

As the name implies, a Youth Action Team is oriented in an organized way to develop and carry out projects, large and small, using a program development model.

IN SCHOOL IV YOUTH ACTION TEAMS



PLANNED ENVIRONMENT THERAPY TRUST & STUDY CENTRE

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OCCASIONAL PAPERS

This series of papers documents a succession of experimental projects generally within the framework of Maxwell Jones' concept of social learning, emerging from his earlier work in therapeutic communities. The collection moves from practice to suggesting possibilities. Each paper is a separate text which can be read in whatever order is fitting and from a number of directions, namely criminology, social psychiatry, education, the military—or poetry.

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It's a Bird, It's a Plane, No, It's a YAT



What is a YAT anyway? Is it a rare and ferocious Yugoslavian gnat? Could it be a wild and hairy African beast that thunders across the plains in herds?

Well, it's not exactly either. Although they are rare, and they could be wild and hairy, a YAT is a Youth Action Team—a group of young people who study, evaluate and improve their school's climate.

Studying school climates takes certain skills. The skills include program development, interviewing, writing questionnaires and compiling data. As one of the first orders of business, the Team conducts an in-house needs and skills assessment. This assessment shows which skills the Team already has, and which ones need to be developed. Seminars, workshops and mini-classes are set up accordingly.

Willie Stapp and Craig Sundlee

OVERVIEW

“The Industry of Discovery.”

LEARNING THROUGH PRACTICE. Aside from their recruitment into the military, young people and children have provided long standing service in a responsible way. In education, for example, as far back as 1531, Valentine Trotzendorf, initiated the practice of having children teach in his Goldberg School in Silesia. It came through necessity; he couldn't afford to hire many teachers and the majority of his pupils came from poor families. But it wasn't long before his school was recognized for its high standards and children from more economically privileged families were sent there. By 1789, we have on record a Quaker school master in the UK who recruited his teachers among his pupils; not later than 1870 more than 34,000 pupil-teachers were known to exist throughout that country, many of them paid for their service. Education is replete with more recent examples, such as Fidel Castro's courageous attempt to eradicate illiteracy during his “Year of Education” (1961), when he closed the schools for six



It is my firm belief that the newer generation of America has a different dream. You place emphasis on sufficiency of life, rather than on a plethora of riches.

Your task, therefore, is not only to maintain the best in your heritage, but to labor to lift from the shoulders of the American people some of the burdens that the mistakes of a past generation have placed there.

Franklin D. Roosevelt

months and convened a volunteer force of 271,000 children—*brigadistas*—who went out into the countryside to tutor 700,000 adults, reducing illiteracy from 23.6 percent to 3.9.^{1,2} In providing widespread health care, the People's Republic of China's celebrated "barefoot doctors," heavily drew upon its youth, a similar practice by the *feldshers* in the former USSR.^{3,4}

Volunteer youth service in other areas has ranged from helping residents cope with disasters, to building and rebuilding homes and schools, nursing the elderly and assisting the poor, teaching skills to make people more employable in developing countries and on and on; Unesco's former Director of Youth Activities, Dr Arthur Gillette, called our attention to the more than one million such volunteers by 1968. The practice of Community Service, which had its early beginnings in organizations such as Community Service Volunteers (UK), and *Freres des Hommes* (France and Switzerland), blossomed and received world wide attention with President Kennedy's creation of the Peace Corps in 1961.

Social psychiatrist Maxwell Jones' pioneering work in social rehabilitation, (beginning in the UK from the early 1940s onward) led to the creation of a new concept and position, that of *social therapy* and the *social therapist*. Breaking through the inherent communication difficulties of the tiered medical and psychiatric establishments, he recruited and trained young people who were more adept at speaking the language of clients and thus served as intermediaries. But more than linkage, these young people developed skills in their own right working collaboratively as a team. His *social learning* practices had wider implications. In the military for example, we found that US Navy hospital corpsmen could effectively assist their comrades who were experiencing psychiatric disablement due to their inability to cope with stress. (1955-58).⁶ Next, applying Maxwell Jones' therapeutic community structure in a prison setting with youthful, violent offenders (beginning in 1958), their partners-in-crime, could, with proper training, become skilled therapeutic agents and social science researchers.⁷ Their effectiveness culminated in a further project in 1966, where 18 of these former social therapists, in their late teens and early twenties, while still confined in prison, were trained as "social development assistants"

China has over the past decade trained more than 1 million "barefoot doctors" serving the peasants who account for 80 percent of the nation's population.

Medical colleges have a large student enrollment of barefoot doctors with experience. Peasants recommend their best barefoot doctors to the colleges for specialized training. The graduates return to their villages to continue serving the peasants.

Chi Wen

Volunteers are seen as educators, bringing and transmitting modern techniques and new ideas. It is not surprising, then, that teaching is the profession exercised by the largest single group of volunteers—probably even a simple majority of all volunteers—now at work in the developing countries.

Arthur Gillette

By social learning, I mean two-way communication in a group, interaction motivated by some inner need or stress, leading to overt or covert expression of feeling, and involving cognitive processes and change. The term implies a change in the individual's attitude and/or beliefs as a result of the experience. These changes are incorporated and modify his personality and self-image.

Maxwell Jones

The hospital corpsmen were the cornerstones of the program—in time they became the equivalent of the social therapists that I'd met and seen in operation on my first visit with Maxwell Jones at Henderson.

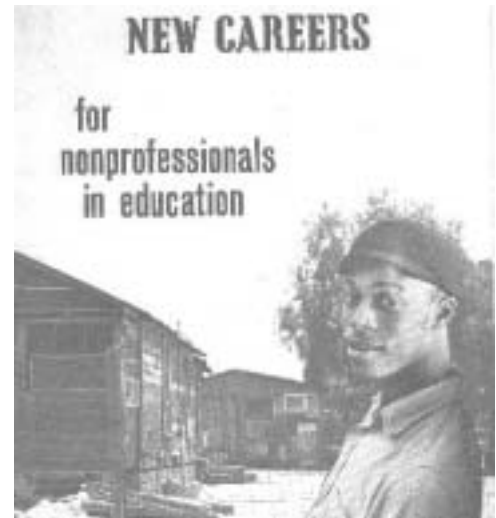
The inmate social therapists sensed in their role importance and responsibility and were eager to be identified as therapists.

Betsy LaSor

or “change agents.” Working as a team, they assisted a variety of social agencies to evaluate their effectiveness and suggested ways services could be improved. Teams consisted of prisoners, college students and a behavioral science professional as a consultant.^{7,8}

These Change and Development Teams became the precursors of Youth Action Teams (YATs), developed in a further project in 1978, the focus of this document. These youth were in early to mid-adolescence, assisted by two college students as Team Coordinators and a Learning Consultant. The pioneering Team was assembled at the Social Action Research Center (SARC) a nonprofit organization in San Rafael California, near San Francisco. Under a grant from the Federal government, a Team was formed to assist 14 national inter-agency task forces to find ways that youth could participate in improving their school environments—both remedial and to move ahead. Their job was to develop resource materials for the task forces enabling young people to contribute. These newly established task forces were to merge practices of traditionally isolated local agencies (schools, mental health, criminal justice, employment, welfare, etc.) into comprehensive programs for youth in general—not only those who were caught up as clients in the formerly autonomous organizations. What affects poverty, also affects learning, socialization, employment, and so on. Five other Youth Action Teams were made up at a university near Chicago in 1979, for a summer employment program. The young teenagers were trained to study social problems in their community and come up with solutions. And that same year, in Australia, another Team investigated youth unemployment and consulted with municipal leaders in finding imaginative ways to create jobs that would benefit both youths and the community.

The exemplary endeavors to be reported here, required a re-arrangement of existing educational practices supplemented with outside resources. In each of these projects, a “curriculum” was built around studying and taking action to address a specific social concern while developing job skills. The resultant settings went outside formal education more resembling a Learning Center than that of a School.



Providing opportunities for reentering offenders to participate in community-based programming provides a strategy for the use of the product of the problem (offenders) in coping with the problem (crime) through their assistance in building a community having purpose and offering mores for internal control. We have a right to expect a merging of the development of the offenders' personal mores with their participation in development of community mores.

J.D. Grant

The introduction of a role for prisoners (or psychiatric patients) which involves active collaboration with trained staff personnel in an attempt to better social understanding and circumstances (or treatment) is the distinctive quality of a therapeutic community. The prisoners (or patients) now become actively involved in studies and tasks usually limited to trained personnel; and in the process renounce the more passive recipient role of the conventional prison (or hospital)

Maxwell Jones

What I am advocating is not another Peace Corps, as commendable as that organization's efforts have been, but rather an alternative means for youth to contribute to the development of social services while being paid for their accomplishments. A kind of R & D component to the human services. Dr Joan Grant, one of the pioneers in training prisoners as researchers, has called this task, the *Industry of Discovery*. Dr Grant partially accounts for the lag in applied research both due to shortage of technology and fixed attitudes of human services agencies which don't encourage introspection, let alone moving in new directions. Today, four decades later however, technology not only exists to undertake ambitious studies but we are flooded with information to make momentous changes in the way we view and operate humanly.

This document records these early attempts to mobilize and train youth for future employment in social action projects and may possibly shed light on alternative ways for youth to grow and develop through the industry of discovery.

If social agencies and the governments they serve are to proceed rationally in spending money for the public good, research must be a part of their everyday operations

Not every university graduate can do research. Not every nonprofessional has the talent for it. But there is a sufficient shortage in the supply of professionally-trained researchers, and sufficient evidence that nonprofessionals can be trained to fill this gap, to suggest research as one of the most promising new careers.

In many fields, the need for research is accepted without question. For the social and behavioral sciences, particularly in their applied forms, research has a less certain status.

Joan Grant

TRAINING YOUTH FOR PARTICIPATION IN SCHOOL IMPROVEMENT



THE US, IN THE 1970S, witnessed A new reality: violence and destruction in the schools; vandalism of school property by students be-came an every day occurrence and some schools were totally demolished; there were frequent reports of children assaulting one another and their teachers. The Federal government attempted to alleviate the condition through issuing harsher guidelines for punishing offenders, while soliciting research into the causes of the phenomena and seeking remedies; “school climate” became the catchword for a host of activities.

We should not have been surprised. Criticism had been laid a decade earlier that the schools were no longer relevant to the changing times and that there should be greater focus on grounding young people for a different future, one that took into account



Student demonstrations like those at Columbia, Cornell and Harvard rattle many citizens on and off campus, just as the uprisings in some urban high schools and the ‘liberated’ behaviour of suburban adolescents offend the sensibilities and upset the equilibria of whole communities.

The poor and their stymied young are not the only ones, of course, who complain about education in America. The numbers of the more privileged groups may not match the volume or character of their protest; they may not be proportionate to the hideousness and perversions in education to which they point, but there is plentiful evidence that youths who are favoured with an opportunity to attend ‘better’ schools at all levels are less than happy with their experience.

Ivar Berg

ecological, social and spiritual aspects along with more creative job preparation. Since the youth activism of the 1960s, token progress had been made toward recognizing the needs for young people to participate more in the course of events in their lives: education, social activities, work, recreation and such.

Willard Wirtz, US Secretary of Labor in the 1960s, now as head of The National Manpower Institute, a non-profit organization based in Washington, DC, in 1975, published the recommendations of a committee of academicians, industry and government officials in the form of a treatise addressing the merging of education and employment (*The Boundless Resource: A Prospectus for Education/Work Policy*). The recommendations were given considerable attention in government and educational circles. President Gerald Ford directed his Secretaries of Commerce, Labor, Health, Education and Welfare, to collaborate in finding new ways to merge the world of work and education.



Schools have lost their unquestioned claim to educational legitimacy. Most of their critics still demand a painful and radical reform of the school, but a quickly expanding minority will not stand for anything short of the prohibition of compulsory attendance and the disqualification of academic certificates.

We must choose between more efficient education of people fit for an increasingly efficient society and a new society in which education ceases to be the task of some special agency.

Ivan Illich

We need to see for ourselves just how conditioned we are by education in the widest sense to accept our traditional Western view of life. We are discouraged from thinking for ourselves and need to realise the extent to which we have surrendered our individuality.

Maxwell Jones

Proposal: That a considered break of one or two years in the formal educational sequence—taken between ages sixteen and twenty—be recognized and established as a standard optional phase of the youth experience, and that a comprehensive program of Community Internships and Work Apprenticeships be instituted at the local level.

Willard Wirtz

The Social Action Research Center (SARC) in 1977, received a one-year contract from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) within the Law Enforcement Assistance Administration (LEAA) of the US Justice Department, to attempt a solution to school crime and disruption which would bring together resources from the schools, juvenile justice, substance abuse prevention, and employment agencies. These agencies, as a rule, had operated independently.

The project, with the rather gangling title, "Training for Youth Participation in Program Development," was basically one

of a Task Force format whereby 14 would be established nationally (city, county, state, school districts). Support networks would come from educational administration, youth employment, juvenile justice, the local school level, and an additional member from some other relevant discipline (e.g., mental health, welfare). A Task Force then, would consist of about five or six cross-agency policy-makers and would have at least one youth representative. SARC would assist these Task Forces to develop policies and solutions to school problems through training, with workshops, consultation and curriculum materials. A unique feature of the project came about by chance; assembling a Team of youth who would experiment with ways young people could study social problems, with focusing on school climates, and means to disseminate their findings. The Team members proposed the title of a Youth Action Team (YAT).

J. Douglas Grant, founder and President of SARC, acted as Project Director on a part-time basis and I became the Project Coordinator. We engaged consultants from universities and educational administrations. SARC, at the time, also had a large national project investigating substance abuse and prevention in the schools and so a network of participating schools and project staff was available.

The Youth Action Team (YAT)

The project proposal specified for a Youth Assistant on a half-time basis (“...to provide a youth viewpoint in the development of the curriculum and the conduct of training.”) and three part-time trainers. As the project took shape, and we became aware of the impressive teams that our consultants Joe Nathan, Jerry Blake, and Dick Carey, had put together, it seemed a youth team would make evident the collaboration we foresaw in the Task Forces. We expanded the singular position and recruited jobless youth from the local employment agency who, due to the low income of their families, paid them the minimal wage through Federal funds. For some additional youth who did not meet the income requirements of their families, we made funds available by taking cuts in the project administration’s salaries to pay them. For

A team should be diverse, with members of different ages, races and economic backgrounds. This variety of viewpoints and experiences encourages members to confront their personal biases and stereotypes of others. The team members learn a lot from each other.

School grades, work experiences, criminal records or medical handicaps should not be used as criteria for selecting team members. The main criteria to use are concern for other young people and a willingness to work. Start fresh. (YATM, 17)

An unusual aspect of the team was the selection process. Team members were hired as soon as they came in the door. “This way no one could contend that the team was highly selected,” said Dennie Briggs, the project coordinator, “It actually represented what could happen anywhere.”

Exactly where are these potential team members? Hanging out on the streets, in schools, in juvenile halls, youth service agencies, run-away centers and recreation halls across the nation. They are also waiting in the wings of local community action groups and neighborhood associations.

Most of the members were hired through CETA [Comprehensive Employment and Training Act, administered through the US Department of Labor to the local state employment agency] but some members did not qualify for funding. SARC provided the pay for those who didn’t meet the guidelines. All members were paid on a sliding scale from \$2.90 to \$4.50 [the prevailing minimal wage] per hour, according to their previous work and school experiences.

(YATM, 11)

this project, ten members were recruited, ranging in age from 12 to 21. They were multi-racial, Black, Spanish, Caucasian, Japanese, of both sexes. Eight were high or junior high school students, two Team Coordinators (university students), and a Learning Coordinator.

The Team Coordinators

We originally planned to hire only one coordinator and found Craig Sundlee, a recent promising graduate from Antioch University (Business Administration and Community Development). Antioch is a private university known for project and community service learning. Craig was looking for work and qualified as coming from a family with a low income. After being hired, he asked if we might consider a friend with whom he had worked and could make a contribution to the project: Willie Stapp came from a more privileged economic background. In high school he had established a newspaper and was active in social events. Currently, he was attending the newly established Sonoma State University which featured a progressive humanistic psychology department; faculty and students had been drawn there from the fallout at San Francisco State University resulting from Governor Ronald Reagan's clamp down on student activism with the appointment of ultra conservative S.I. Hayakawa as president. As the role of Team Coordinator emerged, the two more clearly defined their roles; during the course of the project, we could see the importance of having two; they worked in concert, each providing a different frame of reference and together offered support and enthusiasm. One sometimes took a less active role and made observations of the other in the Team's activities.

The Learning Coordinator:

As the Learning Coordinator, fortunately I was able to draw on my experience as training director for the New Careers Development Project going back to 1964. In that project, Doug and Joan Grant and I were cast in the working role of "consultants" for the study teams composed of three or four prisoners, one or two university students and an advisor. In that project student prison-

The Team Coordinator's main purpose is the development of a Team that makes and lives by its own decisions.

(YATM,19)

Like it or not, most young people are used to the authoritarian structure found in schools in which important decisions are made by a teacher or an administrator. Therefore, time may be saved if the Team Coordinator starts out as more of a leader than a coordinator, to get the team going. The leader role must change as the team assumes more and more responsibility. (18) . . . As the occasion arises she must be willing to relinquish control and power freely. It's more a role of guiding than directing. (19)

Conflict is not only inevitable in human situations, but is to be welcomed for the growth opportunity it provides. This being true, it follows that the Team Coordinator must have skills in group dynamics and resolving group conflicts.

What about the ability to bring the team members around to accepting responsibility for themselves and what they are doing? That's vital too. Other skills she may have to learn on the job are program development and making decisions by consensus. . . . Finally, the team coordinator must be humble. In other words, someone who can freely admit her mistakes, with a willingness to say "I don't know," when she doesn't.

[Note on the YAT manual]: *"Throughout this book we have chosen to use she when speaking in general about the human species. We did this with the full awareness of the controversy it may raise. . . especially on the part of men. But that is exactly what we are trying to do. The English language has traditionally used he as the personal pronoun. Scholars claim that he is neuter. We disagree. He is male. This raises a question as the effect of centuries of writing on women. Has the use of he conditioned women to accept just the passive roles which have traditionally been assigned them in literature?"**

ers were limited to the resources available in the prison environment (which were nil as far as audio-visual materials), thus locating resources outside the walls (both material and people) was a major contribution. Training of those Teams as well as in the YAT project included group dynamics and assisting team members to focus on projects that were amenable to study along with providing skills as needed.

Attitudes are more difficult to assess. I have always been concerned about the way teachers denigrate children and young people, condescending in everyday matters such as form of address. How many teachers, for example, allow children to call them by their first names? I can only recall one in my entire education (my last year of high school and none in college), although *we* had soubriquets for many of them, which I doubt they ever heard. In my own experiences, both second-graders and prisoners cautiously made efforts to change that relationship, not going so far as to use my first name, but compromising with "Mr B." I was always amused at how the children and prisoners took flight from their cautious stance when officials visited and returned to using my full surname. When I later pointed this out in meetings, they hadn't wanted to risk getting me in trouble. Which I believe shows a greater respect than titles. In the New Careers project with prisoners, the staff was on a first name basis from the start and without exception, university students abandoned such protocol, a practice I learned from Maxwell Jones during my first visit to Henderson in 1956. Administrators have some ridiculous notion that manner of address is linked with respect—which boils down to control.

The other part of the Learning Coordinator's job was negotiating academic credit, for those Team Members who wanted it, from their schools and colleges. For the Team Members it meant preparing a Learning Contract acceptable to the Team and the academic institution. In that respect, some form of material to demonstrate learning was often called for. We had none of the trappings of academia such as exams, grade points or term papers to submit. But it wasn't too difficult in this project to satisfy academic administrators as the Team Members produced an abundance of high-quality matter from articles in their Newsletter to

What about being judgmental or condescending? This turns young people off. For the most part, "talking down" is not deliberate, but it is widespread. Phrases like, "hey kids" or "isn't that nice," or "that's cute," are actually belittling. To add injury to insult, these agist words are sometimes followed by patronizing acts like pats on the head. This is a serious problem because so few people recognize it as one. It's not just good enough to be sensitive to younger people's needs and feelings, it goes one step further: communicating with them as people, not kids.

(YATM,19)

The Learning Coordinator's primary concern is the stimulation of the team's thinking and quest for knowledge. Therefore, assisting team members in reaching their own conclusions is more important than providing answers.

Since the very nature of a team project is elastic with new information coming in all the time, she should be open to alternate ideas and be industrious enough to make adjustments quickly. Along with this flexibility comes the need for a broad background, a variety of interests and knowledge from which to draw upon.

A great service will be helping the team narrow the scope of a project, so that it will have an impact. . . There are times when the group may act hastily without adequate information. In such cases the Learning Coordinator must tactfully block action until further research is undertaken. These "blocks" take place by introducing relevant ideas or information, rather than pulling rank. Still, the team may learn the most from mistakes.

But, more important than any techniques, is her understanding of how to go about learning and the ability to share that understanding.

(YATM,19-20)

project reports with statistical tables and artistic works. I did make an effort to link up with those academic officials early in the project to keep them informed on students' progress and invited them to visit and see first hand. Some, in turn, were inspired to bring new ideas back into their classrooms.

Task Force Recruitment.

