Youth Civic Engagement – Annotated Bibliography[1]

Jennifer L. O'Donoghue
John W. Gardner Center for Youth and Their Communities
Stanford University
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I. FROM YOUTH DEVELOPMENT TO COMMUNITY YOUTH DEVELOPMENT TO CIVIC ENGAGEMENT

1. Pittman, K. (1996). "Community, Youth, Development: Three Goals in Search of Connection." New Designs for Youth Development, Winter.

   Outlines a shift in the field of youth development towards greater recognition that youth develop in broader contexts and that youth development both is influenced by and influences community development. Presents the basics of youth development, discusses the importance of linking it with community development, and introduces the concept of Community Youth Development (CYD). Outlines "next steps" in promoting CYD – from broadening goals, practices and actors, to building core supports and opportunities and targeting under-served youth and communities without "trapping" them.

2. "Rebuilding Communities, Renewing Democracy: Weaving Youth and Civic Development." Report proceedings from: Emerging Best Practices: Weaving the Work of Youth and Civic Development, Wingspread Conference Center, Racine, WI, March 1-3, 1996.

   Proceedings from conference aimed at linking youth development with civic development. Identifies principles for youth and civic development as well as tensions that arise in bridging these two fields. Provides case studies of several programs and concludes with possible indicators of success and strategies for next steps.

3. Kahne, J., Honig, M.I., and McLaughlin, M.W. (1998). "The Civic Components of Community Youth Development." New Designs for Youth Development, 14(3).

   Introduces the link between youth civic engagement and youth participation in community organizations that link them to a "democratic agenda." Profiles one such organization and discusses the implications of such efforts – they build skills for collaboration and decision-making, foster motivation, and increase sense of agency and belonging. Raises questions/tensions in this work (e.g. the need to involve youth in critical political analysis, not just service).

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[1] This annotated bibliography is presented in chronological order to represent the development of the field.

4. Mohamed, I.A. and Wheeler, W. (2001). "Broadening the Bounds of Youth Development: Youth as Engaged Citizens." New York: The Ford Foundation and Chevy Chase, MD: The Innovation Center for Community and Youth Development.

    Provides rationale for joining a positive youth development framework with civic activism and leadership, especially for marginalized youth. Discusses lessons learned from the Youth Leadership for Development Initiative.

II. YOUTH CIVIC ENGAGEMENT (YCE)[2]

1. Andolina, M.W., Jenkins, K., Keeter, S., and Zukin, C. (2002). "Searching for the Meaning of Youth Civic Engagement: Notes from the Field." Applied Developmental Science, 6(4), 189-195.

    Reports on the early lessons from a study of YCE that explores how young adults approach politics, volunteerism, community, civic duty, and generational identity. Finds youth's understandings to be subtle and nuanced, posing unique challenges for quantitative research of YCE.

2. Lake Snell Perry & Associates and The Tarrance Group, Inc. (2002). "Short Term Impacts, Long Term Opportunities: The Political and Civic Engagement of Young Adults in America." Report for the Center for Information and Research on Civic Learning and Engagement (CIRCLE) and The Center for Democracy and Citizenship and The Partnership for Trust in Government. March, 2002.

    Presents results of a national survey of 1,500 young people age 15-25. Examines feelings towards political participation and government, civic involvement, and the role of parents, political parties and religion in YCE. Looks specifically at effects of September 11th attacks.

3. Sherrod, L.R., Flanagan, C., and Youniss, J. (Eds.) (2002). The Development of Citizenship: Multiple Pathways and Diverse Influences. Applied Developmental Science, 6(4).

    This special issue journal presents articles that discuss YCE and youth civic development from multiple perspectives – from service to the role of school or youth programs to the influence of race, ethnicity, and sexuality. Concludes with a discussion of the "what, why, when, where, and who" of civic development.

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[2] We have gathered a variety of pieces that contribute to the concept of "youth civic engagement." Some are broader (youth participation) or more specific (youth civic development) understandings; others may use different strategies (service, public work, or action) or different language (civic, political, public, or citizenship) to describe their work.

