



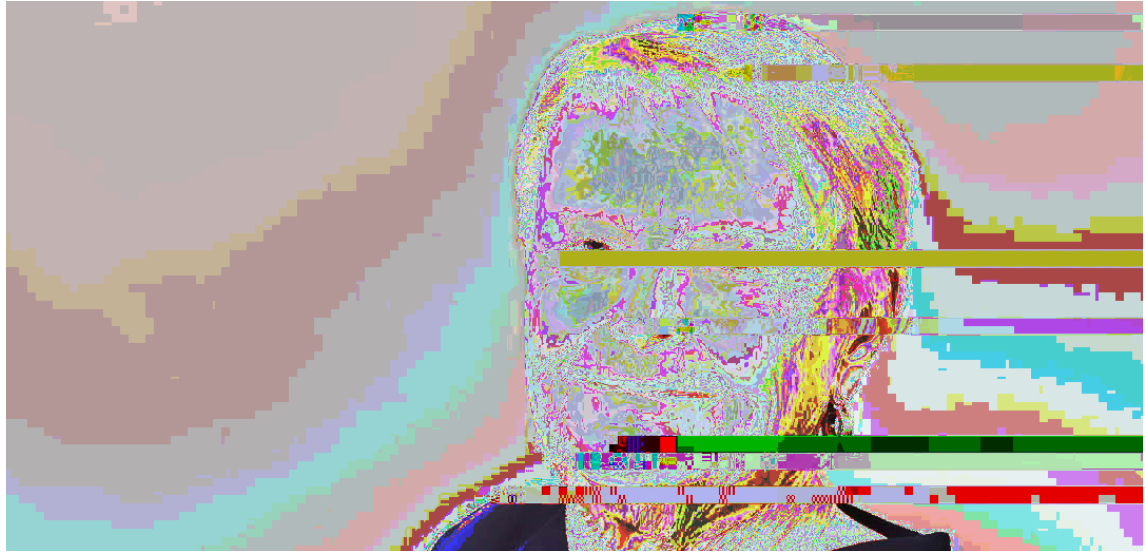
Institute for Human Development and Well-being



Claudia Mitchell is a Distinguished James McGill Professor in the Department of Integrated Studies in Education (DISE) at McGill University. She is the recipient of the 2019 Leon-Gerin Prix du Quebec, Quebec's highest research honour, for her illustrious career studying gender-based violence prevention, HIV, and AIDS awareness, and working with youth around the world.

A word from the IHDW Director

Claudia Mitchell

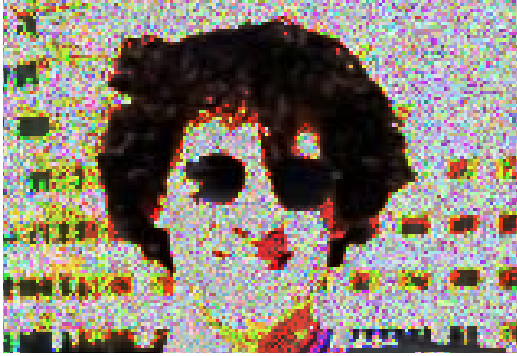


Dear Friends of the IHDW,

Perspectives of Youth and Covid-19

altered the way youth get to experience their lives.

Thus, it is critical that we identify and uplift the voices of Canada's youth to share their experiences and document their development during a time in which their health and wellbeing must be prioritized.



Theodore Chiara is entering his fourth year of his double major degree in Political Science and Philosophy. He is currently interning at the Participatory Cultures Lab (PCL). At the PCL, Theo wants to use his knowledge and interests to learn more about researching, analyzing, and improving the

evaluate, and disseminate an evidenced-based, best-practice bilingual infographic guide to support school mental health professionals, and pre-service school mental health professionals, in their selection of online mental health resources for adolescents during the COVID-19 pandemic.

Dr. Nancy Heath is a James McGill Professor in the Department of Educational and Counselling Psychology at McGill University. Her research program explores resilience and adaptive functioning in young people at-risk (children, adolescents, and young adults)

Dr. Elana Bloom is a psychologist and co-ordinator of the Centre of Excellence for Mental Health at the Lester B. Pearson School Board (LBPSB)

Dr. Gerald Weintraub is a psychologist in the Student Services Department at LBPSB and Interim Co-ordinator of the Centre of Excellence for Mental Health.