We sent out well over 100 information packets to agencies and individuals throughout the country, followed up by phone calls and correspondence. (see appendix 1) Some potential members came to San Rafael to learn more and look us over. We made visits to possible sites and when one looked likely to materialize,

What is proposed is training in how the kind of youth participation program outlined here could be developed. The trainees would be policy-level persons (in education, employment, and delinquency prevention agencies) who are committed to such a youth participation program and further to working together in its planning, development, and evaluation. The training experience would serve as an opportunity for groups of persons, each group representing decision-makers at a state or large city level, to come together and systematically plan the steps needed to implement and evaluate the program in their own community (state, county or city) with training staff serving as resources. Initial training would be followed by a second training session five months later which would bring the same groups together to share planning and implementation experiences, and to discuss problems and strategies.

Though the need for training in the human service fields is often stressed, we know very little about training effectiveness. Training is not often accompanied by evaluation and trainees are rarely held accountable for what they learn. To ensure accountability, the training program proposed here will:

- *obtain the prior commitment of participants to take action following training;*
- *offer assistance to participants in the development of action plans; and*
- *provide follow-up resource information to participants to aid in carrying out these plans.*

Participants in training programs are often turned on by the training experience, only to find that their efforts to communicate and put into practice what they have learned are frustrated by bureaucratic inertia. To deal with this all too frequent problem, we propose recruiting training participants as teams, each team (or task force group) representing a state or local government entity. The task force members will provide support to one another in their efforts to bring about changes in their respective state or local agencies. If the members begin to work together as a team during training, this will go a long way toward facilitating the needed development of cross-agency cooperation in the development of the youth program.

hosted a luncheon meeting to further acquaint the applicants with the project. Many showed a fleeting interest, hoping that monies would be forthcoming to augment their existing programs without having to change the way they offered service; as one young, rather aggressive youth agency representative asked: "When do you cut the checks?" We weren't a funding agency although we did direct applicants to sources that embodied the principles we were committed to.

We eventually assembled 14 Task Forces and began to assist them in bringing together their members and resources. We made

Resource network. A group of persons with experience in the areas of education, manpower development, and delinquency prevention will be asked to participate in the recruitment of training participants and/or the development of resource materials. Some of these persons may also serve as consultants in training and in curriculum development.

Three of the above bring the additional perspective of being ex-youth offenders, along with substantial experience in manpower training and development as well as in program development in mental health, education, and delinquency prevention fields.

Policy and Curriculum Committee. *A group of five to seven persons, drawn from the list above, and representing the areas of education, youth employment, and delinquency prevention will form an advisory committee to aid in the planning of the training workshops, the development of curriculum and resource materials, and the provision of interim training sup-*

Training Participants. Task force members must make (and be in a position to make) commitments to participate in both training sessions and to work together as a group to plan and begin to implement a youth participation program that merges employment and education for youth working on problems of change in the schools.



- California
1. Oakland & Berkeley
 2. Fresno
 3. Sacramento
 4. Arizona State, Phoenix,
 5. Tucson
 6. Colorado, Sterling
 7. CADRE*
 8. Montana (Native Americans)
 9. Minnesota, St Paul
 10. Texas, Houston
 11. Washington, DC
 12. Maryland, Baltimore
 13. Massachusetts
 14. Michigan, Detroit
- * Collegial Association for Development & Renewal of Educators. National Organization based in Denver, Colorado

site visits, held a preliminary training workshop in Denver, Colorado, for the Task Forces, and the national workshop to finalize their action plans. The project required a Resource Network, a Policy and Curriculum Committee and a training of trainers to assist the Task Forces to develop their action plans.

The Task Forces Begin.

As soon as Task Forces were organized, SARC staff assisted them by consultations, site visits, regional meetings, publications, contacts with appropriate people and organizations and a two-day workshop for members to sketch out their action plans, culminating in the week-long workshop to finalize their plans. By the summer of 1978, we had tentatively identified 14 possible Task Forces; SARC staff, trainers and YAT members convened a two-day workshop in Denver, Colorado, inviting each to send one representative.

Dr Jerry Blake, Professor of Urban Affairs at Portland (Oregon) State University, had assembled a Team of nine unemployed youth, ages 16-19 to study the metropolitan transit system, an agency likely to see steady growth, and, as they uncovered it, found there was a policy of not hiring anyone under age 21. The team studied how public transportation could offer more services, jobs that could be filled by young people. One example: "Old people have a lot of trouble getting on and off the busses. We

Curriculum and Resource Preparation. In addition to developing curriculum materials for the training workshops, a series of resource documents will be prepared for use by the task force participants. These will present information that can be of help in the development of task force action plans (e.g., enabling legislation, innovative uses of funding resources, ways of developing motivation and competence in students, the introduction of cross-disciplinary content through project learning). Where possible, examples of strategies that have been used successfully will be presented, together with references to written material and the names of persons or agencies that could be called on as resources in the implementation of similar strategies.

Policy and Curriculum Committee. *Project staff will meet with the Policy and Curriculum Committee for two days of detailed planning. All material to be reviewed at this meeting will be made available to its members well in advance of the meeting. At the meeting, the Committee will:*

1. review a draft statement of the project work plan and suggest revisions;
2. review the current status of task force recruitment and provide input on selection decisions;

[continued next page]

thought about solutions and came up with the 'escort system.' An escort would ride with the driver to help riders on the bus and with packages." Eventually the Team came up with 50 new jobs for youth. Jerry brought along some of the team to SARC and to the national workshop.

Dr Richard Carey, who coordinated research and evaluation for the Palo Alto, California Unified School District, had an ongoing research group of high school students initially to study cliques and gangs of their large racially and socially diverse high school of 1470 students. The group went on to study drug abuse, multicultural relations, peer counseling, mental health concerns and sex education. They added questionnaires along with interviews and discussion groups. We hired Linda Rosenberg, one of the research group for our YAT.

Joe Nathan, Assistant Principal, Murray High School, St Paul, Minnesota was a key figure in establishing a Task Force in his area and spent a week at SARC to assist in preparing resource materials and position statements. His experience was especially valuable as it included seven years as administrator of a widely known alternative school (St Paul Open School, K-12) whose curriculum was centered on consumer advocacy. The students advertised in public gatherings such as grocery stores and banks, offering a free service for consumer complaints; they solved about 70 percent. One of their remarkable projects studied the ill effects of air pollution, culminating by confronting the Proctor and Gamble giant, eventually taking them to court—and winning the case. All laid out by the school's students, some as young as five years old. Students at this school were grouped into three age groups: 5-9, 9-14, 14-18, each group with seven to eight teachers or advisers from the community. Joe became one of the early advocates and leaders in the development of Charter Schools.

Tools

The SARC Team developed a Tool Kit consisting of ten procedures to assist the Task Forces in their work focusing on Youth Action Teams and their contributions.

1. *Team Meetings* Team meetings served a combination of purposes from planning, coordinating efforts, instruction, to

3. *review proposed curriculum and resource information, provide input on information not yet covered (including emerging relevant legislation, policies, programs, and publications), and take on assignments for further curriculum development work;*
4. *review a draft statement of the integration model and make suggestions for its revision.*

Training of Trainers *The Project Director, Training Director, and three trainers will serve as facilitators for the task force groups during the training workshops. It is important that they have a shared understanding of the youth participation model discussed here, of training objectives, and of strategies to be used to meet them. The Project and Training Directors bring knowledge and experience in organizational program development, the integration of cross-agency resources, and youth participation strategies. The trainers bring knowledge and experience in working with groups. The five will meet as a group for three days to share information and come to an agreement on both training process and content. A consultant in group decision-making will be brought in to work with the group during this period.*

We used the consensus model most of the time, but switched to other forms when necessary. We emphasized including everybody in the decision-making process. Learning how to make decisions, individuals lobbying pro and con, is one of the greatest features of a YAT. . . it provides young people with a situation where they can learn about decisions by making them. It also furnishes youth with a safe atmosphere where they can gain skills in defining issues, working at tactics and testing new ideas. [Consensus is] a form of decision-making where everybody in the group has to agree before any decision is final. It's centered around the idea that no one should lose, and no single group win. It is a process based on trust, and it takes work.

The consensus model gently pushes the entire group into taking ownership of the problem. It attempts to develop a sense of commitment within all the team members.

Last, but not least, do something fun every week. This is vital for both group unity and mental health. Why not throw parties?

(YATM,33-35)

developing interpersonal competencies. The SARC Team met at a regularly scheduled time at the close of each day for an hour and a half. The meetings opened by the rotating Chairperson asking for items to be put on the agenda which he wrote on a black board and then the Team prioritized them. This visual means allowed the Team to see what they had to accomplish in the meeting and determine the time to be allotted. As Learning Coordinator, I facilitated the meetings in the beginning, a task the Team Coordinators took on, and later in the project, which Team Members assumed.

In addition to the daily meetings there were times when additional ones were called by Team Members or the Project Director to address specific issues such as administration, visitations by consultants or others, and instruction in the form of seminars. Each Friday, there was a further meeting where the Team reviewed their activities for the week and listed possible goals for the week ahead. In this way they were able to see their progress in perspective, sometimes narrowing or expanding their goals.

2. *Learning Contract.* The Team was given time to explore what some of the needs and expectations of the overall project entailed, and the kinds of projects they might undertake. Not having a compulsory "curriculum," a means for commitment to individualized learning was needed. In order to establish a legitimate basis for learning, we initiated the practice of Learning Contracts to be drawn up by each Team Member and submitted to the Team for their appraisal and recommendations. If a Team Member wanted to have academic credit for his experience, then he began to prepare a Portfolio, the instrument by which he would be evaluated. In that case, he would appoint a Committee with a Chairperson, to be ratified by the Team. The Committee might include the Project Director, SARC staff, Team Members, Teachers, employers, or other members of the community, who were qualified to evaluate each Team Member's portfolio. The Committee recommended units of credit where appropriate and the Learning Coordinator acted as the liaison between the project and the educational institution. Each individual was responsible to maintain and update his Learning Contract or Portfolio and could request a re-evaluation (which might include modification) at any time. The

[Team meetings]: *Gently force the group to look at possible problems. These reviews often allow for the release of fears and frustrations that can build up. After airing these concerns and feelings, the team can usually begin to work toward possible solutions.*

(YATM,33)

A learning contract is a written agreement between the school system and the team member via the Learning Coordinator. The contract is written specifically as to what the student's learning objectives for a given subject are, and the time period in which study will occur. It includes how the student will go about achieving stated objectives, what part the Learning Coordinator will play and what method will be used to determine if the objectives were met.

The contract includes both skill and knowledge (or theory) development. This combination will help avoid the trap of creating trained technicians who just know the mechanics of doing something without understanding the why, or on the other hand, intellectuals who only operate in the realm of theory because they lack skills in practical application. (

The Learning Coordinator should get the team thinking about drafting their learning contracts. This will be useful in cementing the team, because most of the learning activities will have to be coordinated around the total project. It will also aid the team by getting them to look at what they really know and what they need to learn.

(YATM,23,31)

As the name implies, a Youth Action Team is action oriented. A team doesn't stumble blindly into projects; it plans each step and constantly reexamines its work. The success of a YAT's undertakings are a direct result of a carefully thought out and well-executed plan.

Here is an organized way to develop and carry out a program. Apply it to any project, large or small . . . This process called Program Development is an ongoing cycle.

(YATM,43)

Learning Contract was a useful means for the Team Member to assess his current learning as well as experience. He might, for example, set as a target to prepare an orientation program for voter registration among young people. His methods might include bumper stickers, rallies, brochures, person-to-person interaction, casual contacts where young people hung out, and so on. Each situation would call for specific skills—writing, fact finding, interviewing, relationships, speaking—necessitating a self-review of his current abilities and his plan for acquiring those which he would need to carry out his project. The Learning Contract included goals and objectives, available resources and those needed, an action plan, a time frame, and a method of evaluation.



3. Program Development.

Are all your decisions made for you? Are others running your life? Does your community need changing? Do you feel powerless to do anything about it? Is there

*A PROBLEM
A NEED
A DANGER*

that needs to be changed?

You can change it. . . by using . . . Program Development.

Heinrich Böll tells the delightful story of a Benedictine abbot who was being criticized that too many of his monks were traveling, thus the size of its renowned choir was sometimes reduced to as few as 14 when important visitors arrived. The monastery was located in the 12th century town which had become a mecca and tourist attraction. The monks were pursuing studies outside the monastery, giving lectures, studying changes in the Church in neighboring countries, and so on, a practice he encouraged. When the powers that be attempted to remove the abbot, his monks refused to vote him out of office, their only recourse. The resourceful abbot came up with a contingency plan just in time for the surprise visit of the bishop accompanied by a high ranking

1. Needs. A need can be a lack of something, a problem left unsolved or a desire left unfulfilled. Better food in the school cafeteria, new material and more group discussions in the classrooms, and satisfying jobs, could all be needs. [Just as filling choir lofts.] Needs may be personal or planetary—one student's or the whole student body's.

2. Goals are broad and general things you want to accomplish. For example: student representation on the local school board; more paying jobs for students at the local high school; or peace on the planet. [Recruiting monks for the choir.]

*3. Objectives are like goals, except they are more specific—things you can sink your teeth into. A good objective should meet three main criteria. First it should be **definable**, written in concrete words rather than hazy or vague terms. Second the objective should be **possible**, or realistic. Finally, it should be **measurable**—clearly recognizable when the objective has been met. Set a target date for completion. [Having 82 monks in the choir for the next state visit.]*

4. Force Field. Nothing exists by itself. Everything is part of a system in which the pieces are connected directly and indirectly. . . a class does not exist by itself, but is part of a system called a school, which in turn is part of a local school district, which is part of a state school system, which is a branch of the government, etc.

Within any system there are a number of forces which shape it; organizations, laws, power structures, and officials are just a few. Consider these forces external, or outside your group.

There are also many factors within your team which will affect the success of your program. Skills of individual members, personal commitment, available time, and money are important examples. Consider these factors internal—within your group. [The bishop and state officials; concerned university students; a sensible police chief; diocese funds.]

5. Strategies. While goals and objectives are where you are headed, strategies are how you are going to get there. . . There are usually a number of ways to reach the same objective or goal. [Costumed, groomed students as choir monks.]

[continued next page]

government official; to their surprise 43 monks appeared in the choir. For the next state visit, the choir numbered 78. What the abbot didn't release to journalists and visitors was that 60 of these young "monks" were students from the nearby university who'd been arrested for demonstrations against the visiting dictator. The abbot had arranged with the Staech police to have the protesters remanded to the monastery instead of jail and put them to work. He then negotiated with the activists to cut their hair in return for an honorarium and a "copious lunch" all charged to diocesan funds. The fame of his choir spread and at a future state visit, it had swelled to 82 "monks." The students readily took to the Gregorian chants and the abbot didn't mind at all when they slipped some of their revolutionary statements into the liturgy unnoticed; after all, in the 1960s Marshall McLuhan suggested a persuasive means to bring about change was through the mass ("resource development?").

Whether Mr Böll or his abbot knew about it or not, they were employing the sound principles of program development; recognizing a need or problem, setting goals and objectives, identifying obstacles and resources, making an action plan, getting feedback to see if the plan worked, and circulating results. These seven steps provide a framework for action research. It was repetitive in that when results (positive or negative) were obtained they might lead to further investigation and the process could begin anew.

(There was an end-note to Mr Böll's story in that the numbers of students participating in demonstrations notably increased as did their tactics, in order to be arrested—along with freeloaders. And seven of the young men entered the monastery as novices).

To further assist Task Forces in their Youth components, the SARC Team collaborated with six students and Stephanie Arness, their Learning Coordinator, at the Far West High School in Oakland, California to develop a manual and videotape for training: "What You Need is Program Development: A Student Guide to Successful Programs." The booklet and video were illustrated with cartoons and simulated dialogue to form step-by-step instructions and helpful hints in carrying the reader through the process. To



Your project's feedback will be the essence of what the team really learned; whether it be information on starting a peer counseling program or the ups and downs of having a team support a youth member on the board of education. This information will be of great assistance to other students wishing to duplicate your project. (YATM,54) [Result: a renowned choir known throughout the region. Perhaps it was best the abbot didn't care to release the details of his risk-taking venture.]

Action Timeline. How soon do you want to see action? Develop a timeline for putting strategies to work. This procedure will give a broad overview of your general plan as well as the activities and decisions looming in the immediate future. . . In summary, strategies are specific, containing the five W's: who, what, when, where and why. But they are also flexible enough to allow for alternative plans if the first ones don't succeed. [The next state visit].

(YATM,52)

6. Feedback. Feedback should generate productive change within your project. It can offer clarity on what's going right, and what's going wrong. Therefore, it should strengthen your project by allowing for the correction of weaknesses. Feedback also lets you know if your project is still "on track" (or still heading toward stated goals and objectives). If not, it's time to restructure strategies to pull the project back onto course. [A satisfied congregation, bishop, public officials, monks and students. The abbot could precede on his ecclesiastical mission with officials off his back.]

7. Dissemination. But other than the success of your own project, why should you develop a feedback system?

further assist the Task Forces, SARC contracted with a writer of children's books, Lynn Agress, to present the program in a form suitable for younger students.



A good explanation of goals and objectives appears in Lewis Carroll's Alice in Wonderland when she meets the Cheshire cat:

"Would you tell me, please, which way I ought to go from here?" Alice asks the cat.

"That depends a good deal on where you want to go," says the cat.

"I don't much care where. . ." says Alice.

"Then it doesn't matter which way you go," answers the cat. (FWHS)

4. Brainstorming.

People often need a visual means to sort out their thoughts and organize them in ways that are manageable. One of the brainstorming methods we used was to pose a question to a team and ask them to write their ideas on 5 by 8 inch cards—one idea to a card—with different colored felt pens. Although written anonymously, the different colors revealed what each participant was contributing. The size of the card helped the writer to condense his ideas. While the members were still writing, the facilitator (who also contributed cards) would tape these randomly to a wall or blackboard with masking tape so that the trainees could see their ideas as they unfolded from the group. Respondents were encouraged to continue to contribute items until there was an average of about ten cards each.

When ideas seemed to be exhausted, the facilitator would point out that there seemed to be several categories their ideas fitted into and ask for one area in which to begin. When an area had been identified, he would remove the card to place it in the new category and ask the group members what other cards belonged there. Sometimes members identified their own cards by clarifying what they had intended. They could also add new cards for ideas stimulated during this part of the session. As the session progressed and team members suggested additional categories, the facilitator would ask the respondent to move the cards and seek the groups' concurrence. In the end, the person who contributed the

All projects begin with an idea. Brainstorming is a way of gathering and writing down ideas on a given subject; more ideas than you thought possible in less time than you can imagine! It is well suited to groups because one person's ideas inspire the next person's, producing a chain reaction of creative thinking.

Sometimes an opinion about a team member will show up on the wall, perhaps something he is doing that bothers people. Save these cards for later discussion.

By the way, 5 by 8's are a great way to organize term papers or other projects. Once you have all the facts and details down on cards you can organize them into the best sequence. We used them in planning this book.

(YATM,39-40)



Arrange all the ideas from your brainstorming into some kind of order that makes sense to the group.

Decide which things are most important—which goals or objectives should have the most money, time and energy, and which should be done first.

Set a date or deadline for each objective.

When the deadline is reached, make some sort of a test to see if our objective has been met.

[FWHS]

idea had the final say-so as to where his card was to be placed.

When several categories had been identified and the cards had been redistributed (categories and cards could be modified, eliminated, or new ones added), the facilitator moved to the third part of the training session, namely beginning a discussion of a specific topic from the card assortment. This part of the exercise was frequently recorded on tape and students took notes; usually it took several sessions. From these discussions an outline would begin to take shape as consistencies, discrepancies, and ambiguities presented themselves. The cards would remain displayed and again students could add, modify or eliminate, so that the brainstorming was an ongoing process. No one's ideas were lost even though some may have been momentarily deferred. The method not only gave the trainees a framework in which to think and reason, but taught them how to work as a training group. (I have found this simple exercise appropriate with all age groups including children as young as six years old, with prisoners, psychiatric patients, and university students.)

5. Role-Playing.

Stepping outside oneself is not always easy. Our familiar self becomes so routine that we carry on our lives in a fashion that seems to work. But however comfortable we may become with the way we operate we rarely function in a vacuum; the social self is always present. Looking at oneself in one's present relationships can be a rewarding experience just as projecting oneself into imaginative interpersonal relationships. The YAT used role-playing in both situations. We didn't schedule a role-play session for Tuesday at 11, for example, but found it worked best when used spontaneously, to unblock hurdles and get things going. And as a kind of "role-rehearsal." I started the ball rolling by introducing it during a difficult time with two team members: "Let's stop and take a look at what's happening. Let me show you how I see you carrying on with M, and if someone doesn't agree, then you can take over." This tool became a frequent means not only to resolve conflict but to break ground for new approaches. Likewise when a Team member voiced some hesitation about approaching a school

Role-playing will be a tremendous asset to your team. It can help develop confidence in making a presentation and interviewing, offers insight into your and others' feelings, or can help you prepare for the unexpected turn of events.

Just pick out any situation your team may be faced with, whether it be an outside event or a dispute between team members. Everyone then picks and portrays another person, including mannerisms and personal biases as much as possible.

An interesting variation is tapping. To do this just tap a person on the shoulder, then assume that person's "role" and speak further. This can add a neat dimension to role-playing. . . Although role-playing can be fun, it's also a good tool for developing skills in interpersonal effectiveness.

(YATM,41)



Interviews. In an interview not only is it important to have free-flowing information, but that information must be related to the topic of the interview. With a set of questions before hand, the interviewer has a better chance of getting specific information. . . Structured questions also make the gathered information more reliable and easier to use especially for the beginning interviewer. . . However, beware of designing your interviews too rigidly. This can restrict ideas that the respondent might have relating to the subject. . . Try to word the questions so that the respondents feel that by answering they will be improving their own situation, not just doing it because you asked them to.

