

## Further Reading on Youth Participation

Under each heading, articles in journals follow stand-alone publications.

### General

*14 points: successfully involving youth in decision making.* Available for order online at: [www.youthonboard.org](http://www.youthonboard.org)

Slayton, Elaine Doremus, *Empowering Teens: A Guide to Developing a Community Based Youth Organization.*

*Youth participation manual/Economic and Social Commission for Asia and the Pacific.* New York: United Nations, 2000. United Nations publication, Sales No. E.00.II.F.43. T.p. verso. Includes bibliographical references, pp. 43–44.

Reason, Peter and Bradbury, Hilary, eds. *Handbook of action research: participative inquiry and practice.* London; Thousand Oaks, Calif.: SAGE, 2001. See especially: Reason and Bradbury, 'Introduction'; Heron and Reason, '16. The Practice of Co-operative Inquiry'; Senge and Scharmer, '22. Community Action Research'; Bhatt and Tandon, '28. Citizen Participation in Natural Resource Management'; Kelly, Mock and Tandon, '34. Collaborative Inquiry with African American Community Leaders'; Whitmore and McKee, '40. Six Street Youth Who Could ...'. ISBN 0 76196 645 5

Smith, Mark, *Developing youth work: informal education, mutual aid, and popular practice.* Milton Keynes, Bucks; Philadelphia: Open University Press, 1988. ISBN/ISSN 0 33515 835 8: ISBN/ISSN 0 33515 834 X (pbk.). Youth and community work in the 70s: proposals. Great Britain. Youth Service Development Council. London: HM Stationery Office, 1969.

Keeble, R.W.J., *A life full of meaning: some suggestions and some material for the future training of youth leaders.* Oxford; New York: Pergamon Press, 1965.

Hahn, A., *Quantum Opportunities Program: A Brief on the QOP Pilot Program.* Waltham, MA: Brandeis University, Heller School, Center for Human Resources, 1995.

Hahn, A., *Evaluation of the Quantum Opportunities Program (QOP): Did the Program Work?* Waltham, MA: Brandeis University, Heller School, Center for Human Resources, 1994.

Forster, Peter G. and Nsiband, Bongani S. (eds), *Swaziland: contemporary social and economic issues.* Aldershot: Ashgate, 2000. See Part II, Philip F. Iya, '4. Meeting the Needs of Youth in National Development Policy and Its Legal Implications in Swaziland'; Part III, Thandi F. Khumalo, '8. Community Participation in Urban Planning and Development'. ISBN 1 84014 331 2

Cooke, Bill and Kothari, Uma (eds), *Participation: the new tyranny?* London; New York: Zed Books, 2001. See Nicholas Hildyard, Pandurang Hegde and Paul Wolvekamp, '4. Pluralism, Participation and Power: Joint Forest Management in India'; Giles Mohan, '10. Beyond Participation: Strategies for Deeper Empowerment'. ISBN 1 85649 793 3 (cased); 1 85649 794 1 (limp).

Naul, F.M. and C.E., *Targeting youth: Empirical evidence, conceptual issues and rationales.* Washington, DC. Paper prepared for the World Bank, Human Resources Division, Country Department III, Latin America and the Caribbean Region, 1996.

Ewen, John, 'Youth participation: Concepts and structures', *Youth Studies*, Spring 1994, Vol. 13, Issue 3.

'Australia's movement towards youth participation from the 1960s to the present'. AN: 9501125219; ISSN: 0818-7886T.

Kirkman, Bradley L. and Rosen, Benson. 'Powering Up Teams', *Organizational Dynamics*, Winter 2000, Vol. 28, Issue 3; pp.48; 18p, 1 diagram. How some organisations are getting more from work teams by empowering them. Distinction between empowered teams and self-managing teams.

Randolph, W. Alan. 'Navigating the journey to empowerment'. *Organizational Dynamics*, Spring 1995, Vol. 23, Issue 4. Observes several companies that successfully made a shift from a bureaucracy to an empowering management.

### **Activism and leadership**

*The Kenya National Youth Service: a governmental response to young political activists*. Athens, Ohio: Ohio University, Center for International Studies, 1973.