Funder: Ministère de la Santé et des Services Sociaux – Québec

The project addresses the question youth are asking, “How will we develop under physical distancing and social isolation?” The dramatic Covid-19 pandemic is shifting everyone’s lives and there is wide promotion of social distancing as the mainstay of managing local spread. This has profound consequences for community engagement and personal well-being. For young people, even in an era of social media, the idea of physical distancing has been particularly challenging.

We urgently need to learn more about how young people see the issues and how they can be engaged in co-production of knowledge about the pandemic. This project looks at the pandemic ‘through the eyes of youth’: What is

their youth of urgency, of agency and of coping under prolonged social isolation? What unmet mental health need is created or exacerbated by the crisis? What new creative and educational methods are they developing, including through social media?

We also want to learn how this experience will affect the lives of youth after the pandemic, particularly in relation to their connectedness?

Including youth as co-producers of knowledge during and after this crisis, particularly in relation to social distancing, will inform policies and practices in several areas including mental health, education, and community engagement in crisis management. Reduced access to formal support systems that are typically in place for youth (e.g. schools, youth centres, mental health services, physically mixing with friends) produces a multi-pronged challenge. Service providers and researchers have few avenues for tapping into the perspectives of youth, particularly marginalized populations such as Indigenous, new Canadians, and LGBTQI groups.

A deeper understanding of social connections and youth engagement can have far reaching possibilities for informing a post-Covid-19 world, something that we are seeing in longitudinal youth-focused AIDS pandemic research.

h T E m AD rE E

normal connections.

The full CBC Radio interview can be found [here](#).

Publications on Covid-19



driven programming carried out by NGOs. In some cases, working to combat sexual and gender-based violence (SGBV) could potentially do more harm than good. These were some of the issues raised when the editors put out a call for articles in May, 2020. It was some months after the pandemic started and the editors were wondering who would be able to do empirical research or write Publications articles while doing home schooling. In spite of all expectations, many proposals were received! This issue of Girlhood Studies brings together a collection of articles representing the situation of girls and young women in different countries, including Russia, China, US, Canada, Jordan, Kenya, and Bangladesh. The authors address a wide range of concerns and use innovative methods and tools such as using online platforms to do participatory visual work or conduct interviews, or testing out new genres of representation such as a visual novella or comic books.

Publisher: Berghahn Press, New York, USA

In December, 2020 Girlhood Studies: An Interdisciplinary Journal edited by Claudia Mitchell and Ann Smith published a Special Issue “The Lives of Girls and Young Women in the Time of COVID-19”. The pandemic has exacerbated gender inequalities and negative affected health. Girls and young women around the world are facing increasing levels of precariousness as a result of health measures taken to curb the transmission of the virus. The lack of privacy in the households makes it more difficult to carry on face-to-face or technology

hygiene have fueled thousands of deaths within long term care facilities. People of color are at a higher risk of catching COVID-19 and dying from the disease than white people. International students are also caught between omissions as they confront suspended work permits, visas, and limited access to health care or insurance, while students with disabilities may struggle in adapting to social challenges and interacting online. Now, more than ever, it is important to examine and confront long-overlooked intersecting and interlocking barriers and systems of oppression that many marginalized communities experience. The primary goal of these publications is to unearth and unpack these emerging and uncertain challenges and develop realistic guidelines and suggestions for addressing these complex issues. The IMPACTS Project has begun to engage in important work to address domestic and sexual violence; cyberbullying, scapegoating and victim-blaming during the COVID-19 pandemic. These two collections aim to explore potential solutions for how society can support people in need in a range of important areas outlined below. These publications will take an intersectional approach to understanding the effects of the pandemic on diverse communities.

Publisher: Berghahn Press, New York, USA

A new book by Claudia Mitchell and Ann Smith,

Dr. Prachi Srivastava is tenured Associate Professor, Western University, specialising in education and global development. She is also Member, World Bank Expert Advisory Council on Citizen Engagement, and Senior Research Fellow, NORRAG. Previously, she served with the United Nations Mission in Kosovo and the International Rescue Committee. She holds a master's and bachelor's from McGill University, and a doctorate from the University of Oxford. Currently, Dr. Srivastava is working on the global education emergency caused by the COVID-19 pandemic. She has led high-level policy briefs on education policy and planning and equity implications of the pandemic for the Think 20 (T20) , the official global engagement group of the G20, for the 2020 and 2021 G20 Summits. She has been commissioned by UNESCO to draft a paper on the futures of education for pandemic recovery.

Domestically, Dr. Srivastava has been consulted by the Ontario COVID-19 Science Advisory Table on education issues, and was a lead author for the Science Table brief on education and co-author of the school reopening guidance. She also led the creation of the COVID-19 School Dashboard, an open-access data visualization portal mapping all school-level cases in Ontario with school-level demographic data to provide a clearer indication on the impact on local school communities. The dashboard has been widely covered in local and international media.