(YATM,62-63)

principal, the Team quickly slipped into a role-play mode to assist the member in gaining the skills and self-confidence needed to take the next step.

6. *Sampling: Questionnaires and Interviews.*

One of the Team members, Linda Rosenberg, prepared a section on interviews and questionnaires for the *YAT Manual* which included considerations of sampling size, forming questions (with examples of scaled responses, multiple, free choice and open ended responses), and pretesting.

The important lesson we learned from such make-shift resource development was that the Team fashioned its own—the Team itself became the most important resource.

Sometimes just letting people talk helps resolve conflicts and problems. For example, I did a survey on school cliques (groups) and their interaction. It encouraged students in the different groups to talk to each other, just to see what other people can be like.

Questionnaires. Organized and accurate information can help you carry out a program and convince others that the program could be useful and is necessary. This is where findings from interviews and/or questionnaires are very helpful. Later, they can also be used to see how much progress you've had in solving your problem(s). (YATM,57)

7. *Resource Development.*

Students are frequently given a reading list and referred to libraries to get information to solve problems or develop compositions. With the impact of television, computers, data banks and the Internet, the amount of information readily available is inexhaustible. In our early work developing action research within a prison there were no computers or television and the library was limited mainly to unimaginative fiction, religious writing, dictionaries and so on. The prisoners had limited formal education and were prone to action rather than reflection. What on the surface might have been handicaps to learning, turned out to be resources in themselves. The prisoner-researchers learned to study conditions within the prison (the school, group counseling programs, the food service, and so on) by questionnaire, interview, observation and discussion. And then they presented their findings to



[K]nowledge is acquired through using knowledge; and learning is facilitated by maximizing learners' participation in developing their own learning programs and in providing knowledge to themselves and others.

J. Douglas Grant

their study groups in the form of charts, quotations, transcripts, drawings, talks. Among the larger prison population they found an inmate with a PhD in English who tutored them in writing and critiqued their papers and an artist who helped them create cartoons depicting situations they'd uncovered. Each Team had a university student who provided additional resources, and we invited experts to come into the prison on Saturday mornings to offer seminars relevant to their studies or the broader implications. The important lesson we learned from such make-shift resource development was that the Team fashioned its own—the Team itself became the most important resource. Data, in whatever form, was *relevant* to the investigation at hand. Once this tenet was firmly established, any amount and variety of materials could enrich their efforts.

The SARC Team had a large workroom with blackboards and wall space to display their activities; nooks and corners for individual and sub-team study and data collection. Some had desks or tables to work on, and many spent a good deal of time on the floor with an ample supply of large pillows. They didn't limit information to books and articles, but included their own findings from transcripts of interviews, questionnaire results, agency records, photographs, cartoons, etcetera. This pooling of information resulted in a fertile resource entity they could freely draw on.

8. Evaluation.

What is an evaluation? Well, it's a logical step-by-step way of knowing whether or not you are successful. In a proposal it is used to measure how successful you are at accomplishing objectives.

An evaluation is not something to be scared of. In fact, a good one can be very useful for discovering trouble spots early, thus giving you time to reorganize and shift to alternative plans. This is how an evaluation is used to improve your project.

One way of reviewing your project could be to divide it into major time blocks. The first three months, the second three months, and so on. Then at each one of these points, review your project plans. See if you are on time and on the right track. This kind of evaluation involves several mini-evaluations.

Outside evaluation. Another way of assessing your project effectiveness is to have an outsider do it, perhaps another non-profit organization or college. This type of evaluation is good because it doesn't

No matter how successful your program seems to be, it must be carefully checked out. In order to do this, think about these four things.

a. What things are making the program successful?

b. What things are happening that you did not expect?

c. What other groups are being affected by your program? In what ways?

d. How long does your group think these effects will last? [FWHS]



*Now that your group has gathered **feedback**, you must integrate it. That means to use this information to strengthen or change each of your **objectives** and **strategies**. **Feedback** might even tell you that your original **goals** should be changed.*

[FWHS]

involve your own biases. And funding sources tend to like this method. However, outside evaluations sometimes lack the personal insights of a self-evaluation. (YATM,103)

Something we do not recommend is putting your evaluation off until the end of the project. Collect your information early and keep a good record of it. . . Most evaluations cost between five and 10 percent of your total budget. Anything over that is probably unreal. Beware of hidden costs.

A few points to keep in mind when you are writing your evaluation:

- 1. How is your evaluation going to improve your project?*
- 2. What types of evaluation materials are going to be used?
(Questionnaires, surveys, tests, interviews)*
- 3. When will it be done?*
- 4. How will you know if the evaluation is up to date?*
- 5. How will it help accomplish your objectives?*
- 6. What do you have planned for sharing your information?*

(YATM,104)

In addition to internal and external evaluation of the YAT project, there was an opportunity for Team members to gain experience assessing other projects. The Project Director and I were at the time external examiners for YouthWork, Inc., a Washington, DC based, non-profit organization funding several large grants for youth development projects. When we were called upon to make site visits on these projects, we took along team members who gained valuable experience by applying their assessment procedures.

No education system can escape from the political community in which it operates. The system must reflect what the political community wants it to do. The system can set out formally to change the community only if the community includes change of this kind among its aims. 10

Robert M. Hutchins



Pat says "Let me in!"

Up Against the Hall

Pat Ramirez

You have to be under eighteen to get locked up in the Hall, but over eighteen to visit. DO YOU BELIEVE IT!

I tried to visit two juvenile halls to interview locked-up youths on what they thought about school. Both times I was rejected because of my age.

After talking to the Principal and Superintendent of one hall, and explaining what my project was all about I asked for permission to go in. Surprisingly the answer was "no." Why? Well, simply because I was under age (17) and their policy wouldn't let me enter. No exceptions!

What frustrated me more, was that one person listened to me about my project. We seemed to be relating fairly well until he found out my age. Then he no longer took me seriously. He treated my project as though it was a junior high essay.

Unfair? Sure it is. I thought juvenile halls were tax

funded institutions, open to the public. I was wrong. It seems inconsistent that youth are treated as legally responsible on the one hand—having to pay taxes, and being able to drive a car—yet, on the other hand we are denied the right of access to information.

It's tough, as a youth, to try to contribute to the community without the support of adults.(ND#:3)

Note: When she turned 18, Ms Ramirez was appointed to the Career Development Advisory Committee of Marin County's employment department. Of the four students appointed to the committee, Pat was the only one remaining at the end of three months.

9. Students Rights and Advocacy. I had hoped that the Team would have more interest in civil rights issues pertaining to youth. Although the Team members were politically aware, contrasted to the generation that had preceded them, under the Carter administration other matters seemed to take precedence. They did encounter evidences of age discrimination but naïvely assumed that by their participation in youth projects, somehow the political process would let them in. Perhaps we sheltered them too much or led them to believe youth's voice would be heard—and welcomed.

The Team was aroused somewhat following a visit by a teacher, Joe Berney, who'd backed his students when they drafted their own Bill of Rights, as if the Constitution's had left them out.



A Student Bill of Rights

Joe Berney, Teacher,
Soquel High School, Soquel, California.

Changing the nature of schools by expanding youth participation can have a positive effect on antisocial behavior and may also be important in the distribution of justice. Such programs operate on the basis of a theory which suggests that when we generate substantial and real youth ownership of school programs we can successfully reduce delinquent activities. A concrete example of youth participation demonstrates that it can lead to expanded students' rights, teaching at the same time that rights are won by a political process and that those who will benefit from such rights must be involved in the process of winning them.

To the degree that we can generate meaningful and useful roles for students in schools, and to the degree that youth have the chance to buy into and ultimately "own" programs and goals they have helped to develop, schools will become non-alien institutions. As alienation decreases, so do the myriad youth activities that reflect alienation—drug abuse, alcoholism, burglaries, gang

crimes, violence, suicide, truancy, poor school performance, and various other personally and socially destructive behaviors.

Effective strategies against massive alienation and apathy in schools and in other areas of life must have at their core the involvement of students in curriculum policy decisions (i.e., school governance) and meaningful changes in the relationships between school and community and between school and work. Given the limited sphere of power of school people (students and faculty), the best approach will involve projects in which students share governance with faculty and field placements are integrated into curriculum. Some feasible examples include: constructing a bill of student rights as a student project in government classes; intern programs in government agencies or community service groups, in conjunction with social studies courses; developing projects organized around cultural holidays; and developing peer learning situations, cross-age and cross-ability tutoring programs, student-directed seminars for variable credit, alternative programs around theme areas which double as school resource centers, and student court or grievance committees.

(Digested from *The Value of Youth*, (159-168).

Youth Advocacy By Youth: "The 3:00 Lobby"

Craig Sundlee

Youth advocacy by youth? That's right. It's happening in Michigan where a group of young people have formed a non-profit organization run by youth, for youth. It's called the 3:00 Lobby and it been in existence for over a year.

The Lobby takes its name from the well-known hour when schools traditionally let out. Its goal, as stated by the Lobby's 17-year-old public relations coordinator, Christopher Magnus, is to "raise the consciousness of youth on social and legislative issues, and to unite youth to have influence and power over the forces that affect them."

Members of the Lobby wrote a proposal requesting funding from the Michigan State Juvenile Justice Services. They received a demonstration grant for \$10,000 to establish a toll-free information number and hire two youth part-time to answer the phones, do research, and make contacts with organizations.

The Lobby's governing body is a steering committee made up of 25 to 30 people, three-fourths of whom must be under the age of 18. After age 18, steering committee members can become a

part of a young adult support group which is not formally a part of the Lobby, but continues, to assist in its efforts.

The Lobby has taken positions on issues such as supporting the rights of young people to receive information about birth control, and for elimination of status offenders. They opposed legislation establishing a lower minimum wage for youth and opposed increasing the drinking age from 18 to 21.

So far the drinking age issue has turned out to be the focus of the Lobby's biggest effort. People supporting a raise in the drinking age had generated a lot of scare publicity, contending the percentage of youth involved in alcohol-related auto accidents was higher than for adults. The Lobby checked with the State Statistician and began compiling data. They soon found out that not only was the percentage no higher than for any other group, but also that supporters of the raise were lying about the data.

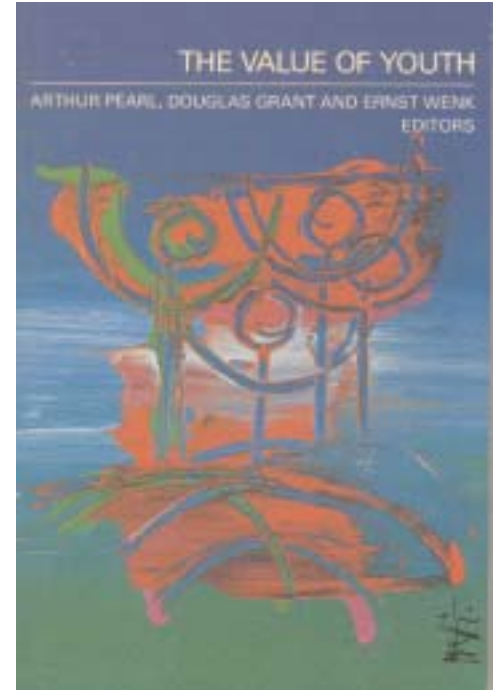
The Lobby decided to hold a press conference in the Capitol press room—17 newspaper and other media representatives from across the state attended. Later on, the Lobby debated a panel of supporters on a radio show, one of which was a State Senator, about raising the drinking age. "We made the panel look stupid and were even able to get talk show hosts to change their minds on the issue right on the air!" reported Christopher Magnus.

(NDNL #)

10. Public Relations and Dissemination.

Early on the Team decided on publishing a quarterly News-letter both to report what they were doing and as a means of learning about similar projects. *New Dimensions in Youth Education & Employment*, with one of the Team Coordinators as editor, was also intended as another means to communicate between the 14 national task forces. The Newsletter included book and film reviews and notices of upcoming proposals for funding. The third issue focused on a mock-up meeting at SARC's headquarters to plan the five-day National Conference to be held in Berkeley Springs, West Virginia for 150 invited participants, and the fourth reported on what happened after the conference.

To give the Task Forces a context, the SARC staff, assisted by Dr Arthur Pearl, compiled a book, *The Value of Youth: A Call for a National Youth Policy*, which sketched a general theory of valuing youth, a summary of the current status of youth, followed by a number of exemplary projects putting theory to practice and ended with an outline of a national youth policy. The Project Director was asked by KQED, San Francisco's Public Broadcasting



Ernst Wenk, who directed the nonprofit organization Responsible Action which included publications through his International Dialogue Press, collaborated and published the book.

Station, to appear live on a phone-in talk show to discuss the project and its effects. He took along one of the Team Coordinators and two of the Team members, “. . .much was learn-ed about expression, formulating spontaneous answers—and suppressing nerves.” Stacey Saunders, at 15, became co-producer of a weekly talk show on KDIA an Oakland, California-based radio station, researching, arranging guest speakers, as well as serving as co-host.

The Value of Youth: A Call for a National Youth Policy.

Arthur Pearl, J.D. Grant, and Ernst Wenk (eds) 1978.
Davis, California: International Dialogue Press.

How can society look at youth as a resource to help solve the problems they often create? One way is to have youth participate in projects where they do things to improve social conditions. In The Value of Youth, this image is in contrast to the prevailing one where youth are seen as a collection of problems to be solved by adults—or at best, passive students absorbing facts for some vague future use.

The book looks at some promising programs where youth are helping to improve—society. Although small at present, these programs could be amplified. Take the students at the St. Paul Open School in Minnesota. They tackled the problem of air pollution and did—something about it.

Or the group of unemployed youth in Portland, who studied the metropolitan rapid transit system to find out why it was underused. As a side issue, they found the system had a policy not to hire anyone under 21. To kill two birds with one stone, the

11. *Fund Raising. Grant Youthship.*

While volunteering is commendable we assume that youth donate their services; when it comes to paying them for what they do, our expectations are such that manual labor is all we believe they are capable of. At the same time, industry looks to young people as one of their major markets. An important element of this project was to show that youth are capable of acquiring skills to assist in solving social problems and that they should be paid for their services, thereby giving them access to greater financial freedom. Programs cost money, provide job opportunities along with learning. A lengthy section of the *YAT Manual* is devoted to proposal writing. The Manual also gives details on locating various funding sources and check lists to insure that key points are addressed.

youths in the project wrote up over fifty new jobs that would increase the use of the transit system and employ youth at the same time. The plan also called for youths to earn academic credit for learning on-the-job.

An experimental high school in Oakland, California, run from a metropolitan downtown office building, operates on project learning. Upon entrance, students are shown the graduation requirements and a copy of their academic record. They work out ways to fill the gap; students contract individually for diplomas.

Student projects combine career exploration, library study, problem-solving and communication skills development. Learning coordinators and a variety of instructors working in the community take the place of traditional teachers. Contact with people from the government and private sector offers them real life situations for learning. Tutoring in the basic skills is done by university students, individually and in small groups.

These are all projects cited in The Value of Youth. The book also deals with the causes of youth problems and alienation. It ends with a strong statement of the need for a positive Federal youth policy and the means whereby all youth can become resources to solve important social problems.

(Book Review. NDNL #3)

Any young person with average writing skills who wants to do something can develop a good proposal.

Further consultations with the developing task forces continued over the summer and another workshop was held at SARC headquarters on September 17-18 as a planning and training session for facilitators and trainers for the national workshop to be held in October.

NEW DIMENSIONS

in Youth Education & Employment

VOLUME 1, Number 3 YOUTH PARTICIPATION IN PROGRAM DEVELOPMENT NEWSLETTER October 1978

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Doug Grant, VPPD Project Director, Addresses a Point

CONFERENCE FACILITATORS "HASH IT OUT"

"Apparently a lot of people came with some confusion about what was expected of them, and what the outcome of the conference might be," said Florence Bonner. "I think it was really hashed out in a useful way. Not easy...but it was worked out."

Bonner, a professor of Behavioral Science at the University of Houston, was one of thirty participants in a facilitator's workshop held at the Social Action Research Center's San Rafael, California offices on September 17 and 18. The workshop was a preliminary planning and training session for a National Workshop on Youth Participation to be held on October 29 through November 2 at the Coolfont Conference Center in West Virginia.

Each of the facilitators will work directly with one of fifteen state and metropolitan task forces to develop a specific plan for merging education and employment of young people through school improvement. The task forces will gather together at the Coolfont Conference Center.

Social Action Research Center, 16 Professional Center Parkway, San Rafael, CA 94903.
Under contract #78-JN-AX-0011 with the U.S. Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration.

Conference Facilitators 'Hash it out.'

By Willie Stapp

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Janice Gamache was at the September workshop to assist the facilitators in planning. She talked about the process: "It took people quite a while to figure out what we (SARC) were really talking about because most people came with pretty large gaps of information. They had to talk it through and re-talk it through until they really felt some kind of "ownership" of the objectives of the conference.

Her co-worker, David Miller, offered his insight: "I think people came yesterday wondering who had all the power information. Sometime this morning (Saturday), they realized that they themselves possessed it: the resources, the knowledge, and the skill. So instead of looking to SARC for that, they grabbed it."

When asked what to expect at the Washington conference Dave replied: "It is going to be a lot of hard work and there are going to be times when it's really frustrating, but that's typical of this kind of thing. I really think at the end we will come up with a decent product."

According to Dennie Briggs, the Youth Participation Project Coordinator, that "decent" product will be a detailed action plan which states exactly the who, what, where, when and how of combining youth's education and employment in the task forces' respective areas.

Other areas covered were: agendas for preconference meetings between the facilitators and their task forces, a check list for data

the task forces should bring with them to Washington, and a consensus around the purpose statement for the October conference.

One of the most exciting and promising concepts discussed was the forming of a Positive National Youth Policy and the establishment of a network to support it.

Fred Nader, Director of the Massachusetts state CETA program, produced a paper outlining key elements to include in youth policy at any level. These are: Participation, Learning, Earning, and Contributing, or as Fred puts it—PLEC. One of Nader's reasons for a national youth policy is financial, "There is no doubt in anybody's mind that the country is in desperate need of a national youth policy, one that pulls together all the different federal programs and tax dollars which are in many ways being wasted by duplication of activities and through conflicting activities.

Pointing out some problems in the Federal funding structure Nader said, "People are very used to operating in their own way and defending their own turfs. The way the whole funding structure is set up, you get funded to do particular things and you're not rewarded in any way for cooperating or collaborating. The structure has to change. At some point people are going to have to learn that it is not to their advantage to protect their turf. The fact is, negative consequences result from being isolated from other resources."

Nader answered questions as to where young people fit into the planning of the policy: "Making sure the work done at the local level and the national level involves young people. If we're right, and I think we are, we ought to use young people as a resource, pay them to do work, provide the guidance, set reasonable and positive limits and not exclude them from anything we are trying to do."

As to the why include young people, Nader said, "Well, it's clear, from all the experience we have, that if change is going to work, then people have to be involved in the decisions that affect them. We are beyond the point where we can ever again say I know what's best for somebody.' That somebody, whether he is an adult or a young person, has to be involved in that decision Involvement is a double-edged sword. It's not enough to involve young people; I think it is incumbent upon us, as adults, to work with young people. There is a whole wealth of experience and knowledge that adults can bring to bear on the problems. If we (youth and adults) can just get over our respective hang-ups about it, we ought to be able to work together."

1978. (Lead Story, *New Dimensions* Newsletter. Vol 1,#3 (October)

The National Training Conference.

The project had created interest from agencies and individuals who were not necessarily candidates for Task, but who had heard about the project, especially the Youth Action Team and wanted to see it in action.

The climax of the project had taken place at a conference center located near Washington, DC. While the SARC Team was still primarily operating as a team, they were also to have the opportunity to teach the skills they had acquired in training the Task Forces. In addition at the conference they formed a network with 11 other youth who attended. That experience helped them flesh out and broaden their skills as they became integrated into a larger group. Mr James Azzarito, Jr, for example, who was the youth member of the Massachusetts Task Force, was president of that state's high school student union and had developed a constituency of thousands. Three of the other youth members were from Washington, DC who had internships in governmental bureaus, and another was on the staff of a runaway center in the capital.



Coolfont 1978—A Youth Perspective

Lynn Neyland (age 12)

The workshop was an experience that none of the young people who went will ever forget. We were able to meet new and interesting people from across the United States.

Fifteen youth representing different regions attended the workshop. We each worked with a Task Force and also met as a youth group.

Each day, we would attend our Task Force meetings and report back to the group to express our feelings about how we thought our Task Force was progressing. Each day was a learning experience, because we were able to receive new information from the guest speakers, and from the Task Force meetings. We were also able to give information within our Task Forces.

Some California youth didn't have a Task Force in their particular area, so they worked with a Task Force from another state. This gave them the opportunity to find out what activities are in other cities, and what improvements can be made.

Youth participation started the first night of the conference with opening words from Willie Stapp, one of the members of the youth Task Force. He expressed his goals and dreams for the workshop.

The facilitator for the youth group was Jerry Blake, a professor from Portland State University.

Within seven days we became very close, as if one big family. Many nights we would stay up late and prepare for the next day's meetings. A number of us prepared speeches for a panel presentation

on youth participation, held on Monday afternoon. Craig Sundlee from SARC served as moderator. Others were: James Azzarito from Boston, Massachusetts; Philip Linzie from Oakland, California; Linda Rosenberg from Palo Alto, California; Aenea Keyes from Woodacre, California; Kyle Medelman and Tony Burks from St. Paul, Minnesota; Nathaniel Ross from Baltimore, Maryland. When the speeches were over there was a question and answer period.