Close, Carole L. and Lechman, Kathy. 'Fostering youth leadership', *Theory into Practice*, Winter 1997, Vol. 36, Issue 1; pp.11; 6p. Focuses on a programme which is being set up to educate adults and students on how to handle conflict resolution.

Des Marais, Joy, Yang, Youa and Farzanehkia, Farid. 'Service-Learning Leadership Development for Youths', *Phi Delta Kappan*, May 2000, Vol. 81, Issue 9; pp.678; 3p, 1bw. Argues that the goals of service-learning must include the development of leadership skills in students. AN: 3078348; ISSN: 0031-7217T

Hillcoat, John and Forge, Karen, "I think it's really great that someone is listening to us ...": Young people and the environment', *Environmental Education Research*, 1995, Vol. 1, Issue 2; pp.159; 13p.

'Outside the fence: Young activists inspired despite violent protests at Quebec summit', Canadian Press, 21 April 2001

Weaver II, Richard L., 'Motivating the motivators: Eight characteristics for empowering those who empower others', *Executive Speeches*, August/September 1996, Vol. 11, Issue 1; pp.35; 3p. Speech by communications professor Richard L. Weaver II on employee motivation in the USA. Requisites of credibility; importance of sociability, optimism, competence and extroversion; development of character.

### **Citizenship/political education**

Hahn, Carole L., 'What Can Be Done to Encourage Civic Engagement in Youth?', *Social Education*, March 2001, Vol. 65, Issue 2; pp.108; 3p, 1c. Highlights the findings of research conducted in five democratic countries concerning citizenship education.

Hall, Tom and Coffey, Amanda. 'Self, Space and Place: youth identities and citizenship', *British Journal of Sociology of Education*, December 1999, Vol. 20, Issue 4; pp.501; 13p. Identity, citizenship and social change as experienced by young people in the UK. Debates about citizenship in the UK currently encompass a range of themes which go beyond an

understanding of citizenship as a simply technical or legal term.

Maoz, Ifat, 'An Experiment in Peace: Reconciliation-Aimed Workshops of Jewish-Israeli and Palestinian Youth', *Journal of Peace Research*, 11/1/00, Vol. 37, No. 6; pp.721–36. Examines workshops of Jewish-Israeli and Palestinian youth organised by an Israeli-Palestinian organisation in the post-Oslo era.

McEvoy, Siobhán, 'Communities and Peace: Catholic Youth in Northern Ireland', *Journal of Peace Research*, 1/1/00, Vol. 37, No. 1; pp.85–103. Focuses on young people between the ages of 13 and 18 years in the wake of the Good Friday Agreement of 1998. Perceptions of their own roles in peacebuilding; how it is hampered by the institutionalised bipolarity of the political system and by a system of communal deterrence.

Morrison, A., 'Introduction: Education for liberation', *Social Policy*, Winter 1991, Vol. 21, Issue 3; pp.2; 4p. Profiles the Highlander Folk School, Tennessee, founded in 1932 as a centre for democratic education and political activism. Empowering oppressed people in the heart of Appalachia; fighting class, race, and gender domination.

Pring, Richard, 'Political Education: relevance of the humanities', *Oxford Review of Education*, March–June 1999, Vol. 25, Issue 1/2; pp.71; 17p. Discusses the tradition of political education that is rooted in the teaching of the humanities. Details on the political understanding of education, or the relationship of power and authority between government, teacher, parent and pupil.

Watts, Meredith W., 'Orientations toward conventional and unconventional ...', *Comparative Political Studies*, October 1990, Vol. 23, Issue 3; pp.283; 31p, 5 charts. Politics among adolescents and young adults in West Germany. Politicalisation of young people; extent to which youth is internally differentiated in its political development.

West, Jackie, '(Not) talking about sex: Youth, identity and sexuality', *Sociological Review*, August 1999, Vol. 47, Issue 3; pp.525; 23p. Social constraints on young people's opportunities for talk and discussion about sex, with reference to their experiences of sex education and services in sexual health. Limited social acceptance of teenage sexuality and the forms of its regulation; how questions of sexual citizenship are closely connected to wider issues of social equality.