4. Skelton, N., Boyte, H.C., and Leonard, L. S. (2002). "Youth Civic Engagement: Reflections on an Emerging Public Idea." Minneapolis, MN: Center for Democracy and Citizenship.

   Notes the emergence of YCE as a "public idea" and emphasizes the need to articulate the meaning of and challenges to realizing this idea. Discusses shift from volunteerism to YCE and poses key questions to consider in thinking about YCE. Provides indicators of "fully realized YCE" that outlines who is involved, what they do, with whom they work, and what they learn.

5. Youniss, J., Bales, S., Christmas-Best, V., Diversi, M., McLaughlin, M., & Silbereisen, R. (2002). "Youth Civic Engagement in the Twenty-First Century." Journal of Research on Adolescence, 12(1), 121-148.

   An overview of youth civic competence and the context of YCE internationally. Raises definitional issues in understanding civic engagement and posits a continuum between formal political acts, political actions, and service. Discusses global patterns of YCE and conditions confronting youth and identifies potential sites for the development of civic competence. Concludes with policy and research considerations to support YCE.

   A. Youth Participation

   a. Hart, R. (1992). Children's Participation: From Tokenism to Citizenship: Innocenti UNICEF.

      Looks at young people's participation in public life in Kenya, India, the Philippines, and Brazil. Examines factors affecting participation and its benefits on an individual, cultural, and community (local to global) level. Develops a "ladder of participation" that extends from manipulation through full participation. Provides recommendations to nurture youth participation by altering school curricula, supporting NGOs, and creating opportunities for parents to also feel themselves empowered through participation.

   b. Pittman, K., Ferber, T., & Irby, M. (2000). Youth as Effective Citizens. Takoma Park, Maryland: International Youth Foundation - US.

      Highlights the move in youth work towards greater youth participation in community change efforts. Points to the need to create safe spaces for young people to participate by changing expectations and assumptions and creating opportunities for real power sharing between youth and adults. Develops the idea of "action pathways" that allow young people to link their learning with community action on real issues.

c. Rajani, R. (2001). "The Participation Rights of Adolescents: A Strategic Approach." Working paper of the United Nations Children's Fund. New York: UNICEF Programme Division.

Provides a broad overview of the field of youth participation. Looks at questions of the definition and value of participation, levels of engagement, and inclusiveness. Presents a framework for promoting youth participation and outlines key strategies and effective entry points for bringing participation to all aspects of youth's lives. Concludes with discussion of setting and monitoring goals and next steps.

d. O'Donoghue, J.L., Kirshner, B., and McLaughlin, M. (2003). "Introduction: Moving Youth Participation Forward." New Directions for Youth Development, 96, 15-26.

Provides a sketch of the state of the field of youth participation. Identifies and examines potential myths around youth engagement. Points to the need to answer questions about power and the roles of youth and adults in order to move youth participation forward.

B. Youth Civic Development

a. Youniss, J., McLellan, J., & Yates, M. (1997). "What We Know about Engendering Civic Identity." American Behavioral Scientist, 40(5), 620-631.

Discusses the developmental process of citizenship formation, arguing that participation in youth can be seminal in the construction of a civic identity that includes a sense of agency and social responsibility. Finds that adults who participated as youth are more likely to participate as adults. Concludes that opportunities for meaningful participatory experiences enable youth to discover their potency, assess their responsibility, acquire a sense of political processes, and commit to a moral-ethical ideology.

b. Flanagan, C. A., & Faison, N. (2001). "Youth Civic Development: Implications of Research for Social Policy and Programs." Social Policy Report: Giving Child and Youth Development Knowledge Away, 15(1), 1-15.

Provides an overview of youth civic development, implications of current policies and research needs. Offers definitions and correlates of key concepts such as civic literacy and skills and civic attachment. Points to the special role of adults in providing opportunities for youth to develop and practice these skills. Raises questions about equality of such opportunities, particularly for ethnic minority youth.

c. Sherrod, L. R., Flanagan, C., and Youniss, J. (2002). "Dimensions of Citizenship and Opportunities for Youth Development: The What, Why, When, Where, and Who of Citizenship Development." <u>Applied Developmental Science, 6</u>(4), 264 - 272.