After the panel discussion there was a meeting of the youth group to discuss the panel's weaknesses as well as its strong points. Members of the group said that the panel should have only answered questions, not statements, for example a statement was made by a lady from Detroit. The people on the panel tried to answer her but couldn't because it was her opinion, not a question. This caused some friction.

The strong points of the panel were that their presentations were very accurate and timely.

The last night of the workshop was very special, because we were able to express our feelings about the conference to the assembly. Craig Sundlee and Nathaniel Ross gave personal views on what went on and offered recommendations for future workshops. They then started a rap session with the whole assembly. This rap session between youth and adults opened the eyes of many people who were there.

As I see it, the conference achieved one unexpected goal and that was youth were able to learn from adults and finally adults were really given an opportunity to learn from youth.

NDNL #4

AFTER THE CONFERENCE, 'WHAT?'

Pat Ramirez, Program Developer
Social Action Research Center

Youth can be the single most important resource to the Task Forces after the Workshop. After all, they are often a part of the problems in the schools and further, will inherit them. This is one good reason why they should participate in solving problems. And why they are essential to spread the work about the action plan. Youth can help to create more awareness of the problems in schools and community. Let's begin by youth working with their own Task Forces.

- *First: Youth can generate support for the action plan in their school and community in various ways, like advertising on posters, getting out bulletins and writing in the school and local newspapers. And why not also get time on a local radio or television station? Information should include how the Task Force came about, what it -does, and most importantly—how youth can become a part of its plans. Then you need to update your information periodically.*

- *Second: If youth really are to be effective in changing things, they need a strong group—in other words, a “constituency” of their own. This youth constituency should:*

1. *sell the idea,*
2. *get support, and*
3. *look for ideas.*

Unless youth themselves buy the action plan there is no chance that these plans will be accepted. The first step is to think through ways to sell the idea to as many youth as possible. It's tough for youth to be effective without adult support.

How can you find the right adult and what can he or she do to be supportive? Where can youth look for new ideas to improve their schools and communities?

These are questions and areas which must be tackled before youth can have an effective constituency.

- *Third: However, a constituency in itself may not be effective. It must be knowledgeable. To be informative, youth must have current and accurate information. All information is not in books—some must come from real life. But how can you learn from the streets? Professionals study many things in life, but they tend to keep their methods to themselves. Some claim that their techniques are too complicated for youth to learn. Obviously that's not the case. Youth can learn quickly how to study the problems that surround them.*

Advertising is good but not enough. Youth can go further by calling meetings to get the school and community together. Youth are tired of being seen as either a collection of problems, irresponsible students, or used as laborers. They want a responsible slice of the action. They're bored with “dead-end” classes, no opportunities to be included in decisions that affect their lives, and always having the door slammed in their faces. I know because when I

tried to get information about how young people saw their education in two juvenile halls, I was not allowed in because I was considered too young.¹ Getting away from the negative image most adults have toward youth is going to require a lot of work by youth themselves. Their active collaboration with adults in solving local problems will do much to change their negative image to a positive one. One of the main goals of the Task Force's action plans is to do just this.

How Can the Task Forces be Resources for Youth? Members of the Task Forces represent different occupations: education, employment (especially CETA), Juvenile Justice, to name a few. Remember, Task Force members are policy level people who can make things happen. Teachers can also be useful; they can learn to bring out the best in youth. They do know some facts, and they can give youth credits! Principals and administrators can pave the way to do more so that work can be incorporated into learning.

All kids need money. How do they get it? One way is to hustle the people who have money stealing, selling dope, etc. Another way is to accept all the jobs that adults don't want; fast food slinging, bussing dishes, or any other jobs that are underpaid, have long hours, are degrading, or have no benefits. If youth are to like work and contribute to society, then they need work that is useful and satisfying. Here's where the employment representative comes in. He can find ways to make new jobs for youth so that they can contribute instead of always being ripped off.

Why do kids get into trouble? How serious is the crime problem among youth? And what is happening with regards to school crime?

The “Safe School Study” showed that 100 kids are murdered each year in school, another 100,000 are beaten and numerous teachers are assaulted.² An F.B.I. report in 1978 showed that 60 percent of all serious crime is conducted by youth under 21.

Everywhere, kids are bored. In school, they want excitement and fun, they like new experiences. They are pressured by their friends. Their jobs, even when they exist, are dull routines: school is irrelevant to the life they lead now, let alone the future. Is it any wonder they find other ways to keep occupied? The Juvenile Justice person is not only concerned with the law—his main task is to prevent young people from getting caught up in the system. He's looking for any way to keep them out of trouble. He has resources, both within the law, and money—for creative programs to divert young people from being locked up.

The Task Force's action plans bring together all these forces to make it possible for youth to contribute to the community to solve its problems and at the same time learn and have a job.

How would youth go about reaching for the sky? Well, they obviously can't do it alone. Here's where a Youth Action Team comes in: a group of youth, a resource person and an older youth as coordinators—to study the problems and suggest ways the school could be improved.

The Value of Youth Workshop.

The Youth Participation and Community Services Job Development Demonstration Projects Initiative of 1979, (pause!) represented a collaborative effort by the US Departments of Justice (Office of Juvenile Justice and Delinquency Prevention), Labor (Office of Youth Programs), and Health, Education and Welfare (Youth Development Bureau) which made a grant jointly to SARC and Dialogue Systems, Inc. of New York. The three Federal agencies had combined financing a large national project to cope with the mounting problem of runaway youth. From the contract applicants, 17 had been chosen as finalists. There were 22 adults and 21 youths who attended the "Pre-Award Conference: The Value of Youth," which the co-sponsors held at Mills College in Oakland, California on August 12-17, 1979

A good deal of the impetus for this undertaking came from the efforts of Dr Larry Dye who'd recently been appointed as Director of the Youth Development Bureau of the US Department of Health, Education and Welfare. Dr Dye was one of the 18 prison inmate participants of the New Careers Development Project conducted within the California Department of Corrections in 1964-1965. He subsequently attended the University of Massachusetts where he obtained his doctorate and became a professor. He opened the workshop:

This workshop provides a unique and exciting opportunity for Runaway Youth Program staff to exchange ideas and to work cooperatively on the development of innovative, youth valuing programs.

In planning the workshop we have been careful to minimize the numbers of didactic presentations and to build the workshop around small group sessions. The rationale for this approach was three-fold.

- *First, it maximizes the opportunity for cooperative work.*
- *Second, it recognizes that the programmatic expertise needed to develop the generic program models is being brought to the workshop by the program representatives themselves.*
- *Third, it recognizes that if workshop goals for product development are to be achieved, adequate time for product development must be scheduled.*

The workshop theme, The Value of Youth, was selected because it expressed in a comprehensive way, the philosophical position taken by those involved in the demonstration, technical assistance, training and evaluation initiative. In planning the workshop, the intent was to move beyond a discussion of The Value of Youth, and to create an opportunity and structure in which youth participation was critical.

Aims of the Value of Youth Workshop:

- *facilitate the constructive involvement of youth in participatory, educational and work-related activities which allow for personal growth and development and which have a demonstrable effect on the communities in which the projects are located;*
- *improve the educational, developmental and employment-related programs of service provided for runaway, homeless and other vulnerable or disadvantaged sub-populations of youth, and*
- *test and refine innovative program models and strategies to provide employment, training, and career development services for youth.*

Unique Characteristics of Workshop:

- 1). *It provided an opportunity for potential grantees to work cooperatively with other potential grantees, representatives of DHEW, technical assistance, training and evaluation staff.*
- 2). *It provided an opportunity for potential grantees to expand their vision beyond narrow local interests and needs and to understand the importance of their specific projects within the context of a national demonstration program; and the larger initiative aimed at valuing youth and instituting the social changes needed to promote positive youth development through participation.*
 - *it provided an opportunity for potential grantees to develop formal proposals which were responsive to national goals and values while they reflected sensitivity to local community and youth needs;*
 - *reflected understanding of the value of youth and commitment to youth participation;*
 - *used the Program Development Model as a basis for thinking and decision making.*

Workshop Goals:

1. *Educate participants about the concept of valuing youth so that this philosophy could guide development of:*
 - *local demonstration project goals and objectives*
 - *innovative program plans*
 - *reality-based action plans*

[continued next page]

The workshop, then, was a significant demonstration of the notion that through participation and involvement, contributions made by youths are valuable and necessary.

Background In developing an approach for solicitation, review, grantee selection and contract award for the Youth Participation and Community Services/Job Development Demonstration Grants, the federal funding agencies were determined to:

- *reduce the competitive nature of the process*
- *promote cooperation and coordination among potential grantees*
- *broaden the vision of potential grantees*

Two strategies were used to address these issues:

- *A preapplication process which called for the submission of concept papers and supporting documentation*
- *Conducting a pre-award workshop during which formal proposals could be developed.*

Projects invited to participate in the workshop knew:

- *that they were being considered as grantees under the demonstration initiative*
- *the upper limits of funding available to them*
- *that they would be expected to develop and submit formal proposals*
- *that technical assistance would be available during the workshop to support proposal development*
- *that expenses incurred for travel and per them would be reimbursed*
- *that youth and adult project representation at the workshop was necessary*
- *that youth participation in proposal development was expected*
- *that workshop participation was a prerequisite for funding consideration*
- *that projects were not in a competitive situation.*

2. Clarify the nature of programs to be funded under the Youth Participation and Community Services Job Development Demonstration Program.

3. Identify the expectations of all participants in the demonstration project effort, including

- *expectations of Federal agencies (Department of Health, Education and Welfare, Department of Justice and Department of Labor);*
- *expectations of technical assistance and evaluation contractors (Dialogue Systems, Inc. and Social Action Research Center);*
- *expectations of Runaway Youth Program representatives (adult and youth).*

4. Acquaint participants with the technical aspects of preparing grant applications, and with the Program Development Model.



PROJECT LEARNING: AN EXPLORATION

CHICAGO



THOUSAND YEARS AGO

We did not know you, O Chicago.
*Creature of men's ambition and salt fog;
 Articulate Buckingham speaks parables of you
 And clouds gone mad rain down on Lincoln Park
 Where trees accept the blessing
 And the grass swells with dewy pride.*

*Towers and traffic have long replaced
 the Indian sites;
 The drums have given way to the drone of commerce.
 The babble of the stock exchange—our sacred rites—
 Drowns out the shaman's prayer. Apartment and office
 Exhibit the artifacts of a bygone age—
 Trophies of a proud though vanquished race;
 And age gone by, an age when we were nature's piece.*

*Standing by the lake as broad as any future
 The buildings brace themselves for another winter.
 O brace yourselves, and dread the time to come
 When children ask "What have you done?"*

We do not understand you, O Chicago.

John M. Maher

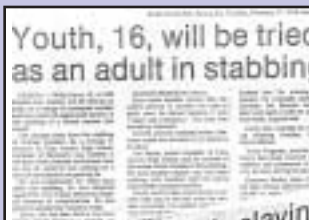
Project Learning: An exploration



• *What could a group of 50 teenagers (many of them involved in law-breaking) learn and have to contribute to a Governor's Conference on Delinquency Prevention?*



• *What could three early teenage boys learn from a snake skin? Their original intention was to frighten the girls, but it backfired.*



• *What happens when a 16 year-old-boy stabs his teacher?*

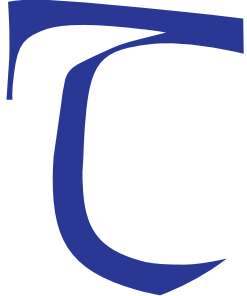


• *How does a 12-year-old girl operate a school from her front porch?*

PROJECT LEARNING: AN EXPLORATION

(Teams two through six)

Setting. The time is 1978-9.

 HE MORN-
ing commu-
ter train
leaves Chi-
cago's central
station. The
hour-long ride goes south past crowd-
ed urban neighborhoods, through
suburbs and eventually comes to the
wide open spaces of the prairies. The
end of the line, Park Forest, South,
is a modern station smack in the
middle of a corn field. Off in the
distance rise iron beam sculptures in
red and black facing a cluster of mo-
dern buildings by a lake shore. This
somewhat disconcerting conglomer-
ation is the newly created Governors
State University of Illinois (GSU).
To get there you have a choice of a
half hour's walk on a path through

the fields, or waiting for a bus the
university furnishes but doesn't seem
to have a schedule.

Following the Youth Partici-
pation Project, I was offered a ten-
ured-track position as Professor of
Human Justice at GSU, slightly uni-
que in its mission—a legacy to gover-
nors of Illinois—as an experimental
university for students who did not
normally “fit” into the other branches
of its higher education system.”

Which meant that the majority of
the student body did not meet the
academic qualifications for the other
campuses, but most were currently
working. But combined with formal
education, their experiences could be
accredited. Working full time in the
Chicago area, as social workers, po-
lice, probation and prison officers,
counselors, or teachers, most students

attended classes late in the after-
noons, evenings, and on weekends.
They were an older group, and many
were Black and Latino. There were
also students in the nearby state pri-
son who studied by correspondence
courses while they assembled a port-
folio based on what they'd learned
from their involvement with the cri-
minal justice system and from their
coursework. In all, a wealth of experi-
ence but not much enthusiasm for
learning by the inimitable opportuni-
ty the university offered. The univer-
sity administration and the faculty,
with few exceptions, were not very
imaginative or inspirational in using
their resources very creatively, feeling
they were the step-child of the uni-
versity system. Together their un-der-
current was to make the university
more “respectable.”

Getting Started.

I arrived on campus just after the holidays in the worst blizzard Chicago had had in recent times, to begin the winter quarter. I was given a free hand to “teach” what I thought was needed to enable students to become more proficient in their work. Charged with enthusiasm at teaching on a university campus again, the first day I got the students into a circle as I had a decade earlier at San Francisco State, to get acquainted, pick up their expectations, work out a plan for learning, and get to work. My expectations were soon dashed as I got little response but rather the usual questions about exams and so on. I had been away from this lay out for so long I had forgotten that it still dominated academia. Here was this new university that was exempt from much of the paraphernalia of “courses” “exams” “grades” and so on, where students could indulge in learning from their experiences, from projects, from testing out new ideas, and were evaluated by portfolio. How could I have been so naïve? And then a student asked me if I didn’t agree that the press in the US had too much freedom; there were some things best left out because of the harm that could be done by exposure? It wasn’t a question and I’m afraid my reply sound-

ed a little curt when I answered that I didn’t think they exercised *enough* freedom! As if that skirmish was not enough I happened to notice a revolver discretely exposed by one of the male students. I was mildly horrified and when I inquired, he informed me that he was a police officer, off duty, and carried his gun with him everywhere. “Not in my class!” I replied, but when I went to see the dean after class, he informed that it was common practice on the campus. As far as I was concerned that was the end of my tenure at GSU. I said unless this practice was stopped in my “classes” he would have my resignation immediately. I got no straight-forward riposte and so telephoned the student to inform him that he had the choice of either not bringing his gun to class or withdrawing from it. I was somewhat surprised when he appeared at the next meeting and I informed the class of my position on guns in the classroom. As if I hadn’t already realized it, I now knew I was in middle-West USA and no longer in San Francisco. I immediately became discouraged and regretted having left the San Francisco area to come to this snow-bound place of detention.

I was only given two classes to teach and was expected to spend time individually with students

working out placements, individualizing study plans and evaluating portfolios of those on campus and in prison. I steered clear of lectures and continued to get to know the students’ expectations as far as their careers were concerned, their dilemmas, and interests. Some no longer came to the “classes,” but of those who did, a core group began to form. Bernastine Cook and Beatrice Totten were in administrative positions in a social welfare department nearby and brought in some of the cases they were at a loss as how to handle and we got a lively discussion going. They invited me to pay a visit to their office and talk with some of the staff. As the class moved along, the remaining students became more trusting of the group; I could see some of the futility they felt in their jobs. There wasn’t much inspiration or incentive to do anything differently than merely to “process” their heavy workloads in the manner they’d become accustomed to. At a point when I believed they were more open to new ideas, we began brainstorming: “Back to the cards!” I could hear SARC Team Coordinator, Willie Stapp, looking over my shoulder saying: “Don’t be a nit wit—use 5 by 8s!” And so we did. At first the students’ ideas were not very imaginative and I found myself writing

cards that were more provocative. The momentum picked up but we lost some of the students. Bernastine and Beatrice had assumed a vigorous leadership in one of the classes and continued to bring in “problems” for solutions. Other class members, even a police officer, cautiously began to divulge his feelings of frustration and inadequacy at times in dealing with offenders. I had evaluated the portfolio of a prisoner at Statesville Prison, who upon parole, enrolled in one of the classes—which livened it up considerably.

As the classes turned into seminars, students asked where they could get new kinds of experiences. (I’d suggested *The Value of Youth* for outside reading and it went over well.) We were now into the spring quarter and most of the snow had melted along with resistances. I thought of the YAT team and how something similar over the summer might be an opportunity for *new* experiences. When I suggested that we originate some projects, Bernastine and Beatrice immediately set to work. They were in touch with the youth employment office of the nearby community of Chicago Heights which was expecting to receive a Federal grant for a summer youth employment project for the town’s unemployed teenagers. Most were Black youth and problems were

abounding: crime, delinquency, violence, teenage pregnancies, drug and alcohol abuse, and as for “school climates,” they had burned down one of their schools. The area seemed ideally suited for an action team.

Bernastine and Beatrice had recently brought in a case of theirs where Willis Davis, a frustrated 16 year-old boy, who lived at 1225 Second Avenue, Aurora, got into a dispute with a driver’s education

his students and I immediately thought following this case might prove of interest to both groups of our students. Were we suddenly presented with more “experiences” for learning than we could handle?

Serendipity.

I met with Virgil Turner, the local Director of the Community and Economic Development Association of Cook County, Inc. (CEDACC) in which Chicago was located, to

Problems were abounding: crime, delinquency, violence, teenage pregnancies, drug and alcohol abuse, and as for “school climates,” they had burned down one of their schools. The area seemed ideally suited for an action team.

teacher at East Aurora High School, who was Caucasian, and had stabbed him. Willis was charged with attempted murder, confined without bail and the judge ordered that he be tried as an adult. When a Caucasian youth who’d been involved in the murder of a junk yard dealer, was released into his parents’ custody, the Black community had become infuriated and were planning demonstrations. I’d been in contact with a noted filmmaker on the faculty who was looking for an interesting project to videotape with

see what possibilities there might be to have ten teenagers to work with two college students in surveying some of the problems of youth in the Chicago Heights area. He appeared interested and let me know that he was to receive a grant from the US Department of Labor to pay a number of youth for 25 hours a week for 10 weeks over the summer.

He gave me a copy of the guidelines which specified that the summer program was to “provide economically disadvantaged youth with certain work and educational

experiences which would lead to their eventual development as self-sufficient members of the work force." Now, the terms of agreement required that we list "nonspecific end products in quantified terms." We interpreted that definition to go something like if a youth was employed as a maintenance helper, the end result of his or her endeavors would be the accomplishment of restoring to working order six damaged vehicles, painting four classrooms, or repairing two damaged floors, and the like. Mr Turner asked me to get this application back to him as soon as possible and he would see what he could provide.

I took the information back to the students. Needless to say, that precept wasn't exactly what we had in mind. I didn't see how we could be that specific; we wanted to leave the project vague so that the youths could explore new potentials—perhaps the young people could write up their own job descriptions as an important part of the program. And so, to make the terms as flexible as possible, the students and I drafted a work statement. We hand delivered that brief statement of intention and were referred to Ed Franklin, the Youth Program Coordinator and Ruth Montgomery, the Youth Counselor. From our proposal they suggested that we take the

first four weeks for training in basic skills and the remainder of the time for projects which the participants would select and undertake. Then the bureaucracy was set in motion. Our project was approved on the spot but what I didn't know was

there were just so many streets to be cleared of rubbish, parks to be raked of leaves, public buildings to be cleaned up, and so on.

I gulped as I consented to the agreement and wondered how I would break the news to my dean,

"Study of school climates and suggestions for improvement. Targets include working on a possible GSU video production based on the case of the 16-year old youth who was being held in the county jail; a county-wide workshop on youth participation; production of a newsletter; a booklet on the summer experience; and the development of curriculum materials for secondary schools."

Work Statement

that the agency allotted youth in groups of 50, quite a few more than we had bargained for. But along with the youths, we would be given five paid youth leadership positions and a part-time coordinator from CEDACC. What I found out later was that the hurry up acceptance of our project was because over 500 young people between the ages of 13 and 21 had applied for summer youth employment—far more youth signed up for jobs than they had placements. After all, there was a saturation point in the community as far as manual labor was concerned:

Roy Cogdell, before the contract arrived for his signature. (I'd briefly mentioned to him that I was planning to organize a small summer project with "delinquent" teenagers to give my students some direct experience in "prevention.")

The students were delighted—and excited. Eight volunteered to be team coordinators and we recruited two students from other universities who lived in the community and were looking for summer jobs. We gave the five paid positions to those of the ten who needed them the most. So now we were to have five

YATs—not one—each with two Team Leaders, and a half-time coordinator from our funding agency, who turned out to be Carol Montgomery. She met with the students



to go over the administrative requirements and regulations for governing the youth, supervision, etc. And since we would be based on campus, she would arrange for busses to pick up the youth to bring them to the university and return them. In addition we could have the busses for field trips and there would be a \$25.00 cash allotment for supplies for each Team Member. As to selection, we agreed that she work this out with her agency and we would accept everyone they sent.