## Community development

Daniels, Mark R. (ed.), *Creating sustainable community programs: examples of collaborative public administration*. Westport, Conn.: Praeger, 2001. See Alice E. Kaiser-Drobney, 'Chapter 18. Engaging Youth in Their Communities'. ISBN 0275967743 (alk. paper).

Mullahey, Ramona, Susskind, Yve and Checkoway, Barry, *Youth participation in community planning*. Chicago, Ill.: American Planning Association, 1999.

Rauner, Diana Mendley, *They still pick me up when I fall: the role of caring in youth development and community life*. New York: Columbia University Press, 2000. ISBN/ISSN 0 23111 854 6 (cl); ISBN/ISSN 0 23111 855 4 (pa).

Batavick, Laney, 'Community-based family support and youth development: Two movements, one philosophy', *Child Welfare*, September/October 1997, Vol. 76, Issue 5; pp.639; 25p, 1 chart. Examines the key elements and the relative success of family support and youth

development practice. Suggestions for integrating youth development and family support programmes.

Finn, Janet L and Checkoway, Barry, 'Young people as competent community builders', *Social Work*, July 1998, Vol. 43, Issue 4; pp.335; 11p. Covers a pilot study conducted on an exemplary community-based initiative in the USA.

Manandhar, Udaya and Leslie, Keith, 'Empowering women and families through literacy in Nepal', *Convergence*, 1994, Vol. 27, Issue 2-3; pp. 102; 9p.

McLaughlin, Milbrey W., 'Community Counts', *Educational Leadership*, April 2001, Vol. 58, Issue 7; pp.14; 5p, 2c, 1bw. Focuses on an investigation of participation of young students in community-based programmes in the USA. Types of community organisations preferred by young people; benefits of programme participation to students; actions that can be done by schools to support community youth organisations.

Parker, Lenore M. and Franco, Maria L., 'Empowering Youths to Build Community through Service', *Social Work in Education*, July 1999, Vol. 21, Issue 3; pp. 163; 13p, 4 charts. Focuses on young people's attitudes toward service and extent of service activities.

Simpson, Brian, 'Towards the participation of children and young people in urban planning and design', *Urban Studies*, May 1997, Vol. 34, Issue 5/6; pp.907; 19p.

Travers, Robb and Paoletti, Dino, 'The lesbian, gay & bisexual youth programme (LGBYP): A model for communities seeking to improve quality of life for lesbian, gay and bisexual youth', *Canadian Journal of Human Sexuality*, 1999, Vol. 8, Issue 4; pp.293; 11p.

## **Marginalised young people**

Brendtro, Larry K., Brokenleg, Martin and Van Bockern, Steve, *Reclaiming youth at risk: our hope for the future*. Bloomington, Ind.: National Educational Service, 1998. ISBN/ISSN 1 87963 905 X.

Harrell, A.V. with Burt, M.R., Hatry, H., Rossman, S., Roth, J. and Sabol, W., *Evaluating programmes for vulnerable children and youth*. Washington, DC. Paper prepared for the World Bank, Human Resources Division, Country Department III, Latin America and the Caribbean Region, 1995b.

Heath, Shirley Brice and McLaughlin, Milbrey W. (eds), *Identity and inner-city youth: beyond ethnicity and gender*. New York: Teachers College Press, 1993.

Brendtro, Larry K., Ness, Arlin and colleagues, *Re-educating troubled youth: environments for teaching and treatment*. New York: Aldine Publishing Co., c.1983. ISBN/ISSN 0 20236 033 4; ISBN/ISSN 0 20236 034 2 (pbk).

McIntyre, Alice, *Inner-city kids: adolescents confront life and violence in an urban community*. New York: New York University Press, 2000. Qualitative studies in psychology series. ISBN/ISSN 0 81475 635 2 (cl:alk.paper); ISBN/ISSN 0 81475 636 0 (pbk).

Barker, G. and Fuentes, M., *Review and Analysis of International Experience with programmes Targeted on at-Risk Youth*. Washington, DC: Paper prepared for the World Bank, Human Resources Division, Country Department III, Latin America and the Caribbean Region, 1995.