Dr. Srivastava has been invited to provide expertise and commentary on COVID-19 education disruptions by the UNICEF Office of Global Insight and Policy, UNESCO, the BE2 education donor working group, and a range of global and Canadian civil society and non-governmental organisations. She has frequently appeared in The Globe and Mail, CBC and CBC Radio-Canada, CTV, and Global News TV, radio, and online media outlets, Maclean's, The National, amongst a range of scholarly podcasts and other media, for her work on COVID-19 education analysis cross-nationally, provincially, and globally.

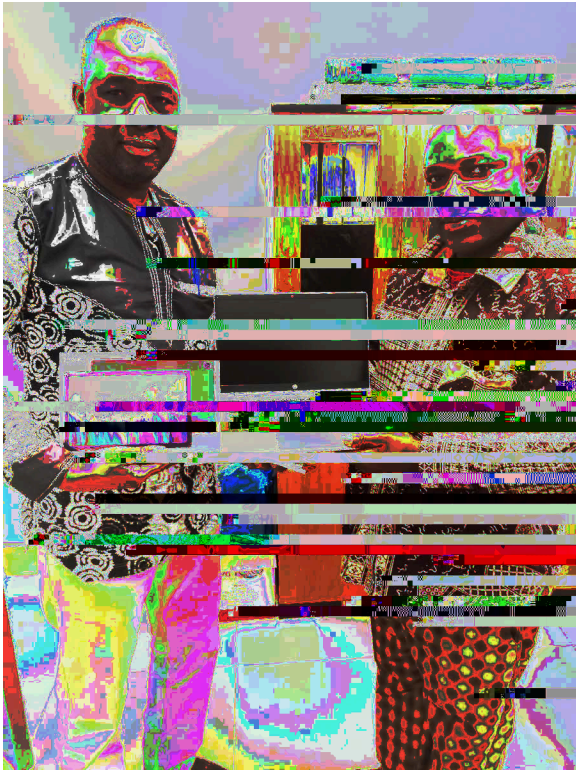
Dr. Srivastava's long-term research interests are: non-state private sector engagement in

New Research @ the IHDW



PREAM is a three-year international collaboration between McGill University, L'Université des Lettres et Sciences Humaines de Bamako (ULSHB), Plan International Canada, and Plan International Mali. It uses participatory visual methods to investigate the relationship between girls' agency and their participation in education in conflict-affected regions of Mopti and Ségou, Mali

The concept of agency is now commonly used in both social and cognitive sciences. It could even be argued that women's agency, in particular, has reached the status of buzz word in some disciplines. But are we always talking about the same thing? A new literature review conducted for the project 'Participatory research on education and agency in Mali' (PR Â



Researchers from ULHSB in Bamako receive equipment for cellphilmaking as part of PREAM research.

children and youth themselves perceive agency and the components of agency that matter most to them. We therefore call for more participatory studies involving youth from around the world – young women in particular – because agency does not have to be an elusive concept, it can be a transformative one, if we only take the time and give it the space it deserves.

Dr. Kattie Lussier is a researcher and professor at the Institute of International Development Studies, McGill University. She is currently leading the Participatory Research on Education and Agency in Mali (PREAM) research initiative at McGill, in partnership with PLAN International and L'Université des Lettres et des Sciences Humaines de Bamako. PREAM investigates the relationship between girls' agency and their participation in education in conflict-affected regions of Mopti and Ségou, Mali.

During the review process, we came across more than 30 different definitions of agency in the English literature alone.

That said, Naila Kabeer (1999)'s definition – the ability to define one's goals and act upon them – appears to be the most influential across fields and has been expanded upon by different authors. Overall, there seem to be a general agreement that agency is about purpose, potential, and action.

It can manifest itself differently in different domains of life and is affected by norms and structural constraints. One of the key lessons from the literature is that efforts to enhance agency have to go hand in hand with addressing inequitable social norms and sociocultural barriers.