Dean Cogdell sent for me. He seemed pleased that we had worked out the agreement with the community agency and as there would be vacant classrooms over the summer, to arrange with his administrative assistant to have one scheduled for our use. He added that since the “students” would be on campus I could set it up for each of them to have a locker, an ID and a library card. What I was to realize a

few weeks later was that apparently the dean had not read the fine print of the contract and had assumed that the project was for 10 teenagers as I’d earlier briefed him.

Preparation.

We were determined that the experience be as exciting as possible for the youths—one that would lift their expectations and allow them to explore areas they had not known previously. The ten Team Leaders agreed on a broad statement of their general goal for the Teams: “To gather and promote information and knowledge of models of change that improve the

quality of life.” To carry out this goal, they held a brainstorming session and agreed on an array of beliefs and specific methods they might try both among themselves and in their Teams.

The basic skills the youths would need to be focused on fact-finding methods, interpersonal relationships, and technical competency (video and audio tape recorders, and computers).

During the planning week I met with the ten Team Leaders for three hours each day. The plan of action we were to undertake seemed to most resemble that of *the Peer Model* that Ernst Wenk had identi-

Brainstorming by Team Leaders

- *Research. Action. Reflection*
- *read the appropriate literature*
- *learn about and practice action research methods*
- *promote broader perspectives*
- *design, participate, and conduct workshops and conferences*
- *plan and collaborate in new courses*
- *develop a futuristic orientation*
- *promote participation*
- *practice the positive value of personhood*
- *encourage discussions among the students*
- *interview knowledgeable people*
- *plan and carry out projects*
- *participate in community development*
- *become involved in community action*
- *disseminate information*
- *use of the arts, theater, and the media*
- *raise issues re: policy (e.g., human rights; environmental)*
- *identify, build, and use networks*

fied from the SARC Task Force Project, in that it would consist of high school and middle school students, required very little additional funding, featured student participation and that they would be paid for their services as well as earn course credits. We listed possible topics to undertake, assigning priorities within our time frame.

From these brainstorming sessions, we arrived at five areas in which we hoped to focus: *School Climates*, *Youth Involvement in Human Services*, *Community Development*, *Arts*, and *Political Action*. Next we looked at resources in terms of people, organizations, and materials that were readily available. Aside from what we could get from the university, we had transportation and \$25.00 per youth for materials.

As I said, we had agreed to take everyone CEDACC chose. Many of the youths who had applied for summer jobs, Carol now cautioned me, were drop outs and troublemakers, with very low communication skills not to mention attention spans. She reminded me that some would have been those who had burned down their school the previous year. As she began to inform me of those who were on probation, etc., I said that I didn't want to know; we were interested in students and not cases. Yet, a certain

amount of apprehension began to temper my own excitement about the project. *If anything went wrong would the university also go up in flames? Considering the misgivings of officials, the youths had a lot to overcome even before they set foot*

They had parents or relatives who had been or who were currently in prison; a few of the youths were themselves on probation; others had spent time in juvenile institutions. As stimulating as their experiences had been, I didn't believe that they had learned much from them; very few knew the actual inner workings—or the politics—of the justice system.

on the campus. Most of the group had intimate contact with crime, delinquency, and drugs. A few of the girls had become pregnant in the recent past. Some girls had already had an abortion; some had had the baby and kept it. They knew little about conception, let alone its continuation to natural birth.

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them; very few knew the actual inner workings—or the politics—of the justice system.

Apart from being delinquent, they were also intelligent, and as we were to see, readily able to grasp not only the mechanics of the television

equipment and the computers, but abstract concepts as well. And as they revealed more and more of their backgrounds, I could see the richness of their "impoverishment." And the scars. As it turned out, from the beginning, they certainly were a lively lot. Yet, beneath all the bravado, I saw that they were also sensitive.

The Team Leaders

Of the ten university students, eight had been in my classes the previous year. One of the ten was a freshman, a female only a few years older than the youths in the work force; the remainder were in their early and mid-

dle twenties, finishing their baccalaureates or were graduate students. Racially, they were diversified: Black, Latino, and Caucasian. They were a bright and courageous group with high expectations for the project. As a group, however, they had few of the skills that were needed; in that sense, they would be learning on-the-job along with the youths. I had held a seminar during the year in which we'd discussed a wide range of subjects and methods of learning. Now it was time for action. I wanted the university students to have a chance to try out different ways of learning within the general framework of the project.

Learning Consultants

Although we had no consulting funds, I hoped to prevail on the generosity of fellow professors at the university to lend support by occasional training and consultation sessions with team members.

The "Boss Man."

In my role as Project Director, I hoped to keep a low profile as I wanted action to evolve around the Team Leaders. I was readily available in my office and wandered around freely, visiting projects, went on some field trips when asked, and generally was there if needed. During a two-hour break on Monday and Wednesday, I met with the Team Leaders

to discuss what had happened in their Teams and went over their plans with them. On Friday afternoons, we met for a wrap-up session of the weeks' activities and planned for the following week. In the eyes of the youths, in addition to being a professor at the university, I inadvertently became the "boss man." I acquired that sobriquet because of a requirement by CEDACC that I personally give out their pay checks each Friday. I had attempted to pass on this task to the Team Leaders so that it would put them into the role of an employer, but Carol said this was not possi-

ble to delegate. So I was forced to assume the role of the "boss man"—at least on pay day.

The First Day.

Before the possibility of the project arose, some of the students and I had planned to attend the Governor's two-day Conference on Delinquency Prevention in Chicago. But, as it turned out, the conference was to begin on the first day that the youths were to arrive at the university. Rather than miss the conference altogether, we decided to take our entire work force along



—a good way to begin the project. When the youths arrived at the university the first morning (expecting to rake leaves, clean toilets, etc.), we boarded them on waiting buses and took them into Chicago. I had guessed that there would be a high percentage of minority youth, but out of the 50 who showed up, there was only one Caucasian; the rest were Black and Latino. And there were more boys than girls.

The youths were completely unprepared for the experience in store for them as we disembarked at the plush McCormick Inn on Lake Michigan. The Conference covered subjects ranging from schools to the arts, from community safety to the treatment of young offenders. There were uniformed policemen in attendance, as well as important judges, government officials, teachers, and politicians. These officials were surprised by the sudden influx of so many young people. But the youths soon disappeared into lectures and various workshops; some wandered around the hotel for a while. We gave them no instructions as to their conduct, but merely told them to attend any workshop they might be interested in. And we agreed to meet for lunch.

In most of the workshops professionals recounted their experiences at work. A few had brought

along some clients as examples. One workshop had a group of squeaky-clean, well dressed white teenagers from “Operation Snowball,” a high school deterrence project in an affluent community, to convey the evils of drugs. Their presentation drew jeers from our young people.

I had been particularly interested in attending a discussion of a television documentary on the New Jersey “scared straight” experiment of briefly locking up delinquent youths in an adult jail for the shock effect. Dr Jerome Miller was a featured discussant—someone I’d admired for a long time. He’d recently left Massachusetts where as Commissioner of Corrections, he had “deinstitutionalized” that state’s correctional facilities by closing all the

What I didn’t know in advance was that there would be such a splendid array of artistic and media forms at the conference: films, dramatic presentations, television programs, dance, and musical events.

youth prisons, creating community alternatives. Dr Larry Dye, the former prisoner I’d worked with, had taken a number of young offenders on the University of Massachusetts’ campus at Amherst where he was teaching, and “apprenticed” them to some of his own students. In fact,

I’d gotten some of my ideas for this summer project from him. There were some young people in the audience from a group home who livened up the discussion by recounting how the “scared up” approach had *not* worked for them. They gave a rather impressive account of their own alternative program—a more thoughtful and humane approach—which *was* working. And then I was surprised when one of our youths spoke up and supported the youths from the group home while defending juvenile delinquents, offering some of his personal experiences with the criminal justice system. By lunchtime, there was considerable excitement when the work force gathered. Carol had arranged with CEDACC

to pick up the tab so the whole group was able to eat in the dining room—a memorable experience in itself.

What I didn’t know in advance was that there would be such a splendid array of artistic and media forms at the conference: films, dra-

matic presentations, television programs, dance, and musical events. A group of former prisoners from San Quentin put on one of their novel plays. The Original Youth Theater did “Different People; Different Times,” which focused on the appreciation of diversity. All in all, I couldn’t have planned a more exciting beginning for our new project. As they recounted it the next day, they were stunned, amazed, excited, frightened—and some were bored at times—by the sudden plunge into this joyous carnival.

Day Two. Brainstorming

The morning after the Conference, the buses arrived and to our surprise, all 50 got off. We assembled them into five Teams of their own choosing. After reassurances that they were not going to have to do manual labor or write reports on the conference, they settled down; instead, the Team Leaders told them that they would be coming to the university most days, but sometimes they would be doing projects in the community. While on campus, they were just like other students, and to emphasize the point they each got their locker, ID and a library card. We used the Conference to show the youths how to learn from live experiences, introducing them on day two to brain-

storming, and began teaching them to conceptualize their ideas.

After the comments had been categorized, the coordinators initiated discussions about each topic. From this first session they began to learn some of the basics of group discussion. The cards were left on the walls, and over the next few days, new ones appeared while others vanished. Some youths made charts from the cards, and others added cartoons and quotes. The cards became a reference and a source of discussion. Team members consulted with other teams to see what they had come up with, comparing their own ideas and borrowing others from time to time.

class temporarily using the space the evening before, had taken down the cards and discarded them.

Through this loss, we understood how important this graphic means of identifying and conceptualizing issues had already become to their learning. Fortunately one team member had written down most of the ideas and so they were restored—and a large notice was posted with a harsh warning to anyone else who used their room not to touch their cards.

All seemed to be going well in the teams during the first few days but the presence of the young students had aroused some anxiety among the staff of the university. It was common enough to have

“A brainstorm, is getting people’s ideas fast on a certain topic, problem, or situation. Ideas must be given in full de-tail and are written down on 5 x 8 cards and pinned on the wall. That way you can see what the others are thinking about. Next the cards are ar-ranged into categories that make sense. Then you develop a plan of action. It also gives the “YATS” a chance to express themselves and to be able to communicate with other people.”



The Remainder of Week One.

A near crisis occurred one morning when a team arrived at work and their cards were missing. Eventually we found that an adult education

groups of high school students visit the campus as part of recruitment. But when laughter regularly began coming from our workrooms, university personnel began to take no-

tice and ask questions. The President's secretary sent for me to say that he had noticed the noise and wondered who this group was.

On Friday, Dean Cogdell summoned me. He didn't appear distressed; he did, however, want to know who all these young people were and when I reminded him of the agreement, he looked rather

Some staff were concerned about possible vandalism at the university, and the secretaries were worried that their purses might be snatched.

stunned—50! Apparently he'd been caught napping when he signed the contract. What orientation had I given the youth? I had delegated this detail to the Team Leaders as I thought it important that the team members relate to them as leaders from the beginning. The dean's composure began to change. *Didn't I know that one of their high schools was burned down?* He informed me that some staff were concerned about possible vandalism at the university, and the secretaries were worried that their purses might be snatched.

As for the dean himself, he was concerned that only one of the 50 was Caucasian. (Discrimination in reverse?). I had thought that being Black himself, he would be pleased. When I explained that I had accept-

ed all the youths that the employment agency had assigned to this work project, I couldn't tell whether he was horrified or secretly delighted. Although he'd often talked to me privately about the lack of imagination among his faculty, I knew he was concerned about this apparent racial "imbalance" and didn't want to be criticized either by the univer-

sity or outside community. I mention now that I had not dwelt on the details of this project either to the president or the dean. I hadn't seen the necessity but had discussed it with my colleagues (some of whom thought I was a little mad) and frankly I was worried that my bosses might not have approved the project had they known the details!

Working Schedule.

By Friday of the first week, some youths complained that there wasn't enough time: they just got started each day when it was time to leave at noon. Could they change their schedules, and work two-and-a-half days full-time, leaving them Tuesdays and Thursdays free? I thought it might be more suitable to have

Monday and Friday off, so we all could have a long weekend. But for them weekends were already long enough. So, we readjusted the schedule according to their request.

Learning From Crises (Social Learning).

The librarian contacted me to say that she had had to speak to some of my "students" for talking too loudly. And then after lunch one day during the second week, some of the boys did not return. Others said they were sleeping by the lake, obviously having smoked marijuana. It was our first real crisis. We met with the whole group after lunch. Denial and indignation were their chief defenses. And then the ultimate justification: our original instructions were that they behave like other students. *At their schools, they smoked; why not here?* Many had gotten the pot from their parents or older siblings. The more moralistic among the group said that smoking pot would lead to hard drugs, and that smoking during the day would interfere with their projects, or worse, jeopardize the whole program. Someone added that the "boss man" could get fired. After this one discussion, no more smoking during the day occurred on campus to my knowledge, and nothing further was said

about it. Some teams did of course, take up the topic of drug taking, its causes and effects, and worked the subject into their projects.

There were other minor crises in the teams—it would have been too much to expect otherwise. We greeting conflict as another means of learning about interpersonal relationships and how to resolve them. Fist fights and verbal abuse were their means of communication under stress. And under the guidance of the Team Leaders, when the few fights did break out, they became a means of learning. Back to the 5 x 8 cards.

“Having missed Tuesday, I expected to walk into the team not knowing what they were up to. But I didn’t expect that D. and A. would get into a physical fight. Jan. [co-team leader] also related that no one was involved the day before, and that there was a lot of verbal abuse within the group. In our team-leaders meeting we talked about role playing methods that might be used in bringing the fight into the open air.”
Terry, Team Leader

Three of the boys in Terry’s Team were having difficulties in getting a project started. They’d been

frustrated with their futile attempts to find suitable materials in the library and were disrupting the team by harassing some of the girls. They’d fixed the lock on their room

taught them enough technical skills to operate video cameras and video tape recorders. His initial concern was that they might damage the cameras. R., M., and P. were the first to

At lunch, a security guard came up to me, asked me my name and led me to the security office where Derrick was being held. We were “interrogated” (no bright lights in the eyes) because we fixed the lock to keep our door open. A positive benefit was the lift it gave to a camaraderie that has been developing between myself and the three members of our “sub-team.”

Terry Cahill

so it would stay open. Terry seemed to be getting nowhere bringing up their behavior in the group meetings until the intervention of the campus security force who unwittingly provided a means for examining relationships.

Hands-on Learning: Tape recorders and Videotaping

Audio and visual equipment to gather information, we thought would be compatible with their action learning styles. And that with their relatively short attention span, video and computers would be ways to encourage their concentration.

A communications professor

respond to a request that each team choose three members to learn to operate the equipment initially and then they would teach the others.

They chose to tape a brainstorming session. The Team Leaders began the exercise by asking if anyone was ready to start a project (based on the cards). Someone suggested they might talk about various ways they could get “high,” in school. An-other came up with the topic of child abuse. And so the meeting got off to a lively start providing ample material for taping gestures as well as content.

Beginning with laughter, the camera recorded their discussion,



Mike Stelnicki, a professor of communication science taught us how to use video equipment. A team of three—one for camera, taping, and directing—worked together and interchanged jobs for training. It was easy at first to tape the interviews and discussion groups we had planned to use for it. The cameraman is a person to worry about—he can make you look sensational; but then again, he can make you look like a “jackass.” Editing and making programs is harder.

Joseph Cruz

focusing on body movement: feet taping, knuckles cracking, and side conversations. When one guy made a grab for a girl's bottom, there was an uproar, but the cameraman didn't veer, focusing on the perpetrator to capture his response as the group confronted him.

Later on, when they had mastered basic skills, another faculty consultant—a prominent film maker—worked with them on the artistic elements of camera work and loaned us one of his advanced students to help our beginning cameramen. It was easy enough to gain their attention with video equipment. But they were also learning the kind of discipline and teamwork that makes professionals.

Interviewing and Questionnaires.

Another way of teaching the students how to obtain information systematically was learning to interview. Each student got a copy of the *Youth Action Team Manual* which contained a chap-

ter on interviewing. They began by learning how to formulate questions, preferably those which could not be answered by yes or no, and then tested them on team members, first with tape recorders, then video cameras. Then they looked outside their group for people to interview. Initially the teams were insulted when Team Leaders told them about the university secretaries' concern for their purses being rifled. Someone came up with the idea that perhaps they should acquaint the secretaries with the project. So they decided to enlist the secretaries as their first volunteer interviewees outside the project. Most secretaries agreed. Inadvertently, this maneuver served a public relations purpose, as the secretaries were now able to explain the project to others and convince skeptical superiors and faculty members. Networking had begun.

Having made contacts with the secretaries and honed their skills, team members cautiously looked for other

“Of course, care of the delicate equipment is important. We learned the hard way when someone tripped over the line and knocked down the camera, which put us off the air. We needed more training and experience in how to use the equipment and the different ways video could be helpful to YATs.”



candidates to interview. One Team Member got a scoop when she was the first to get an interview with the dean. Then another interviewed the dean and got more personal information: "When he goes home after a hard day, he enjoys working on the sculpture he is now doing of an African woman. He always thinks of posterity and legacy." After critiquing these interviews, still another was able to get further information on the dean.

Team members then learned to use sampling techniques beginning with questionnaires to enlarge their

ways to measure public opinion. After their experiences with team members, staff, and university students, they

Preparation for interviews was often tedious and a time where teacher-like direction was needed to get something accomplished. But interviewing people in the everyday world with 'real' jobs proved fascinating.



Dr Cogdell has always wanted to be a leader, and his job entails a great deal. He compares his position to being the father of 15 children [his faculty]. Dr C. likes working with the faculty and inspiring them. A personal goal that Dr C. hopes to reach is to become president of a university. He confidentially stated that he feels he is qualified now, and that he would really love to hold the position.

[What went through my mind would our project hinder or advance his chances?!]



We learned to use the computer terminal in the library. Professor J. S., who teaches communication science, showed us how to use the terminal in the audio-visual section. First, he taught us games to play. Then later on, he taught us how to use it as a good source of information about vocations and job specifications and qualifications needed.

moved out into the community to find respondents. They asked friends both structured and open-ended questions. Then came tabulating responses and putting their results on computers to analyze their data.





Interpersonal Relationships.

From the first day, it was apparent that confrontation—physical and verbal—was their primary means of communication. In the early meetings, many talked at once. Some used threats when their views were questioned, and as I said, a few fist fights broke out. Initially, the brainstorming sessions served as a means to express ideas and claim authority in a more orderly manner. When video cameras and tape recorders were introduced, the playbacks themselves became corrective mediums as the viewers watched themselves and critiqued their performances. Many of the youths had fixed, decided attitudes and values, with little tolerance for the views of others. As they perfected their inter-



personal and group skills they were able at least to entertain, if not accept, opinions and values other than their own.

Some of the most significant changes during the summer were in the area of gender behavior. Many of the boys were machoistic both in the presence of the girls and among themselves. Likewise, many of the girls assumed “tough” postures. Sexual references were frequent and perpetrated abusive remarks. Again, confrontation in the team meetings and the use of video images served as

means for the youths to examine their behavior and its effects on others. Group exercises in which boys and girls learned to touch one another legitimately and with tenderness,

Some of the most significant changes during the summer were in the area of gender behavior. Many of the boys were machoistic both in the presence of the girls and among themselves.

added a great deal to lessening sexual tensions and learning to communicate physically.

Projects.

Toward the end of the first month, while still learning basic skills, several of the Teams had projects, from simple information gathering to those which involved people both on campus and in the community. They also ranged from relatively non-controversial topics to some that raised considerable anxiety.

1. *Sexuality.*

One day three of the boys Ken-nity, Oliver and Derrick, came to see me. They wanted to know if they could study sex. No, they weren't interested in birth control and the rest. They had done a brainstorming session with the cards and came up with the areas they wanted to study. What are the different ways to have sex? What are the different kinds of sexual relationships? How often was it normal for young people to get sexually aroused, and how often could one have sex? How is a baby born? What does it look like as it ar-rives? And they wanted to read fiction about sex.

Their Team Leader had suggested that they make use of the library. He thought there might be films



that were used by nursing and pre-med students. But such books and films were kept under lock and key, and the librarian would not let them have access even though they had library cards What would their parents think? And besides the books and films were too “technical” for children.

“You know,” Kennity said to the librarian, “We aren't illiterate! We can always use the dictionary if there are words we don't understand.” But the librarian was resolute: the films and books would remain under her keeping although later in the summer she reluctantly released a few.

2. *Gender: Gay Youth and Tape Exchange.*

Another Team had discussed teen-age homosexuality which was a rather explosive subject. Two of its members were “queer bashers.”

Others in the Team thought they should know more about the subject. There was nothing pertinent in the library except some out-of-date psychology texts. And at that time, there were no gay organizations on the campus. There was, however, a support group (Gay Horizons) being formed in Chicago for gay males under 21. Some of the team members wanted to attend their meeting. I contacted the social worker in charge, but since many of the gay group had not yet come out to their families, he didn't think it was the right time. Further, already there had been threats of violence made against the group. But he suggested that I might visit the group one Saturday and ask them questions that our youths were interested in and take back their replies. The team gave me a set of eight questions and issued me a tape recorder.