Dwyer, Peter, *Opting out: Early school leavers and the degeneration of youth policy*. Hobart: National Clearinghouse for Youth Studies, 1996, 88pp. ISBN 1 87523 634 1. This Youth Research Centre report determines the concerns, problems and needs of those defined as early leavers, and identifies effective strategies that would give them the opportunity to choose to continue their schooling beyond the compulsory years.

Resnick, G., Burt, M.R., Newmark, L. and Reilly, L., *Youth at Risk: Definitions, Prevalence, and Approaches to Service Delivery*. Washington, DC: Urban Institute, 1992.

Abery, Brian and Simunds, Erin, 'The Yes I Can Social Inclusion Program: A preventive approach to challenging behavior', *Intervention in School & Clinic*, March 1997, Vol. 32, Issue 4; pp.223, 12p. Includes discussion of social inclusion of students and socially isolated young adults with disabilities.

Brown, Chris, 'Marginalised young people and the power of decision making', *Youth Studies*, November 1991, Vol. 10, Issue 4; pp.41; 6p, 1bw. Looks at the capacity of human service organisations to address the marginalisation experienced by young people.

Farmer, Lesley, 'Empowering young women through information literacy', *Emergency Librarian*, May/June 1996, Vol. 23, Issue 5; pp. 17; 4p. Role of teacher-librarians.

Fleming, J. and Keenan, E., 'Youth on the margins in Northern Ireland, England, and Ukraine', *Nutritional Neuroscience* 7 January 2000, Vol 3, No. 2; pp.165–77. Perspectives on the situation of young people, with examples of blocks to the inclusion of young people in their societies. Marginalisation is a topical concept in all three places with elements that transcend cultural and national boundaries.

Kern-Foxworth, Marilyn, 'Growing Our Own', *Black Issues in Higher Education*, 10 December 2000, Vol. 17, Issue17; pp.50; 1p. Importance of assisting Afro-Americans to decision-making power. Role of national organisations in improving potentials; need for programmes that allow young people set their goals.

Nagorski, Maria, 'Volunteer program empowers youths', *Corrections Today*, August 1996, Vol. 58, Issue 5; pp.171; 2p. Focuses on the Youth as Resources (YAR) program of the Indiana Department of Corrections which provides juvenile delinquents with sense of belonging, self-worth, responsibility and community connection.

Urban Institute, *Nurturing young black males: Programs that work*. Washington, DC: Urban Institute, 1995.

## Health

Caputo, Tullio, *Hearing the voices of youth: youth participation in selected Canadian municipalities*. Ottawa: Health Canada, 2000. Also in French.

Winter, Micha de, *Children as fellow citizens: participation and commitment*. Oxford: Radcliffe Medical Press, 1997.

Harper, Gary W. and Carver, Lisa J., "'Out-of-the-Mainstream" Youth as Partners in Collaborative Research: Exploring the Benefits and Challenges', *Health Education & Behavior*, April 1999, Vol. 26, Issue 2; pp.250; 16 pp. Describes a successful university community-based organisation collaboration that was formed to explore HIV-related risk rates and prevention strategies for suburban street youth. Criteria used to select the youth

hired into the project; conclusions. AN: 1683007; ISSN: 1090-1981T

Holland, J. and Ramazanoglu, C., 'Risk, power and the possibility of pleasure', *AIDS Care*, 1992, Vol. 4, Issue 3; pp.273; 11p. Prevention of HIV in young women highlighting aspect of safe sexual practices. Reference to research initiated by the Women Risk and AIDS Project (WRAP); details of the WRAP project.

Laveman, Larry, 'The Harmonium Project: A Macrosystemic Approach to Empowering Adolescents', *Journal of Mental Health Counseling*, January 2000, Vol. 22, Issue 1; pp. 17; 15p. Covers a community-based agency that conducts collaborative, strength-based counselling. Problems at home, school or in the community viewed in an integrated manner.

WHO/UNFPA/UNICEF Study Group on Programming for Adolescent Health, 1995. Programming for Adolescent Health: Discussion Paper, November 28-December 4, 1995. Saillon, Switzerland.