Considers definition and conceptualization of citizenship, why youth should be interested in it, when it should be fostered developmentally, where efforts should be placed, and potentially different needs and usefulness of different strategies with diverse populations of youth. Concludes with a charge for future research.

C. <u>Conceptions of YCE</u>

1. *Service*
a. Boyte, H. C. (1991). "Community Service and Civic Education." <u>Phi Delta Kappan, 72</u>(10), 765-767.

Critiques community service for not providing the skills youth need to participate in the public world. Holds that service learning most often uses a therapeutic or personal language that makes service apolitical and does not allow youth to reflect on the complex dynamics of power, race, and class.

b. Seigel, S., & Rockwood, V. (1993). Democratic Education, Student Empowerment, and Community Service: Theory and Practice. <u>Equity & Excellence in Education, 26</u>(2), 65-70.

Describes the benefits that can come from community service if youth are given genuine "choice and voice" in decision-making and if they see their actions valued by the public. Literature review finds that community service does not often meet its potential – most programs do not provide room for youth voice and do not sufficiently explore the connection between service and underlying social problems. Also finds that service is most often an add-on for gifted students.

c. Walker, T. (2002). "Service as a Pathway to Political Participation: What Research Tells Us." <u>Applied Developmental Science, 6</u>(4), 183-188.

Reviews research on the political outcomes of young people's service participation to test whether the historical pathway connecting service to political engagement remains significant. Argues that most research operationalizes citizenship as a helping behavior, viewing service as an alternative to politics. Concludes with recommendations for reinvigorating service to support more robust political participation.

2. *Public Work*

   a. Bass, M. (1997). "Citizenship and Young People's Role in Public Life." <u>National Civic Review, 86</u>(3), 203-210.

   Explores the ways in which differing conceptions of citizenship (civics, communitarian, public work) influence youth's opportunities for civic engagement. Provides case studies of public work programs and concludes that public work provides the most effective means to create powerful roles for youth in public life.

   b. Boyte, H. C., & Skelton, N. (1997). The Legacy of Public Work: Educating for Citizenship. <u>Educational Leadership, 54</u>(4), 12-17.

   Describes the work of Public Achievement, a work-centered, civic education program that maintains a philosophy of education enhancing people's productive capacities to benefit the commonwealth. Uses case examples to show how engagement in work on public projects helps youth learn to value teamwork, work with diversity, and develop confidence.

3. *Youth Action*

   a. Irby, M., Ferber, T., & Pittman, K. (2001). <u>Youth Action: Youth contributing to communities, communities supporting youth</u>. Community & Youth Development Series, Volume 6. Takoma Park, MD: The Forum for Youth Investment.

   Looks at trend towards increased youth action in communities, exploring benefits and implications of such involvement, tensions between different approaches to youth and civic development, commonalities and differences among various types of youth action programs, process for getting youth involved, and future directions for practice, policy, research, and funding. Proposes a "hybrid" model for youth action that mixes best practices of youth development and community development. Identifies the "common core" of diverse approaches to youth action: capacity, motivation, and opportunity.

4. *Community Organizing*

   a. Cervone, B. (2002). "Taking Democracy in Hand: Youth Action for Educational Change in the San Francisco Bay Area." Occasional paper prepared by What Kids Can Do with The Forum for Youth Investment.

   Presents the accomplishments and challenges of youth organizing groups advocating for better schools and policies. Describes how this work builds capital and capacity among youth and adults, why youth-adult partnerships matter, and how people are brought together across issues, strategies, race and ethnicity, and class. Identifies a need for greater connection between youth and adult school reformers and ends with questions relevant to youth activists and adult partners.

b. Ginwright, S. and James, T. (2003). "From Assets to Agents of Change: Social Justice, Organizing, and Youth Development." <u>New Directions for Youth Development, 96</u>, 27-46.