Questions put to Gay Horizons youth:

1. *What does it feel like to be gay?*
2. *At what age did you realize you were gay?*
3. *In your opinion, what brought about your gayness?*
4. *How do your parents and siblings feel about your being gay?*
5. *How did you go about establishing your first gay relationship?*
6. *What are some of the problems that you had to overcome in being gay?*
7. *What are people's reactions and/or criticisms toward you?*
8. *What is a gay relationship like?*

To the YATs Team:

1. *What's it like to be a straight youth?*
2. *What are your difficulties and problems?*
3. *How do you see gay youth?*
4. *Did you learn anything from our responses to your questions?*
5. *Can you accept gay youth anymore after hearing our responses?*
6. *How does the media affect your impressions of us, for example, people like Anita Bryant and John Gacey? **
7. *Do you fear growing up and taking on all the responsibilities of straight adults, like keeping a job, having a family, raising children, and so on?*
8. *Have you ever had any homosexual feelings yourself toward others?*

Twenty gay youth came on Saturday and not only agreed to let me meet with them at the beginning of their meeting but readily allowed me to tape the discussion. They were pleased that a group of straight youth would want to hear from them. Then at the end of the time they'd allotted to me, someone asked if they might in turn, ask some questions of our Team?

I took the tape back to the study group. When members of the Gay Horizons' group said they realized that they were gay from the ages of eight and nine, there were gasps of disbelief among the Team

members, a totally new perspective for most but hearing the tape had a striking effect on them. They listened to the recording several times and then loaned it to other teams who heard about their project and were curious. The discussions raised many gender issues aside from being gay, such as what are the differences between expectations put upon males and females? And more fundamentally, what constitutes a relationship between *any* two individuals? The Team in turn, taped a meeting for the gay group. This meeting began a "tape exchange" which eventually led to direct con-

tact, when three of the gay youth came to visit the project after homosexuality had been defused. I didn't tell the Teams who the visitors were; I thought not disclosing their identity was an important part of learning about relationships. They were well received and it wasn't until later in the afternoon that it became known that they were gay. They'd been treated not as a curiosity, or to be ridiculed, but as visitors, now from whom they all could learn. One asked to join the Team that had initiated the tape exchange, not as being gay, but as a regular member.

3. From Snake Skin to Juvenile Justice.

Oliver, Kennity and Derrick, having been frustrated about studying sex, were looking for another topic. Talking didn't appeal to them. They'd become disillusioned with the library. Not even the television or computers were of interest to them for very long. So the boys began to spend their daily two-hour break working out in the gym, or by the lake, mostly sleeping or catching frogs. One day they found a rock with a fossil in it and a snake's skin—something to scare the girls in their team with. But on the way, the three stopped by and deposited their finds on my desk. They didn't

know what kind of a snake it was or if it was poisonous, although it was common enough in that area. Terry Cahill, their Team Leader had consulted with a faculty member in the natural science department who referred them to the library.

On impulse, Terry took them by the biology labs. There the boys found some students who readily took them in hand. The college students quickly identified the snake skin, explained how it was shed, and culminated the experience by

By now, scaring the girls, had been forgotten. But it was the beginning of a change in their own position in the Team.

producing a live snake of the same family from their laboratory. By now, scaring the girls, had been forgotten. But it was the beginning of a change in their own position in the Team. They returned from that brief afternoon's experience to share their discovery with the other Team members, supplementing their explanations with colored chalk drawings they'd learned in the biology lab. More importantly, the four had learned to work as a sub-team, seeing their Team Leader both as a resource and as a fellow learner. It was a new experience for Terry, who now was beginning to grasp what it was like to be an "elder," when in

reality there were so few years difference in their ages.

A few days later, the same three boys came to me with a newspaper clipping about the case of John Gacey, who had just been arrested following the discovery of dismembered bodies of several young men buried beneath his house. The boys had become interested following a speculation that he would be electrocuted. It was the electric chair that caught their imagination. They had already been to see the librari-

an, who had referred them to some criminology texts, which were beyond their comprehension. Since I was a "crime professor" they'd come to me. I sent for Terry and suggested that they arrange to attend court and follow through a case. The boys liked that idea espe-

cially since one of them was currently on probation. Their interest was now moving from electrocution to the juvenile justice system; some of their friends had been convicted and were in juvenile hall.

Terry, who had arranged for the three to visit the local probation officer to get permission to attend a hearing returned disillusioned at the reception they had received: "We were handed a typical rubbish pamphlet that read the court is here 'to help, not punish!'"

I was again stunned at this denial of direct information to young people. I shouldn't have been surprised looking back to a year previously when Pat Rameriz, of the SARC Team wasn't allowed to interview young people in the juvenile hall because she was only 17. But Terry and the boys persisted and returned on another day to ask the probation officer for an interview. Now, they were learning how to use a tape recorder, how to form questions,

The trip to juvenile court looked futile. At 11:30 we had been there for 1 1/2 hrs, and had seen or talked to no one but secretaries, which added up to nothing. We were not allowed in juvenile court because the juvenile court is closed to juveniles, even those who are studying the system!

establish rapport: the process of interviewing (they had had to consult with the others in their team who by now had perfected interviewing skills). I was rather amazed when I heard the playback after they interviewed the probation officer. Not only had they learned a great deal about interviewing, but the rapport they had established was so penetrating that he was talking about his own frustrations in his job. The probation officer was so impressed by the sincerity of the boys that he persuaded the judge to see them for 15 minutes in his chambers. At first, Judge Vasquez was quite formal as he talked about his job, taking cases one at a time, his use of jail sentences, etc. Eventually the boys got the judge to talk about some of his personal experiences on the bench. Finally, an hour later, they asked him outright why he wouldn't let them witness a court hearing. "It's against the law!" was his curt reply. "Which law?" Oliver asked. The judge appealed to the probation officer, but neither could cite the source. By this time, the judge had become so taken with the boys that when they invited him to come to the university and speak to the whole group, he readily agreed.

They worked out a date for the judge to come to the campus. But when he appeared, we were all



“If you want to get yourself in trouble, then be rich enough to hire a good lawyer.”

Juvenile Court Judge Vasquez

surprised to see that he brought along a body guard. Was the judge actually afraid of these young people? Usually it would have been the other way around. Nevertheless, the session went well. He answered all their questions quite candidly and then gave this advice: “If you want to get yourself in trouble, then be rich enough to hire a good lawyer.” Judge Vasquez explained that as soon as he saw who the lawyer was in any particular case, he could determine the outcome. Everybody suspected as much, but they were astounded to hear him say it. Before coming to the meeting, I might add *the judge* had done some homework: he could find no law prevent-

ing youths from attending a court case in which they were not involved. The boys already knew this as they also had done *their* homework. As it turned out, it was merely court policy. The outcome was that the judge invited the three boys and Terry to a hearing in his court, to be followed by a discussion of the case in his chambers.

In subsequent team discussions, one of the boys confessed the real reason for his keen interest: he had recently been committing burglaries and believed he was suspected by the police. If he had been apprehended, it was that same judge whom he would have to face.

The interest of the three broadened. How are juries selected? What are the details of an arrest? In Chicago, they attended a trial dealing with drug trafficking. A youth counselor from Cook County, where Chicago was located, visited the project and liked the idea of the action teams. He asked if some of the Team members might come to their office and share their ideas with the juvenile department staff. Seizing the opportunity and tricksters that many were, they agreed to come if they could have an interview with the powerful Cook County Sheriff. The following week there was a phone call from the youth worker saying that the interview would be arranged. The group chose Oliver, Kennity and Derrick to attend the meeting due to their recently acquired interest—and ex-

pertise—in the criminal justice system. And then began a series of coaching sessions on how to present the project and the finer points of interviewing.

The meeting went well and the sheriff's department was impressed enough to make arrangements to form its own Youth Action Team to study the workings of its department—including clients.

4. Project Listen.

While attending the Governor's

The interest of the three broadened. How are juries selected? What are the details of an arrest? In Chicago, they attended a trial dealing with drug trafficking.

Conference that first day of the project, some of our youths had met others who were involved in a proj-

ect at a runaway youth center (Aunt Martha's). Team members visited the project and attended a performance of a play the center had been working on. One Team member reviewed the performance:

The Team was able to persuade the group to follow presentations with a short evaluation questionnaire and a discussion with emphasis on the need for youth involvement in the organization.



The play "Different People, Different Times" is performed by a cast of eight youths. It portrays the youth of our society as individuals striving for an identity and to have a chance to take part in the decision-making that will affect their lives. Instead of adults making a lot of promises to them and speaking for them, the youth are there themselves, demonstrating their capabilities through a unique and effective presentation using theater and discussion techniques.

Gives others a boost

She's the teacher—at 12

By Ivonne Cuevas

NOT MANY children have teachers who live in the same house they do. And not every child likes their teachers as a first-year teacher.

The Casandra Clark's students are different. Her 30 pupils, ranging in age from 4 to 8, will live in her first house. That's not unusual to them. What is the fact that their teacher is 12 years old.

In the back yard of her home at 614 N. 12th St., Casandra has set up her own school. For the last two summers, from June 5 to August 20, her students school time as a parent opened the family garage has been a place of learning.

"I started this summer because I want to do it," Casandra said. "It's something I want to do so that they (the students) can be excited and do well in school. I like to teach. I want that hard."

Monday through Friday, from 12:30 p.m. to 3 p.m., the 8th grade at Central Holmes School, 1207 S. Union St., sits at her desk, teaching mathematics, spelling, and reading to her students, some of whom are not old enough to be in a regular school.

Casandra said she often thought of starting her own school.

"We (her two brothers and three sisters) used to play school in the house. I decided to start school in my home yard. I asked my mother and father what it would be like."

When Casandra began her classes, she said, she made sure that she obtained her license from the children's parents. Parents are responsible for getting the youngsters to school on time.

"Most of the children are my neighbors," Casandra said. "I told them, they didn't have to come to classes if they didn't want to. But they started coming anyway."



An excited student helps, according to Ivonne Cuevas.

Casandra a 12-year-old eighth grader, runs a very professional school. Before the summer sessions begin, Cassandra sends around flyers to recruit students and for the parents to sign giving their permission. Classes are held every day except in cases of rain.

This is a little disappointing to the youngsters because they don't like to miss or even be late for school. She rarely has any problems with her young pupils—they come because they want to. She makes up her own lesson plans and issues report cards to the children's parents. To supply her school, she gathers materials at the end of the year that her teachers don't want. She also gets a little help from her parents. She uses her allowance to buy juice and cookies for the kids' snack at break time. On the Sunday after the last day of classes, Cassandra presented her students in a backyard program for their parents. It was a perfect windup for the project.



5. Peer Teaching

A feature story appeared in the *Chicago Tribune* of a young girl who, for the past three years, had set up a summer tutoring program, "Excell to Excellence," in her backyard and on her front porch at 916 West 129th Place on the south side of Chicago and financed it herself. This year she had 14 students (including her younger brother and sister) from ages three to eight. From 12:30 to 3 each day, class was in session. Some members of one Team decided look her up for an interview.

The team was elated when popular anchorman Roger Mudd interviewed Cassandra on Public Television. They taped and critiqued the celebrated newscasters' interviewing methods. Then there was an in-depth

interview for a Chicago radio station's Saturday morning program for children. The direct experience also took the Team outside their neighborhood to give them a wider perspective.

6. Vocational Education Conference

Toward the end of the summer, a vocational education conference was held at a nearby high school, which the CEDACC administrators required all 500 of the youths on the summer projects to attend. The idea was to orient the youths to possible jobs and preparation for them. As it turned out, not much of the conference was relevant to our project; more important was the manner in which the youths were treated and how they reacted.

One Team member recorded his

impressions of the conference, in a protest statement which he called, "Youths are People Too!"

7. A University Student Evaluation.

During the summer, a student who had taken an individual study course in criminology from me, submitted his final paper, with accompanying photographs and a tape recording for portfolio assessment. Since Kennity, Oliver and Derrick were currently involved in studying the criminal justice system, I asked them for their evaluation of his materials. I was unprepared for their thoroughgoing written reply, highly critical of the student's submission concluding:

In sum, they recommended that he not be given credit for his submission in its present form. I concurred with their recommendation and notified him accordingly,

In conclusion:

"If we didn't know anything about court now we wouldn't know what he's talking about. His tape was boring right from the start. He had no enthusiasm. He sounded like a robot reading out of a book. He gives statistics but he doesn't back them up with how to deal with juvenile problems."



I feel that the time spent at Bloom [high school] was not only a waste of time but most definitely off timing. We were given a 30 minute break. We had to stand in one place (fenced in) in the back of the building and were constantly being watched by a security guard; it was like being in jail. We are always told to act like young adults so then I feel we should be treated like young adults.

enclosing a copy of their evaluation



8. Video Documentary.

I recounted earlier that the university students during the spring quarter's criminal justice course had become involved with a case in which Willis Davis, the 16-year-old youth (who was Black) had stabbed his teacher and was charged with attempted murder. The judge ruled that he was to be tried as an adult, finally set bail—at \$100,000—and confined him in the adult county jail awaiting trial. The Black community became outraged when two Caucasian youths in the nearby town of Geneva, were charged with murdering a man in an attempted robbery but were eventually released into the custody of their parents. Previously, one of these boys had been wounded (and his brother killed) in an attempted robbery of a service station.

The university students had collected news clippings and documents on Willis, had interviewed

his mother and attorney and had wanted to do something to help the youth receive a fair trial. At the same time, they wanted to draw attention to the injustice of his predicament. They had called a rally held at the Progressive Baptist Church in Aurora on May 30th at 8:30 in the evening with its Reverend Wesby presiding. The church was packed as Reverend Wesby asked the group to stand, join hands and sing, “We Shall Overcome,” two times. The Reverend opened the rally.

Several months ago in our community, something happened that was very unfortunate and we regret its happening. But what has happened in the aftermath is more serious and more profound than what was evidenced in the first instance. I'm rather anxious that we not just become emotional about a young man in this community who is being 'railroaded' into prison, but that we will follow through on the things that will help affect his release and it's very important that the Black community stands together. So tonight we have come together for justice.

Reverend Wesby

And then he called upon Beatrice and Bernastine to fill in the congregation on the events which had taken place since Willis' arrest. Some of the university students had attended the rally, taped it and met Willis' mother and others from the community which they arranged to interview. We had inter-

ested the filmmaker on the faculty who agreed to have his film students videotape our interviews with the parties concerned. As well as giving our youths the opportunity to learn more about camera and taping techniques, and interviewing, the project would give them an intimate look at how the justice system worked.

The Team began to form an outline beginning with searching for motives for the crime: (1) from Willis' point of view, (2) his mother's and (3) fellow students and

friends. Were there personal or school problems? (They'd checked school records to find that he'd been absent 80% of the time that year.). What was the teacher like, what was his reputation and his relationship with Willis? What was the nature of the school and community? And then the justice system: the offense,

the changes in legal status, the effects of confinement on Willis. At one point his lawyer had challenged

The project was to track and document the nature of the administration of justice in this case. In

and thought this case might lend itself to a unique format whereby a selected studio audience could view the tape and then put themselves into the position of “judging” the accused. I contacted John Calloway, who at the time was hosting a local popular talk show on US Public Television. He was indeed interested and assigned a member of his staff to explore the possibilities. Unfortunately, the case was still pending and a long series of legal maneuvers in the court prevented this idea from materializing over the summer. Nevertheless, the youths and university students did tape numerous interviews with the mother of the accused, lawyers, and people from the community which became the grist for heated discussions.

As well as giving our youths the opportunity to learn more about camera and taping techniques, and interviewing, the project would give them an intimate look at how the justice system worked.

the court over his confinement in an adult jail and had taken his case to the Illinois Supreme Court, which ruled in his favor. The judge then ordered him to be separated from the adult prisoners which in effect meant he was still in the same jail, now in solitary confinement. They constructed detailed questions and role-played mock interviews with Team members.

particular, the criminal justice class had been concerned about children’s rights, which was at that time (1979) being stressed as an important part of the celebration of the United Nations’ International Year of the Child. A Team accompanied the film students in a mobile van as they videotaped the interviews.

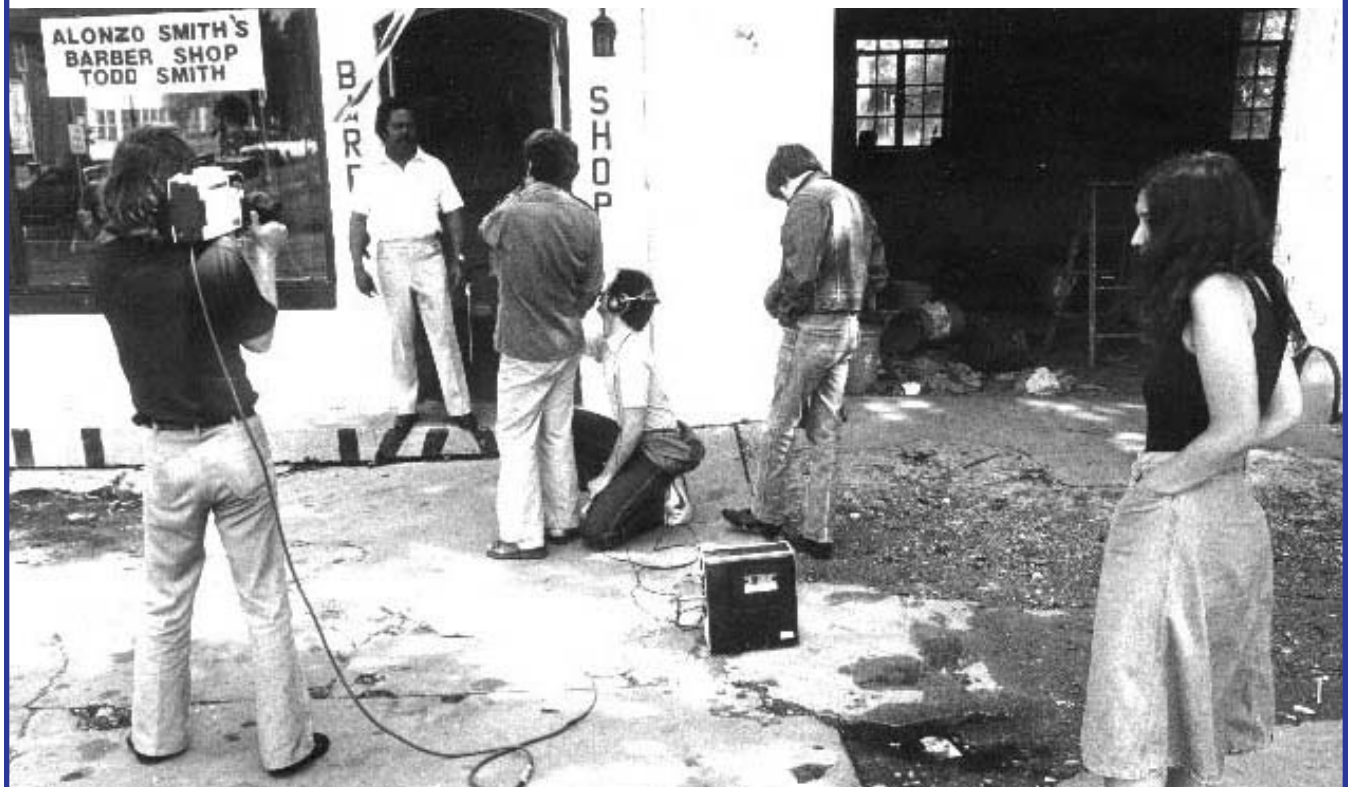
The film professor had experience in taping television talk shows





Newsmaker

Mobile Television Team gathers eyewitness information concerning youth accused of assaulting a teacher.



AFTER THOUGHTS

There was no attempt to evaluate the project systematically, nor in the end, did we have to account for “quantifiable means of the works of the youths.” We did, however, gain some idea of the effects the project was having on the youths and college students. I was impressed by the amount of self-criticism the students voiced along with their achievements.

1. Team Members.

There were many examples of changes in individuals over the ten weeks. Team coordinators reported the ups-and-downs of the young people: the majority of the youth showed positive changes in their attitudes and behavior.

J. was very excited about making out questionnaires and asked me if she could do a couple more. M. and A. have added to the group by talking about their personal experiences and about their friends who deal with drugs. M. knows a lot of people who deal with drugs and wants to conduct interviews with them. G. has a positive attitude towards program. Asserts herself in projects. Seems to be striving for her goals. At the start of the program, G. was completely shut out of the group, but now she is a part of it.

2. Effects on Team Leaders.

The leaders directed the projects towards crime, etc., which were their interests. I think these types of projects would have come out anyway in the long run after first allowing the youths to exhaust researching whatever they damned well pleased—be it soap operas, etc. This would at least involve some experience in research & would probably fizzle in time. But we pushed into “important” areas too fast, for lack of time.

Terry Cahill

The project had a positive effect on all the Team Leaders. Their initial enthusiasm was tempered by the reality of day-to-day experiences. They were sometimes frustrated when the members of their teams did not share their exuberance, and alternatively, when members wanted to go at a faster pace than they were able to. Some of the Leaders had had previous experience with youths in more traditional youth and social work settings. They were often tempted to offer assistance when in retrospect they realized that, given more time, the youths themselves would have

taken the initiative. By the end of the project, most all of the Team Leaders agreed that they needed more training themselves. They also saw the need for more time to plan, prepare, and evaluate the daily activities. And some said that better acquaintance with other projects would have been helpful.

As university students, none had any experience in groups, in using videotape and computers; nor did they have more than the most fundamental skills in interviewing, sampling, or evaluation. They learned and perfected these skills on-the-job along with their team members. As such it was both frustrating and rewarding.

Three months after the project ended, Terry Cahill wrote me. He had graduated and was working in a private agency in Chicago, treating teenagers for alcohol abuse. He wanted my ideas on how he could mobilize a Youth Action Team of his clients to work toward education and prevention of substance abuse in the local high schools. And he reflected back on his own experiences during the summer which reminded me that in many respects, to cope with their own anxieties, sometimes Team Leaders fell into the same trap that teachers often do “motivating” pupils for a prescribed curriculum.