## Education

Banks, James A., *Cultural diversity and education: foundations, curriculum, and teaching*. Boston; London: Allyn & Bacon, 2001. 4th ed. See Part 4, 'Curriculum and Teaching Strategies'; 10. 'A Curriculum for Empowerment, Action, and Change'; 11. 'Teaching Decision Making and Social Action Skills'. ISBN 0 20530 865 1

Gomez de Souza, Luis A. and Ribeiro, Lucia, *Youth participation in the development process: a case study in Panama*, International Educational Reporting Service. Experiments and innovations in education, No. 18. Paris: Unesco Press, 1976.

Chopra, Raj K, 'Using technology in schools to empower our young people', *NASSP Bulletin*, September 1994, Vol. 78, Issue 563; p1, 9p. Integration of technology into the Shawnee Mission, Kansas. Selection of pilot schools; success factors.

Dryfoos, J., *Full service schools: A revolution in health and social services for children, youth and families*. Experiments and innovations in education, no. 18. San Francisco: Jossey-Bass Publishers, 1994.

Frankham, Jo. 'Peer education: The unauthorised version', *British Educational Research Journal*, April 1998, Vol. 24, Issue 2; pp.179, 15p. Highlights the increase in use of peer education in the UK.

Fraser, James W, 'Preparing teachers for democratic schools: The Holmes and Carnegie reports five years later ...', *Teachers College Record*, Fall 1992, Vol. 94, Issue 1; p7; 34p. What the reports contained; the need for an arts and sciences major; why recruit minorities into the teaching profession; more.

Kubow, Patricia K, 'Fostering Democracy in Middle School Classrooms: Insights from a Democratic Institute in Hungary', *Social Studies*, November/December 2000, Vol. 91, Issue 6; pp.265; 7p. Concepts, application and results of democratic classroom practice.

## Contributors

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**Laila Duggan** worked as an intern for CIVICUS 2000–2001 on a Canadian government funded programme. She was based at the CYP Asia Regional Centre in Chandigarh, India. The focus of her work was communications and networking with NGOs in the Commonwealth Asia region. Laila undertook the daunting task of identification, liaison collecting and collating of case studies from contributors. Laila has returned to Vancouver, Canada to continue her career in communications.

**Jane Foster** is Head of the Commonwealth Youth Programme. She has worked in youth empowerment work for over twenty years. Her experience encompasses policy development in international youth affairs, management in local government, and teaching and training in many settings, from tertiary institutions to the non-formal sector. A New Zealander, she has worked in New Zealand, the UK, the South Pacific and across the Commonwealth.

**Steve Mokwena** is a leading youth development advocate – programmer-practitioner – and writer from South Africa. Steve served as the Chief Executive Officer of the National Youth Commission in the Office of the Deputy President in South Africa. Before taking full-time employment, he was involved with student, political and grassroots youth organizations. Steve has written and published papers on youth development, youth culture and youth policy. Later he managed cross-sectoral and multi-country projects on Youth and Community Development for IYF/Ford Foundation International Learning Group involving researchers from Asia, Latin America, Europe and Africa. Steve was educated in South Africa and the UK.

**Kumi Naidoo** is Secretary General and Chief Executive Officer of CIVICUS: World Alliance for Citizens Participation. He was the founding executive director of the South African NGO Coalition (SANGOCO) and served in leadership positions in the adult education NGO sector in South Africa. Kumi played an active role in student and youth associations during the 1980s and spent two years as volunteer house-father/counsellor for adolescent boys. He was expelled from school in South Africa at the age of 15 as a result of his anti-apartheid activities. He is a Rhodes Scholar and holds degrees in Politics and Law, including a Doctorate in Political Sociology from Oxford University.

**Indira Ravindran** works as Communications and Research Associate at CIVICUS. As an undergraduate in India, she was active in the National Service Scheme (NSS), a nationwide, government-supported programme that promotes youth volunteerism. Through the NSS, Indira had the opportunity to work with homeless and intellectually challenged children, as well as participate in an adult literacy programme. As a graduate student in the USA, she has been involved in various campaigns for social justice conducted at the local and transnational levels. Indira is pursuing a PhD in Political Science (focus on postcolonial studies) at the Johns Hopkins University, USA.