Uses recent examples of youth political action to illustrate themes of youth political development and empowerment. Provides an overview of the political, economic and cultural context in which youth development and political participation occur. Proposes a framework for Social Justice Youth Development and details the conditions for engaging youth in political empowerment. Examines individual, community and institutional impacts of youth participation in political organizing.

D. <u>Locations of YCE</u>

1. *Schools*

a. Conover, P.J. and Searing, D.D. (2000). "A Political Socialization Perspective." In L.M. McDonnell, P.M. Timpane & R. Benjamine (Eds.), <u>Rediscovering the Democratic Purposes of Education</u> (pp. 91-124). Lawrence, KA: University Press of Kansas.

Examines youth's opportunities for citizenship education and civic engagement, looking at four elements of school experience: sense of community, political discussion, extracurricular activities, and curriculum. Compares opportunities in urban, suburban and rural schools, finding that urban schools offer the fewest opportunities for youth to practice the skills of citizenship.

b. Torney-Purta, J. (2002). "The School's Role in Developing Civic Engagement: A Study of Adolescents in Twenty-Eight Countries." <u>Applied Developmental Science, 6</u>(4), 203-212.

Reports on the IEA Civic Education Study of 90,000 14-year-olds in 28 countries. Finds that schools achieve the best results in fostering civic engagement when they rigorously teach civic content and skills, ensure an open climate for discussing issues, emphasize the importance of the electoral process, and encourage a participative school culture. Points out that schools whose students do not plan to attend college and have few educational resources at home face a special challenge.

2. *Community-Based Youth Organizations and Youth Programs*

a. McLaughlin, M. W. (2000). <u>Community Counts: How Youth Organizations Matter for Youth Development</u>. Washington, DC: Public Education Network.

Describes the broad achievements of youth in community-based organizations, including improved academics, growth in self-confidence and optimism, and increased sense of civic responsibility. Discusses CBYOs as "intentional learning environments." Provides recommendations to support the involvement of youth in

CBYOs that emphasize the importance of local leadership, community context, diverse expertise, and youth voice. Identifies need for policy-makers to view youth as constructive agents identifying and assessing problems as well as solutions.

b. Zeldin, S., McDaniel, A.K., Topitzes, D., and Calvert, M. (2001). <u>Youth in Decision-Making: a Study on the Impacts of Youth on Adults and Organizations</u>. Washington, DC: The Innovation Center for Community and Youth Development.

Looks at the ways in which young people are "infused" (involved and valued) in organizations by examining the impacts of youth participation in decision-making on adults, organizations, and youth who are not directly involved. Presents conditions necessary for youth infusion and organizational change and recognizes that such infusion is very rare – youth are still not included broadly.

c. Stoneman, D. (2002). The Role of Youth Programming in the Development of Civic Engagement. *Applied Developmental Science, 6*(4), 221-226.

Maintains that YCE can be strengthened through youth programs that can go far beyond community service without treading down partisan paths. Offers proven strategies for generating greater youth participation in project creation, increasing the impact of youth in leadership and governance, and utilizing youth as a powerful resource for public advocacy.

3. *Government*

a. Pancer, S.M., Rose-Krasnor, L., and Loiselle, L.D. (2003). "Youth Conferences as a Context for Engagement." <u>New Directions for Youth Development, 96</u>, 47-64.

Provides a definition and conceptual framework for youth engagement, articulating factors at both individual and systems levels that initiate and sustain youth participation. Examines the particular case of national youth conferences in Canada as a means of engaging youth with their communities and government decision-makers. Discusses the developmental outcomes associated with engagement and offers a description and analysis of how youth conferences foster the engagement process.

b. "Youth Evaluating Programs for Youth: Stories of Youth IMPACT." (2003). <u>New Directions for Youth Development, 96</u>, 101-118.

Presents the story of Youth IMPACT, a youth-led research team initiated by the San Francisco Department of Children Youth and Their Families to evaluate city-funded services. Provides excerpts of their report as well as interviews with current members of Youth IMPACT and an interview with the former Director of DCYF. Describes how youth participation influenced not only the young people involved, but also community programs and the structure of public institutions.