Yet, the example of the three boys (Kennity, Oliver and Derrick) with whom Terry worked, culminating with their interest in the juvenile justice system, was a good example of how interest initially was sparked from a daily event and became the motivational source that led to exploring one's surroundings—and oneself.

In addition to its material resources, the university fostered

It is significant that there was not one incident of vandalism during the ten weeks they were on the campus knowing that some of these same youths had participated in burning their own school.

social controls among the youths. Our expectation of *appropriate behavior* and *self control* was powerfully demonstrated by the behavior of this group of 50 young people who had previously been seen as problems in their schools and community. It is significant that there was not one incident of vandalism during the ten weeks they were on the campus knowing that some of these same youths had participated in burning their own school.

When told they were too boisterous or disturbing others (such as in the library or corridors) they adjusted their behavior accordingly. There were times when they were

simply told to “cool it.” And they did. At the same time, some of the university administrators and faculty had to adjust *their* tolerance levels also. Laughter often emanated from their workrooms and the youths also brought good-natured horse play into the often dour institution.

I thought back to the times I'd spent in therapeutic communities especially with Harry Wilmer. In

speaking of psychiatric patients' behavior on the hospital ward, he said, “Patients not only sensed that they were expected to have self-control; they were indeed often told so. But they could see from the operation of the ward what was never put into words to them: Patients have a right to dignity and self-respect, and this right would never be violated in patient-staff relationships on the ward.”¹ So it was with these young people.

Some of the team leaders thought that there should have been better selection of the youths. *Screening out* people rather than *screening them in*, has always been

troublesome to me. Educators and mental health practitioners have a history of using tests, interviews etc., to establish criteria for those who would best benefit from their services.⁸ I spent many years doing it myself. It was remarkable, as I look back, that we got on as well as we did with such an *unselected* group simply taking everyone whom the CEDACC administrators sent to us. There would undoubtedly have been more “end products” if we had had the time to inform the youths about the project, had asked for volunteers, and then arrived at some type of selection criteria.

But that was not our goal.

Rather, the case can be made that an orientation period include provisions to insure that *all* potential learners be included.

The matter of paying the young people to learn has also been criticized. Some of the Team Leaders were concerned at the beginning that pay was the primary incentive. Well, sure. These young people were poor and they needed to have a way to earn money legitimately. Had we taken on manual labor as a project, these concerns would not have been raised. Such attitudes, however, are more reflective of our outmoded concepts of work itself and of the misalliance between learning and work. And the status of youth.



Preparation for interviews was often tedious and a time where teacher-like direction was needed to get something accomplished. But interviewing people in the everyday world with “real” jobs proved fascinating. Our small juvenile justice team dug deep and seemed to enjoy the people they talked with, especially the probation officer. Site visits, videotape use, and any activity where the youth were involved personally with us in the background, were the best.

I have accomplished a whole lot in the program: I have learned how to associate more with other people, good interviewing skills—what type of questions to ask and how to ask them. Interviewing helps you to learn more about subjects. It’s even more interesting using videotape and tape players.



I truly believe I am beginning to learn how to get thru to youth in an effort to tap their resources and interests. It begins with rapport—feeling each other out—and it leads to trust, a base from which I can guide if nothing is happening, or lay back and let them take over once the situation is set up for them. Their interviewing is direct and sharp. I enjoy their company, and am glad I have stuck thru the low and confusing moments of the program which I believe are due to us as leaders not searching for more resources and experiences that can lend to so-called “motivation.” Youth Action Team is a worthwhile program because it is an outlet, a way of communicating what you feel about a particular problem and how to go about solving it. The atmosphere at the university is conducive to learning instead of a regular classroom situation because it’s less restrictive. There is a lot in this program to benefit from such as getting skills in interpersonal relationships and interpersonal communication.

Caroline



I think our problem was that we were too much like a classroom. As team leaders, we feared listening to the grumbles, and strived harder and harder to fill the time with new activities that we thought would be beneficial. But we were ahead of ourselves. We tried to make youth do group tapes before they saw the necessity for group work to attain a group project. We asked them to sit down and brainstorm before they could see any use for clarifying ideas, and making lists of questions. We tried to legitimize the library before they saw the need to have more information to challenge and show knowledge outside GSU. Sure, we told them what would happen, but we needed to have team action success on a smaller level at the start. Perhaps a preplanned video cruise of their school or community. This would involve action, and give them a sense of our goal, and yet show how much we needed to do and find out to get an actual project.



This program has turned me into a manic depressive. Some days are so good that I fly out of here & other days have been so bad that I crawled out. I started the program feeling terribly confident about my ability to work with kids but after the first week, I'd lost every ounce of confidence. When examining myself that first evening, I discovered that I was now working with kids who were alien to me. I've never worked with black ghetto kids. I'd worked with poor white kids, but there's quite a difference between the two groups. I found that I didn't really know how to communicate with black kids; that their low interest really bothered me. And I found that I didn't know how to relate to them well enough to give them things of interest. There are a lot of tough kids in my group & I guess that I held on to a long-time fear of not trying to cause any kind of trouble. That part is slowly wearing off as I get to know them somewhat better.



Overall, I am pleased with the accomplishments that our group has made. When the youths first came, their attitudes were lethargic. They have even told me themselves that they didn't like the program initially. However, now that some of their interests are being pursued, their attitudes have taken on an about-face. They don't always initiate activities, but once something is started, they participate well. I was very surprised at the way the youths learned the skills. They picked them up right away and literally took off with them. My hopes for the group are bounded only by the time limitations we have. They are making new and significant progress every day.

Holly, Team Leader



Several of the parents asked the CEDACC administrators why this program couldn't be continued in the regular school year. Indeed, elements should have been but I decided I'd had enough of Middle West USA and resigned to return to San Francisco. No more corn fields, no more desolated university. Those bleak I-Beam iron sculptures rising beyond that turf seemed to stand for the barrenness I had felt for the past year. It was only years later that I fully understood my disquiet when I read a rundown on the Illinois State Fair by David Wallace:

Rural Midwesterners live surrounded by unpopulated land, marooned in a space whose emptiness is both physical and spiritual. It is not just people you get lonely for. You're alienated from the very space around you, for here the land is not an environment but a commodity. The land is basically a factory. You live in the same factory you work in. You spend an enormous amount of time with the land, but you're still alienated from it in some way. . . . the state fair's animating thesis involves some kind of structured, decorated interval of communion with both neighbor and space—the sheer *face* of the land is to be celebrated here, its yields ogled and its stock groomed and paraded. A special vacation from alienation, a chance, for a moment, to love what real life out there can't let you love.²

Undoubtedly, I would have continued this project in some form had I remained at the university, if only to offer students an opportunity to relate to young people in different ways.

And my firm belief that the university should offer important services to the community in whatever way it can and not limit its outside ventures to serve only the military-industrial complex.



YOUTH EMPLOYMENT IN AUSTRALIA

Team Seven

S

O FAR, OUR experiences with Youth Action Teams were composed of youth who were in school, albeit at times marginally, and had lar-

gely focused on improving school climates although the Teams in Chicago had moved out into the community. Would they work with youth who were not in school and in another culture? The opportunity to extend their serviceability soon arose. John Schone, Director of Australia's Victoria Youth Council, visited the SARC Youth Action Team in 1978 as part of a study tour surveying youth programs in Europe and North America. Upon his return, he organized a small YAT in the suburb of Heidelberg where youth unemployment ran high. With funds from the local Employment Monitoring Committee, Mr Schone hired four youths in a consultative capacity, who were seeking jobs, (Pam, George, Jenny, and Paul), to look into local employ-

ment opportunities for youth and how new ones could be created. John got in touch with me while I was at Governors State University and invited me to come to Melbourne to consult with his Team, to read a paper and lead a discussion at the Third International Community Education Conference, and give the keynote address at the annual meetings of the Victoria Youth Council.



When I visited the Heidelberg Team they were in the midst of data collection and had experienced internal difficulties making and meeting commitments. In some ways they had taken on a herculean task, struggling how to go about getting the necessary information and what do do with it. John Schone had

given them minimal guidance and they had no older student or consultant. They'd been encouraged to participate in an on-going debate conducted by the Committee concerning youth employment.

scribe; instead of a card exercise she wrote their contributions with felt pens on large sheets of paper. They listed their goals in partaking which were dominated by attitudes: of prospective employers,

Aims and approach:

- (i) To demonstrate that young people can play a consultative part in the process of decision making within their community;*
- (ii) to show that young people can do a valid survey and contribute to their community;*
- (iii) to research employment opportunities for young people in Heidelberg;*
- (iv) to increase participation of youth in the employment/unemployment debate nationally and to provide an active means of supporting them;*
- (v) to advise the Heidelberg Employment Monitoring Committee and the Heidelberg Youth Employment Committee; and to place representatives on it from employers and youth .*

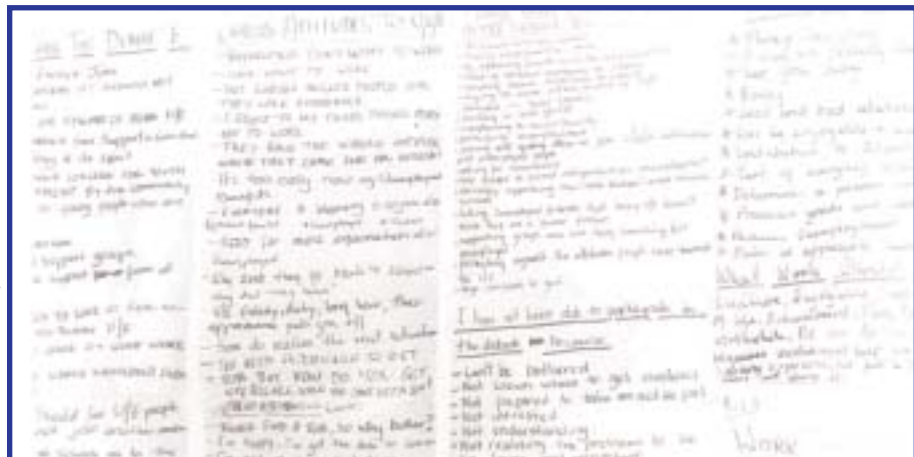
The project runs for the ten weeks and the action strategy we have developed to achieve these aims are: Firstly, we had to ensure that as a team it was clear to us what the employment and unemployment debate was. We also had to make contact with people in the area (that is, workers, employers, councillors, etc) for support and knowledge of the area from their role within it. After we spent about a week doing that we worked out our surveys to be given to school leavers, unemployed, employers and community groups. We then tested them on ourselves and gave them to others to do the same. The following weeks we spent taking the surveys around and interviewing. Hopefully from each interview we can get names of people who are willing to become involved in working on job creation within the City of Heidelberg.

When the questionnaires are completed we will match people and establish or instigate communication between them, i.e., unemployed employers school leavers community groups. At this point our role is that of a catalyst and although still involved, hopefully the need will not be for direct participation in these meetings.

The last couple of weeks will be spent preparing for the public meeting when we report back our findings and hopefully have physical proof of the people who have become involved.

As I looked over the material they had collected I was impressed by its quality and at the high level of dedication displayed by the four Team members. It was apparent that they needed some assistance both coping internally and in their community relations. We began with a brainstorming session to review their project and centered on their participation in the debate. George volunteered to be the convener while Pam, seated on the floor, offered to be the

the community, the youths seeking jobs, and their own. The first three categories were relatively easy to document from the rich amount of data they had collected. Next they did an exercise on "What is



Work?" Another on what work *should be* and still another on *attitudes* toward work (youths, taxpayers, employers, neighbors, etcetera). But their own lack-luster for participation in the debates was more difficult to get to. They arrived at two questions: "I have been able to participate in the debate by . . ." and its converse: "I have *not* been able to participate in the debate because . . ." and then began with come backs. On the positive side they listed means



they had attempted such as sharing their findings with various groups and individuals (employers, teachers, youths and their parents), negotiating between youths and employers, and writing about the issues in the local newspaper. As to resistance: "can't be bothered," "not realising the problem to be so large and important," "feeling powerless," "not enough value placed on our opinions, by us—and others," "busy with own problems," etcetera. The amount of energy and enthusiasm mounted rapidly. But they were hesitant as to putting their revelations into practice. How do you approach an employer to discuss hiring youth, especially when he is having enough difficulty maintaining an adult work force?



How do you get through the bureaucracy of a government department in order to put forth your ideas? It was a natural situation for role playing which fired up the Team. They were able to characterize officials and the situations they had met previously from teachers, school administrators, to government officials, and then dramatize ways to get their ideas across. Role playing was cathartic as it was interspersed with much good humor as they satirized situations and alternatives.

After three days of hard work, the Team decided to do some fun things and took me on a tour of their town.



The Community Education Conference drew 2,500 participants from Australia and the Pacific region for its 150 workshops, seminars, and presentations, in 31 categories such as ethnic groups, parents, gifted children, unemployed, youth, and prisoners, to gain more understanding of the role and breadth of “community education.” One of the unique presentations was on prisoners’ chances for education while confined. In order that prisoners could attend and the participants could have an opportunity to interact with them, the session was held at Pentridge Prison. Participants had lunch with the prisoners followed by a short street theater presentation from the Pentridge’s Drama Group, “the Mess Hall Players.” The keynote speaker for this workshop was Robert S. Long, recently paroled, who’d served a term for murder. Prior to the meeting, prospective participants had been furnished with a “Discussion Primer,” compiled from 102 prisoner’s responses to a questionnaire that had been distributed to Conference attendees generally.

There was a luncheon hosted by Australia’s Minister for Youth and Sports, for delegates in community youth education, given at the race track’s lavish restaurant. I was curious to see that youth were included along with sports, perhaps telling of their place in that country’s ethos, but amused at the luncheon when trumpets blasted the beginnings of each horse race and guests interrupted their lunch, rushed to the television monitors to see the take-offs.

When John Schone had asked me to speak at the meeting of the Youth Council of Victoria, I had imagined a cozy group of a dozen or so and that we would informally discuss their concerns and future plans. I didn’t learn until after I arrived in Melbourne that the meeting would be a large gathering of mostly elderly sponsors, many of them volunteers in various youth programs. The event began on a pleasant note with a buffet supper for the 200 or so who showed up. By the time I arrived at the National Mutual Theatre, I had hastily put together

In order that prisoners could attend and the participants could have an opportunity to interact with them, the session was held at Pentridge Prison.

some remarks about the need for national youth policies along with opportunities for learning on the job, and had jotted down

some possible other areas in which Youth Action Teams could provide service. The audience listened attentively; I cited the Heidelberg Team (who were in attendance) as an example, stressing the need for creating jobs. All went well until in the discussion someone asked me to comment on the role of volunteers. I’m afraid I wasn’t too diplomatic when I suggested that many of the functions they played in youthwork could be performed *by* youth, not as volunteers, but that they should be paid for their services. Need I say the suggestion didn’t go over very well? Despite attempts by the Team members, I don’t think many in the audience grasped the idea and probably saw their own “jobs” as threatened.

My plane ticket had included one stop over and since I had been to Hawaii, the choice was Fiji or Tahiti. I had fervent images of Gauguin, coral reefs, and attractive Polynesians when the plane landed in Papeete. The San Francisco agent at Cooks, who was from New Zealand, had advised me that while the tropical paradise was inviting, it had become, like so many other places, a tourist trap. And so she had convinced me, after a tour of Tahiti, to retreat to the neighboring island of Moorea, where I was more apt to find a place that resembled what the painter had found. I was glad to board the single engine plane with bucket seats following a day of exposure to the fast-pace of the French who were living as if the tropical wonderland was Paris. An open truck with board seats took a half dozen of us to the hotel where we were deposited and put up in picture-postcard grass huts along the beach. Inwardly they had all the conveniences of civilization. Bicycles were provided as there was no other vehicles, except the hotel's truck, on the island. And there were palms and warning signs that coconuts did fall which could be dangerous to one's well-being. The hotel manager, dressed in appropriate

native apparel, called for a bright-eyed, barefoot youth, Teeva Boubee, in maroon shorts and a T-shirt, who was to be something like a house boy during my week's stay. He spoke little English, but fluent French and so we were able to communicate minimally. He drew me a map of the island and pointed out places where I might like to bicycle and cautioned me about wading into the coral reefs off shore without the plastic slippers the hotel provided. But what struck me was that in a few hours, so much had changed. This 17-year old was employed, not in school, or in jail. Did the French have a youth policy? Was one necessary? Would he eventually join the ranks of the local fishermen? And have a family? Western civilization seemed so remote and complicated. I could vaguely sense what the painter had relished when he had taken the arduous, two months' voyage which took me but a few hours. After a week of unabashed Polynesian bliss, I was again seated in the truck headed for the landing strip. Teeva had a last request: could I send him a frisbee? I'd seen him cautiously join in tossing the disc with some teenagers from Chicago one day.

(Extended remarks)

Educational Priorities of Young People in the 1980s

Third International Community Education Conference
Melbourne, Australia, August 1979.



HOW WELL ARE WE
preparing young people to face
the vast problems and rapidly chang-
ing social, political, and industrial

conditions they will soon accede to? We need only look at the fragile ecological balance between nature and man's abuse, at the misalignment of resources among wealthy and poor nations, at mental illness, at crime and delinquency, at un- and under employment, to see some of the more glaring examples of unmet social needs. By a revitalization in the way young people learn and develop, youth could help to rectify some of the imbalance between constructive and destructive forces which they will come upon. If youth are to make significant contributions we need fundamental changes in our educational institutions. There are examples outside schools which offer both hope and excitement.

Let's face it, our educational system deceives us. Schools *do* keep youth occupied. They do not, however, any longer prepare them very well to participate in a rapidly changing society, but continue to stuff them with information intended for use in some distant

future. Youth are not stupid. By the time they reach high school they know that much of what they are being taught is already obsolete. Yet they are forced to accept this misinformation on faith; it is parceled out in sequential order within a framework which does not allow it to be tested or added to by the learner; students have few ways of determining whether it is, or ever will be, relevant to their lives.

It is a truism that as technology advances, a controlling elitism has been established which limits the average citizen's understanding of how to use that know-how with propriety. Knowledge is carefully guarded from the public's use by unintelligible terminology, kept in obscure publications, and watched over by prestigious bodies. To change this state of affairs, learning is obliged to be actively participative. If young people are to collaborate in scientific exploration, in governing, in finding solutions to problems, they need access to information and opportunities to develop relevant skills in order to join in. It is essential that learning be oriented to the study and solution of real problems. In order to learn about the democratic process, for example, youth need opportunities to see it in real-life operation for example,

from the inside through apprenticeships to government officials. How many high schools offer their students placements with law firms in order to gain experience as to how the legal system works—or doesn't? To know how business and industry carry on, youth need traineeships in local establishments and corporations both privately run and conglomerates. The business world complains that our educational system does not prepare young people adequately, yet how many offer novices experience to supplement their schooling? While immersion into the arts may not be viewed as "education," here's an area where young people could develop a totally different way of perceiving and interpreting; to combine the art of making with that of seeing.

If youth is to become a time of greater hope and utility, we must undertake a fundamental shift in our view of young people and how we treat them. If we might see them as assets and not as liabilities, what could they contribute as youth to a nation's well-being? We must encourage youth to offer service and to develop those skills to make that assistance effective. At the same time give them the financial resources necessary to achieve control over their own lives. In short, we must find ways to merge employment with service and education. Such a shift could significantly alter the course of youth development. Service could be in, but not limited to, areas where there are needs not being met by professionals. Let me cite some examples at length.

In spite of extensive years of schooling, sizable numbers of children do not learn basic communication skills of reading and writing. Even larger numbers never become proficient in their own language. They need tutoring and counselling on a one-to-one or small group basis. Tutoring and teaching by children are being practiced in many places in the United States and have a history going back over a hundred years in the United Kingdom. More recently we've seen the striking example

of Cuba, where, in 1961, 100,000 children, mostly between the ages of ten and 17, left their studies for six months to go out and teach adults to read and write. In nine months, illiteracy among one million adults was reduced from 25 to four percent. Returning to their former schools, many now as competent teachers, the *brigadistas* were not content to sit passively in their seats but took an active part in teaching others and in deciding what should be taught. Their determination, devotion, and skill have fundamentally changed the entire way learning is offered in the Cuban schools.¹

Another area where youth could contribute is in the promotion of health. Young people can be trained and given jobs to assist in improving health care and preventing illness. In the People's Republic of China, over a million paramedics have been trained as "barefoot doctors" to make medical assistance and prevention readily available to every village, no matter how remote, and to every city and factory. Most of the barefoot doctors are young and they are paid for their services. Medical schools recruit students from their ranks. So effective have they been that today medical well-being of Chinese citizens is considered, even by western observers, to be one of the best in the world.²

Environmental protection, including conservation of natural resources, is another area in which youth could learn, obtain jobs, and serve. In Berkeley, California, for example, unemployed youth are engaged in a federally sponsored project to operate a recycling center in a black ghetto area. Youth volunteering in recycling programs is not new, but what the young people in Berkeley have had to do is educate their public on the *need* for recycling materials by going door to door, and, having gained entry into the homes, go much further. Beginning with observing what their "clients" discard, education begins in nutrition and child care practices, thus combining ecological preservation with physical and social development.³

With adult collaboration, youth could take the lead in developing large-scale pure food production, processing, and preparation, as they have in the Netherlands and elsewhere. The famed *Chez Painsse* restrauteur, Alice Waters, convinced a primary school in Berkeley to plow up its tar-macked playgrounds and taught the children how to grow and market gourmet vegetables and fruit. She's one of their primary customers. Ms Waters also convinced San Francisco's Sheriff Hennessy to use the acreage around its jail farm to do the same. Gastronomic restaurateurs consume their produce. Such efforts could be supported by both the government and the private sector in the form of loans, grants, and subsidies for youth-run enterprises to get their products to other suitable markets, such as the aged and low-income citizens.⁴

In addition to acquiring entrepreneurial skills, all children need more help in coping with the day-to-day problems of living. The movement toward self-help in solving social problems is an area where youth could make an even greater contribution than they have already made. They have shown their competence counselling in schools, walk-in centers, and on hot-line and emergency switchboards. With proper training and support, they could do even more. They also make splendid companions to young children, as in day care centers. Cuba, China, and of course Israel's kibbutzim are examples of where youth have worked in this capacity on a large scale.⁵ An interesting study was done at the University of California. It was believed that boys with early growing up pains could be helped by college men, who ostensibly had recently overcome some of them. The plan worked. But unexpectedly the younger boys also were able to help the college men by being gentle companions and good listeners to *their* problems.⁶ Perhaps suitably trained children with experience could help adults—especially families—with their adjustment problems.