The literature reviewed suggest that when studying agency with children and youth, researchers should keep in mind their asymmetrical position with adults, but still regard them as being able to make decisions and influence their environment in their own unique peer cultures. However, little is known of how

Globally, stories of suffering and human struggle are shared daily (if not hourly), using digital formats, such as internet videos, news stories, social marketing, and fundraising campaigns. These digital stories are often created and shared with an attempt to generate awareness about a problem, impart knowledge on contemporary issues, and to promote compassion. The practice of sharing moments of life and the insights provided by these experiences are valuable to both the tellers and the listeners in terms of catharsis, healing, reconciliation. Social marketing or fundraising campaigns, in the form of video testimonials, aim to reduce mental illness stigma while simultaneously raising money for research and services. An example is the Bell Canada's 'Let's Talk' anti-stigma fundraising campaign feature celebrities, such as Clara Hughes Canadian Olympic medalist who struggled with depression and is now sharing her story to help others. Do all digital testimonials and narratives have the same impact?

The Learning to care: Exploring empathy and

compassion using digital narratives, a Social Sciences and Humanities Research Council sponsored grant, attempts to answer important questions, such as: (1) How is mental and emotional suffering depicted in social marketing/fundraising campaigns (video testimonials) versus digital stories (digital videos made by citizen with no filmmaking experience)?, and (3) What is the impact of these video depictions (video testimonials versus digital stories) on viewers with respect to their empathy and compassion?

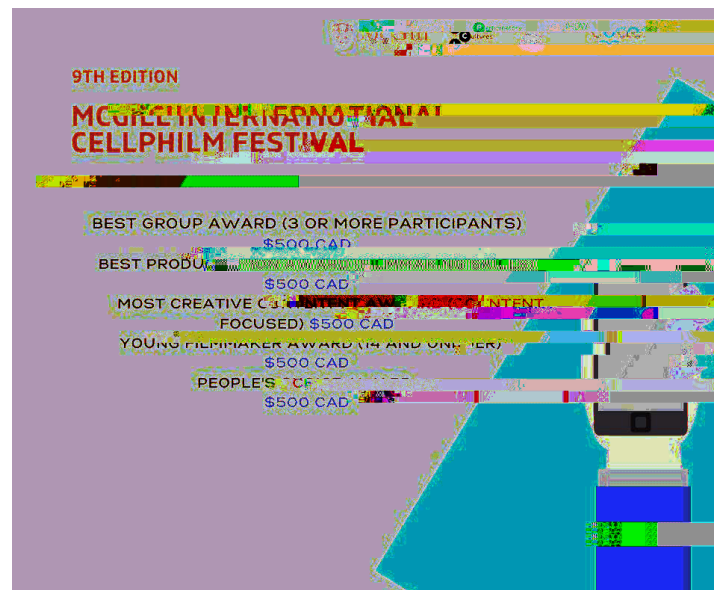
Personal stories powerfully convey knowledge and experiences and connect people. Storytelling is an age-old tradition, bringing people together, sharing stories, and building relationships.

Digital stories are modern versions of this tradition, combining personal narratives and images to create short digital movies. Digital testimonials, often used in advertising or in social marketing/fundraising campaigns, consists of a video interview describing the person's experiences, views, and/or messages. The Learning to care project, will gather and analyse Canadian social marketing and fundraising campaigns, as well as offer digital storytelling workshops to people with lived experience of mental illness and recovery who have no filmmaking experience. A small pilot randomized controlled trial (RCT) will be undertaken to evaluate the impact of video testimonials versus digital stories on viewers with respect to empathy, compassion, and stigma about mental illness.

Manuela Ferrari is an Assistant Professor in the Department of Psychiatry at McGill and the principal investigator of this project. Sahar Fazeli, Ann-Catherine Lemonde, Geoff Meugens, Claudia Mitchell, Srividya Iyer, Rob Kershaw, Jai Shah are distinguished members of the Learning to Care project.

Events @ the IHDW

Festivals and Symposia



of Indigenous girls, reflecting not only the diversity of participants but also the creativity in interpreting this year's theme.

The festival began with an introduction from Dr. Claudia Mitchell, speaking about this year's theme of "transformation" and how it has shown its relevance, not only in the context of the pandemic, but also in its ability to relate to each person's own unique experiences. This was followed by a few words from Scott Walter, executive director of CODE, a partner with the Participatory Cultures Lab and the Institute for Human Development and Well-Being, who spoke about the organization's work and mission.

This year's panel of judges featured Heloisa Modesto and Brett Pardy. Dr. Sarah Switzer was this year's keynote speaker with her presentation titled, "Transforming How we Gather: Reflections on Community-Engagement in COVID-19." This presentation concerned what it means to facilitate and participate in community- engaged projects online in the context of the pandemic and in the spirit of the festival's theme, transformation.

<https://mcgill.ca/x/o9Y>



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Office #303 Duggan House | 3724 rue McTavish,
Montreal, QC, H3A 1Y2