E. Issues within YCE

1. *Politics of Youth Citizenship*

a. Westheimer, J. & Kahne, J. (2002). <u>What Kind of Citizen? The Politics of Educating for Democracy</u>. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.

Looks at two different approaches to youth citizenship education – "participatory" and "justice oriented." Finds that youth in groups using these approaches differ in their development of a sense of efficacy in working with public institutions, a sense of justice, and understanding of root causes of problems. Highlights the influence of politics on youth civic education and concludes that a mixed approach is needed.

2. *Race, Ethnicity and Poverty*

a. Roach, C., Yu, H. C., and Lewis-Charp, H. (2001). "Race, Poverty and Youth Development." <u>Poverty & Race, 10</u> (4), 3-6.

Describes how challenges of adolescence are exacerbated by additional factors in low-income and/or minority communities. Youth need the space to engage specifically with these issues, to reflect on them and change them. Presents "civic activism" as a possible way to engage low-income and/or minority youth by connecting them with broader social-historical challenges and allowing them to see their role in co-creating a new reality.

b. Sánchez-Jankowski, M. (2002). "Minority Youth and Civic Engagement: The Impact of Group Relations." <u>Applied Developmental Science, 6</u>(4), 237-245.

Looks at the impact of ethnic group history on perceptions of civic engagement and argues that, instead of there being 1 civic culture in the United States, there are a variety of civic subcultures; each with their own set of attitudes about civic engagement and a set of concomitant behaviors that they understand to be appropriate contributions to civic life.

c. Stepick, A. and Dutton Stepick, C. (2002). "Becoming American, Constructing Ethnicity: Immigrant Youth and Civic Engagement." <u>Applied Developmental Science, 6</u>(4), 246-257.

Finds that when treated as different by society and the state, immigrant youth respond by defending their cultural integrity and their right to be different. Contemporary immigrant youth also have the opportunity to maintain transnational ties with their homeland. In response to these forces and opportunities, immigrant youth maintain multiple identities, sometimes identifying with their homeland culture at other times with the United States. Raises the question of what difference these multiple ties may make for civic engagement.

3. *Setting: Urban or Not*
   a. Hart & Atkins (2002). "Civic Competence in Urban Youth." <u>Applied Developmental Science, 6</u>(4), pp. 227-236.

   Explores civic competence and obstacles to its development in urban youth. Suggests that urban youth lag behind suburban adolescents in civic knowledge and participation; may be attributable to low levels of political participation among urban adults, educational failures, and a lack of childhood opportunities. Illustrates both the intertwined obstacles that confront urban youth on the path to civic development and the difficulty that most urban centers face in improving opportunities for civic development.

4. *Sexuality*
   a. Russell, Stephen T. (2002). "Queer in America: Citizenship for Sexual Minority Youth." <u>Applied Developmental Science, 6</u>(4), 258-263.

   Considers the barriers that hinder opportunities of sexual minority youth for citizenship development in 3 key domains: family, faith, and education. Uses theoretical perspectives on sexuality and citizenship to view examples of settings in which sexual minority youth have created new spaces to explore their identities, develop community, and create social change, including online communities for LGBTQ youth and high school Gay-Straight Alliances.

F. <u>Supports and Constraints of YCE</u>

1. *Pathways*
   a. Camino, L. and Zeldin, S. (2002). "From Periphery to Center: Pathways for Youth Civic Engagement in the Day-to-day Life of Communities." <u>Applied Developmental Science, 6</u> (4), p. 213-220.

   Points out that opportunities for YCE remain limited, largely influenced by segregation of youth from adults, negative public beliefs about young people, and stereotypes about the capabilities of adolescents. Describes five contemporary pathways for YCE: public policy/ consultation, community coalition involvement, youth in organizational decision-making, youth organizing and activism, and school-based service learning. Discusses three overarching qualities among these pathways: youth ownership, youth-adult partnership, and facilitative policies and structures.

