems create that inhibit and promote the engagement of social justice pedagogy.
7. Exploring examples, principles and values, skills and competencies, action-oriented methods, and facilitative relationships that generate motivation for participation, foster multi-generational partnerships and encourage democratic youth leadership.

Potential readership

Adults working with youth in school, school programs, and community settings; people working with at risk youth and youth in care; community youth leadership programs; people in social justice work with youth. The book has potential as a text or reference book in teacher education, social work, youth care, and human justice programs.

Timeline

- A **500-word** abstract for your proposed chapter will need to be submitted by **November 15th, 2005**. This should be accompanied by a 50-75-word **biography**.
- All authors will be informed of the outcome of their proposals by the end of January 2006.
- The **accepted chapter** will be needed for submission by the end of May **2006**.

Please submit abstracts and biography in .txt, .rtf, .wpd or .doc format.

Editorial Team

Dr. Linda Goulet is an Associate professor at the Department of Indian Education, First Nations University of Canada where she teaches Indigenous pedagogy and anti-racism education. Linda comes to this project from her work in community with students and their teachers around the issues of racism and discrimination in schools and is keenly interested in exploring alternative approaches in education and activism in social justice.

Dr. Alison Sammel is an Assistant Professor and the Chair of Science Education at the Faculty of Education at the University of Regina, Saskatchewan, Canada. Ali's research and teaching focus includes preservice elementary and high school science, with particular interest in social and environmental justice issues, and political agendas, through the dual lenses of critical theory and feminist poststructuralism.

Dr. Warren Linds is Assistant Professor in Applied Human Sciences, Concordia University. Warren has a background in facilitation of theatre for social change. He currently teaches in diversity education and group facilitation and has worked with youth in developing leadership skills in anti-racism programs.

For more information, or to submit an abstract, contact:

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