2. *Institutions*
   a. Costello, J., Toles, M., Spielberger, J., & Wynn, J. (2000). "History, Ideology and Structure Shape the Organizations that Shape Youth." <u>Youth Development: Issues, Challenges and Directions</u>, 185-231. Philadelphia: Public/Private Ventures.

   Looks at the extent to which three basic types of organizations that interact with youth – schools, youth organizations, and youth services – involve youth in decision-making or meaningful participation. Finds that ambivalence among adults about the role of youth is instantiated in organizational structures and practices. Concludes that youth's developmental need for involvement and greater responsibility is not met by most organizations that work with youth.

3. *Foundations*
   a. Sherman, R.F. (2003). "Building Young People's Public Lives: One Foundation's Strategy." <u>New Directions for Youth Development, 96</u>, 65-82.

   Lays out the background questions, a point of view, and programmatic strategies developed by one foundation seeking to support YCE. Uses examples from the Surdna Foundation's grantmaking to demonstrate support of: (1) young people leading and taking direct action, and (2) building the infrastructure to make that action as effective as possible. Explores assumptions underlying the foundation's grantmaking choices.

G. <u>**Case Studies of YCE**</u>
   a. Meucci, Sandra and Schwab, Michael (1997). "Children and the Environment: Young People's Participation in Social Change," Social Justice, Vol. 24(3), pp. 1-10.

   Presents an overview of children's involvement in environmental planning and change efforts using participatory action research. Describes a project in California to improve children's environments grounded in children's own representations and understandings of their realities. Young people defined problems and solutions and raised the idea of safe common spaces where they can gather, work and play together.

   b. Tolman, J., & Pittman, K. (2001). <u>Youth Acts, Community Impacts: Stories of Youth Engagement with Real Results.</u> (Vol. 7). Takoma Park, MD: The Forum for Youth Investment, International Youth Foundation.

   Looks at youth participation through 8 case studies. Finds that good programs are rooted in place and: foster awareness of issues and root causes of problems; deepen youth's motivation, commitment, and sense of responsibility; increase capacity by building youth's leadership and action skills, deepening knowledge of systems and strategies, and ensuring they have the supports needed for engagement; create opportunities for youth to identify issues, act on passions and use skills.

c. Golombek, S. (2002). "What Works in Youth Participation: Case Studies from Around the World." Takoma Park, MD: International Youth Foundation.

Presents reflections on achievements and challenges of youth participation in nine international case studies written by youth and adults. Addresses issues of youth participation in programs, organizations and political processes as well as efforts to mainstream youth participation in social structures and institutions. Concludes with a discussion of the next stages of youth engagement.

H. YCE in International Context

a. Espinosa, M. F., & Schwab, M. (1997). "Working Children in Ecuador Mobilize for Change." Social Justice, 24(3), 64-70.

Discusses the Programa Muchacho Trabajador (PMT) established in Ecuador in the mid-1980s, which focuses on creating "alternative spaces" for working children, where they can talk about problems, reflect on their rights, and exchange their experiences with others. The youth design community action projects and focus on building partnerships with adults and children across SES levels. Identifies training (of adults and children) and flexibility as critical parts of their work.

b. Brandao, C. (1998). "The Landmark Achievements of Brazil's Social Movement for Children's Rights." New Designs for Youth Development, 14(3).

Discusses the National Movement of Street Boys and Girls in Brazil from the mid-1980s to 1990s. The Movement garnered international recognition and brought young people from around the world to visit Brazil to learn about their organizational approach. Notes that differences between the US and Brazilian contexts have led to challenges in implementing the model in the US.

c. Yates, M., & Youniss, J. (Eds.) (1999). Roots of Civic Identity: International Perspectives on Community Service and Activism in Youth. Cambridge: Cambridge University Press.

Edited volume of research on youth community service and civic engagement in several countries. Chapters demonstrate how the development of civic identity is carried out in varying social-historical contexts, from England to Russia to the United States to Northern Ireland. Concludes by identifying emerging themes such as the importance of engaging youth in constructive work that addresses real social issues and recognizing the role of community organizations, families, and peers.