We all could use an outbreak of laughter and more indulgence in fantasy. Youth have these capacities naturally and could help us all better understand our condition and its context. Youth could play a tremendously important role in the development of the theater, television broadcasting, the dance, mime, poetry, creative writing, the graphic arts—all of which could bring more beauty into our lives and assist us to communicate more aptly.

And youth could become more involved politically. Although in most countries youth now are allowed to vote at the age of 18, little has been done to develop their political competencies. Few countries have changed their political structure and rules to allow for greater youth participation; few countries allow them to run for public office. Where have they assumed the power and the sophistication to form their own political parties? In the Netherlands youth have been successful in political activity since the late 1960s when they formed a youth political party, the *Provos*, which won them one seat on Amsterdam's town council. Four years later they disbanded this party, since it had served its purpose, and formed a second one they called the *Kabouters*, or party of the little people. Campaigning "actions, not promises," over a period of six months they demonstrated to the voters an alternative form of government. Rather than as politicians spouting empty slogans, they set up communes, where all age groups lived together harmoniously; farms where they grew organic food; markets in the city to sell their products; and restaurants to serve macrobiotic food at cheap prices. They tutored young children, established adventure playgrounds in vacant lots, and operated drug clinics, and services for the aged. They even coined alternative money. Their efforts were so impressive that they won 15 percent of the popular vote, giving them five seats on the town council in the capital and at least one in each of the nation's major cities. When their youngest council member, at 15, was

prepared to take his seat with the other councilors, he was forced to stand, until the governing group could change the law to allow him to be seated.⁷

The kind of youth participation illustrated in these examples begins with a socially useful job, together with an educational component to increase job skills. Youth must become informed and competent. As competency is achieved, it can be expanded. I return to the example of peer teaching: many children begin tutoring by mimicking their teachers, other adults, or older children from whom they have learned. Teachers are often struck as they see themselves and their methods characterized. They are able to help peer teachers to perfect their skills and move into more creative kinds of teaching, to evaluate their methods, and plan for increased effectiveness.⁸ In time, some children may want to teach others how to teach. I witnessed a group of ten to 12-year-old peer teachers give an impressive teaching demonstration for a teachers' training course at a university.⁹

Another way in which youth can develop competence is by participating in Youth Action Teams. One such Team assembled locally in Heidelberg [Australia] by unemployed youth, is studying employment opportunities for its youth and making recommendations to the local government of ways that new jobs could be created. By building and testing knowledge, rather than having it handed down or not having access to it at all, these youth acquire real learning. As they become conversant with knowledge, they learn to move from one area of learning to another and to see how these areas are related. They learn also how to move from the present to that which is to come—i.e., to observe trends in the present and make educated guesses as to what may happen in the future. This approach leads to the development of alternative futures, the area where the greatest excitement can occur, since in constructing different futures there is the possibility of having some control

over the choices one makes.¹⁰

International Youth Exchanges. A good idea is spread among knowledgeable and dedicated individuals through a process known as *contagion*.¹¹ Contagion can be used to spread the idea of a vital youth role in a participatory society beginning through national exchanges among groups which normally would not meet. Youth from different regions could be exchanged to teach and networks could be formed to keep the exchanges going. Learning exchanges and networks also could be formed between youth and adult groups, such as blue-collar workers or the aged. A United States government task force on work recommended that the country become an experimenting society: each worker should be given time on the job to think about and prepare himself for his job in the future—a kind of mini, working, ongoing sabbatical.¹² Youth who had experienced the merging of work, education, and service could help factory workers to learn about more effective and rewarding ways of performing their jobs or even ways of changing them. In return, factory workers could teach youth about the worth, satisfactions, compensations, and pitfalls of industrial work. There was the 1960s joke during President Kennedy's campaign when a farmer approached him saying that he bet the candidate had never worked a day in his life. And he answered his own question by saying, "Well, you haven't missed a thing!"

Similar exchanges and networks could be developed on an international scale. China's "barefoot doctors" have much they could teach the people of the United States, where health is appalling and medical care increasingly expensive and unobtainable. American youth also could travel to China, learning by observing and practicing, returning to help offer us solutions. Differing somewhat from the Peace Corps, the aim would be for youth to obtain and spread knowledge and practice, primarily to our own country.

These international youth programs could be mutual exchanges of learning, cultural edification, and youth development; no nation has a monopoly on knowledge or methods. By fostering understanding among countries, such exchanges could do much to reduce the need for military force, thereby allowing the use of military resources and technology for peaceful pursuits. In organizations such as the United Nations and Unesco's Youth Divisions, the machinery to set these exchanges in motion already is readily available.

Youth Think Tanks. To facilitate the work of youth exchanges, places are needed where youth can bring their ideas, reflect on them, discuss them with knowledgeable people, think out implications, and formulate plans. Religion has retreats and monasteries, education

has colleges and universities, the educational and industrial elites have "think tanks." Youth need similar centers, at both national and international levels. These centers could be located at military bases, abandoned monasteries, castles, or even on aircraft carriers, which could become floating symbols of learning and peace. The idea of a "Great White Fleet" was suggested a number of years ago to offer aid and assistance for disaster as well as development to any nation.¹³ They could be financed by an infinitesimal percentage of the world's military budget—which would never be missed—yet enable millions of young people to learn and contribute from youth exchanges.

The problem is only how and where to begin.

(Extended remarks)

National Youth Policy: A Framework for Young People to Contribute to Society.

Victoria Youth Council. August 16, 1979.



A 1960S CARTOON POPULAR among youth, depicted a group of generals seated around a large planning table.

“Gentlemen, what if we gave a war and no one came?” asked one.

The cartoon recently reappeared, two decades later, but now a general asks:

“Gentlemen, what if we gave a war and everyone came?”

This growing concern over the inevitability of large scale war and the longing for its rival, peace, is reflected in a Gallup Poll, which showed that while unemployment and the costs of living still head the list for Americans, the fear of war has risen to the third major concern, topping crime, government spending, and the economy.

Youth, however, rated the threat of war second.

To do something concrete and far reaching about youths’ concern for peace is one hope of the United Nations in their proclamation of International Youth Year for 1985.

1985. The aftermath of “1984?” Or the beginning of something unique and yet astonishingly obvious? We can-

not of course, foretell but we can hope. And in voicing that hope, the UN has chosen the themes of *Participation, Development* and *Peace* to characterize the Celebration.

Some might think that hope ill-founded; in spite of everything, there is ample evidence of the indifference, self-indulgence, irresponsibility, violence, destruction, brutality even, of which young people are capable. All these qualities, at one time or another, have been linked with youth. There are also the others we often take for granted: curiosity, energy, enthusiasm, endurance, risk-taking, and creativity.

While youth are getting older, nations face challenges as never before. Whether moving ahead or striving for mere existence, one-third of the world’s people are still hungry. Among the industrialized countries, there is long-term unemployment, and there is global destruction that needs urgent attention. There may not be enough time.

Concurrently, mankind, at least in the industrialized nations, has never had more leisure, whether voluntary as in retirement, or enforced through being locked out from the mainstream as a result of being young or unemployed. All the while, we have never had more knowledge or resources at our disposal to develop civilization to a level where everyone could participate and enjoy its benefits.

The UN's plans for the Youth Year could be the impetus for young people to contribute to solving urgent problems as an important part of their own development, and thus shape the future to which they will soon accede. Activities now on the UN's agenda in Celebration of the Year include:

- *A World Youth Conference.*
- *A Charter of Rights and Duties of Youth, to be ratified by the UN.*
- *A permanent UN World Centre for Research and Documentation of Youth Affairs.*
- *A Decade of Youth, so that preparation, observance, and follow-up of programs are possible.*
- *Youth involvement in the implementation of the New International Economic Order.*

Member nations are asked to re-arrange their national priorities so that youth are clearly established as legatees of society and as such should have a full share in planning it. Such action would ensure their participation, beginning at grass roots levels, leading to national development, and finally, to the world community. Member nations are requested to mobilize their youth—arbitrarily defined as being between the ages of 15 and 24—not as soldiers, but as doers or resources to use their creative powers and energies to solve national and world problems. From nation building to economic development, from the promotion of human rights to advancement of international cooperation, the UN has given itself the task of providing the best support and resources available to back up youth so they can work toward accomplishing these objectives in specific, practical, and effective ways.

Support means the UN pledges educational and professional backing to make certain that youth's activities happen on a large scale everywhere: that is to say, the General Assembly wants to guarantee the active participation by youth in the overall development of society.

In addition to the impetus from the proclamation, there will be funds to assist youth in carrying out projects to achieve these ambitious goals and exchange youth between various nations. The UN has established a Trust Fund to receive voluntary contributions from governments and private sources supplementing its own.

Can we foresee what form this new UN Celebration will take? Will it be yet another International Year of pomp, pageants, parades, and posters, this time briefly calling our attention to the presence of youth? Will the Youth Year give us yet another commemorative stamp to add to our collections? And can we expect to see young people running about in T-shirts with the IYY logo, then to be forgotten, like so many of the other International Years? It may well be all of these, but it could be so much more.

All the goals the UN has laid out, of course, will not be feasible in any one year and they have advisedly extended the time over the next decade. Such tasks remain arduous ones for adults, for governments, as well as world bodies. And even if youth came up with new solutions, there undoubtedly would be undo restrictions on implementation. How these formidable objectives are to be reached is not clear. That they are desperately needed, however, there is no doubt, to revitalize nations—and the world community—and to develop youth, our most treasured resource.

That youth should participate actively in decisions for the present—and particularly for the future—might seem to be a lack of faith in our leaders. That may well be. We can cite many recent examples that illustrate leaders' ineffectiveness by continually employing outmoded solutions and their inability to cope with urgent matters. Governments and their officials have, in so many instances, let us down. They have used national trust for personal greed and exploited crises to further their own interests, not to mention profit. Yet who else,

except the beneficiaries of the future, should vigorously contribute towards it?

Words and ideas are fine, but we must also seriously ask ourselves if it will be possible for the potentials of youth to be realized in concrete accomplishments—accomplishments that could have far reaching effects for everyone? And always, can it be done in time?

To seize this moment we must make sweeping changes in the position and status of youth. To begin, we need:

- New ideas and theories about how youth develop and what their real capabilities are,
- to change our expectations of youth,
- a positive National Youth Policy.

Pigeonholes. There are two generally accepted ideas that prevent youth from participating fully in society. One holds that adolescence is a transitory time between being a child and an adult, rather than a positive phase of life itself, a stage with its own uniquenesses and contributions. The other related notion is that the period we call youth is a time to be relieved of responsibilities of life; it is a time to explore and to experiment before taking on real commitments.

Now the first of these widely held beliefs—that youth is a transition—implies that what youth do is not of any real or lasting importance. And that they are not very capable of much anyhow. They are taking in, absorbing things for future use. Although we tend not to see their abilities, we are well aware of their capacities for destruction, as witness for example, substance abuse, crime and delinquency, not to mention computer fraud.

The length of this fleeting period has been extended throughout the century serving the double functions of training youth for jobs in business and industry while keeping them out of the job market longer. With the shift from a predominately rural population to urban, and development of industry, youth became exploited.

This expendability was overcome by legislation and thus the rapid growth of secondary and higher education, the argument being that advances in technology required more and more formal education; less and less on the job. Apprenticeship was largely lost in the change over. Further schooling, in reality, has prolonged the impermanent state of youth and slowed down the rate at which young people learn.

Both the content and methods of formal education, furthermore, are largely obsolete. A large proportion of the jobs that young people are presently being trained for will not exist when they complete the laborious educational process, many will become outdated soon after they are assumed. Specialization has not been able to keep pace with technology, leading one educator to say that the most practical education is a basic one.

This migratory concept of youth was given considerable support by the US President's Science Advisory Committee, in their report, *Youth: Transition to Adulthood*, which came out in 1974. The Committee saw the successful adult in terms of being productive, responsible, focused, tolerant, and cooperative; it suggested ways that institutions serving youth should be modified to reach these goals, especially the schools. The emphasis, however, was on preparation for becoming an adult, not on accomplishment as youth.

Unesco came up with quite a different view. A survey of 45 countries as to their policies and practices on youth concluded that young people should be recognized for what they are *now* as much as for what they are to become. Such recognition would allow them to develop the gifts and capabilities they already have while putting them to use. With such recognition, Unesco speculated, youth would develop a positive culture of their own, in contrast to the anti-society movement or withdrawal we have witnessed in recent decades. Increasingly alienated from society, many are moved to

seek alternative forms, divorced and isolated from the world as much as possible. This change about, however, would be in stark contrast to the despair or even outright exclusion many youth now feel.¹

The other related notion we have developed about youth—that it is a time to be relieved of responsibility—is also a recent one, which actually may be more closely related to economics than their social development. The problem of high unemployment—a blight on industrialized nations in the post-war eras—was accelerated by the so-called baby boom following the Second World War. Youth were hardest hit and highly visible. To be relieved of responsibility, to try out various lifestyles, to do your own thing, before assuming adult qualities, has gradually been accepted as part of growing up. Or so it seems. Psychoanalysts have even coined the phrase “psychosocial moratorium” and given various “tasks” for youth as they explore a variety of choices. They speak of adolescence as a time of “role rehearsals” in preparation for the more serious and long term commitments of adulthood.² This moratorium concept was a creation of Western romantics and is not very useful in understanding or appreciating youth. In fact, it discourages young people from taking on serious commitments and allows adults to restrict their participation.

Youth in a New Light. How much of what we see as youthful behavior is a self-fulfilling prophesy? By what means can we rectify this state of affairs to see youth in a different light? We need new theories of growth and development which emphasize the potentials of youth and new expectations of them. One such idea is expounded in the book *The Value of Youth*.³ The authors maintain that youth have a natural sense of usefulness, competence, and curiosity about understanding the world, which by and large our institutions—especially education—deny them. Our schools misinform them about work; they teach outmoded economics; they fail

to provide first-hand experiences: they render students passive and ineffective. We must appreciate youth as a national treasure and set about both to preserve and develop that boon which is everywhere around us. We must unblock those restrictions which prevent young people from participating in important ways: around planning and service to the community, in government and politics, in the arts and sciences, in the market place; in short, in all phases of life. We need to enlist their aid in solving our current problems and to build the future. Instead of withdrawing or *dropping out* of society, they need to *drop-in* as never before.

Changing Images of Youth. Changing images is not an easy task. Youth will have to contribute to overcome the obstacles of linkage and evanescence. Where can we find an abundance of energy, curiosity, enthusiasm, risk-taking, endurance, and creativity—all those characteristics we need so urgently for the multitude of tasks that have become so demanding?

Edison and Pascal had some of these attributes. So had Alexander the Great, Joan of Arc and Mozart, typical of the names chiseled into the friezes adorning our older junior and senior high schools for students to emulate. They all had one thing in common: they all showed their greatness when still young. Pascal, for example, was 14 when he wrote his book on geometry, and by the time he was 19, had invented the adding machine. Edison took out his first important patents at 20. Alexander, a drop-out from Aristotle’s university, had already conquered the Western world by the time he was 28. Joan had unified France against England at 18. And Mozart, we’re not surprised, composed his first symphony at five.

Child proteges? But what better standards could we hold up for the successors of the future? Why should genius be confined to a marginal few? Why not, as some advocate, “every child a genius?” Granted, not everyone

could become a Mozart or an Edison—or would even want to. But unless we shore up the highest expectations for our young people, we are not likely to gain their assistance to solve many of our problems or make the world a better place in which to live. We cannot stand by idly and wait for the next genius to come along to rescue us. There simply is not enough time.

China, in modern times, could not wait for a Pasteur or a Walter Reed to bail out its teeming population from disease, suffering, and death, relying on traditional practices. They enlisted the help of over a million young people who, in less than one decade, assisted in conquering most of the epidemics that had plagued that country for centuries. These "barefoot doctors" changed the elitist practice of medicine for the privileged few, to be available to everyone. Their average age was 20.⁴

Likewise in Cuba, where another malady, that of illiteracy, struck one-in-four in 1962. One hundred thousand youth, some as young as eight, left their studies for one year to work with those who could not read or write. Illiteracy was reduced to less than four-in-100, one of the lowest rates in the world.⁵

Tangible demonstrations of these and other youth achievements should expand our awareness of their value and possibilities. Awareness could do much to change the prevailing negative image we have of youth as being irresponsible and destructive—both barriers to developing their potentials. This knowledge would arouse interest and hope among young people themselves—perhaps even generate some excitement—while providing new prototypes for solving our problems and enriching our culture.

As a contribution to International Youth Year, we could initiate a world-wide television program run by youth themselves to show what young people have done and get their perspectives into public view on the social, economic, political and artistic life of various countries

and the world community. In the US we have had programs such as "Over Easy" on our Public Broadcasting System, for the middle-aged and elderly, which gives them a forum. A program run by youth could combine many formats and allow us all to see the world as they do, providing a setting in which we could all participate. Young people could also collaborate with professionals in the media by radio programs, documentary films, creative writing ventures and other artistic presentations of that genre as part of the Celebration of the Year. The list is infinite, but the sum result could significantly change our expectations of youth and what they are capable of doing.

National Youth Policy: To make a new theory of youth development work and to insure the proper links with society, changes will be required in our laws and practices toward young people. An essential part of each nation's Celebration of the Youth Year, the UN recommends, is the formal adoption of a National Youth Policy, if none exists. And for those nations which already have one, that they review and update it. The United States is one of those countries which has no National Youth Policy. We operate towards youth by default. As a result, our young people never know where they stand. Everyday examples of how confused we are as a nation, are establishing the legal age for voting, holding public office, driving an automobile, and drinking. We change the laws in each of our 50 states willy-nilly in response to annual statistics, differing political pressures, in response to the media, or to assuage our conscience when some act of violence is committed. We capitalize on the lack of rights of youth when we want to make an example of one in the justice system, then suddenly they become an adult to stand trial.

We finance huge departments for services to youth on a deficit basis, treating them as if they were problems rather than assets. If a young person is seen as mentally ill

or incompetent, the medical profession takes over. For poverty there is welfare—for some. If a youth breaks the law, the justice system has jurisdiction. If a child is abused by his parents, he may be removed from his home, but has little choice in the matter. Other than to run away—over one million do so annually. For formal education there is school. Attendance is compulsory. We lay on more courses, longer hours, dress codes and test scores, demand stricter discipline and fail to consult with youth as to their desires. And there are few options.

All these agencies and practices operate on a negative basis and rarely communicate or merge with one another. In each instance, youth must be passive and have things done to them by adults, under the thinly guise of “protection.”

Unesco looked into this matter of protection of youth in the 45 countries I referred to earlier, including the US. The conclusion was that children and youth are rapidly *losing* what few rights they have, and that so-called protection, more often than not, amounted to restrictions placed on youth—a legal maneuver to keep them in line.

In order for youth to participate in society, we must have a *positive* National Youth Policy that affects all youth. The idea has been floating around for years, even drafted for legislation. In the US, Walter Mondale, long ago chaired a committee for such action while Senator from Minnesota. But it always has such a low priority and is so controversial, that it never actually gets into Congress even for debate.

Youth thus remain much in the same state of limbo that our elderly were, before 1965. Until that time, mostly pensioned off and forgotten, we failed to acknowledge that they had any special needs or rights, let

alone contributions to make toward society. The US Congress then passed the *Older American's Act*, which together with subsequent amendments, was an attempt to establish certain rights and securities, restore dignity, and protect this growing portion of our population. The term “senior citizen” was introduced, along with reduced fares on public transportation, health care, housing, a decent meal each day, and other guarantees.

One of our national goals in the US for the Youth Year should be the passage and implementation of a positive national youth policy a “Younger Americans Act;”—a pledge of certain basic rights, a trust in our young people. Senator Ted Kennedy has in the past introduced such legislation. Then we must provide the means which they will need in order to develop themselves so that they can contribute to society both now and in the future as the resource that we need so badly. And incidentally, they are tired of being referred to as “kids,” “teenagers,” and “adolescents”—all negative and derogatory terms.

This National Youth Policy must not only integrate existing youth programs; it must be *inclusive* rather than *exclusive* of youth. The Policy must therefore include *all* youth, not just those in trouble or in school. The policy must serve national goals and must be directed towards opening up opportunities for productive participation in all phases of society. It must break down the barriers between work and education. It must be voluntary on the part of youth towards participation in any of its activities.

Finally, overall, it must treat youth as a national resource, rather than a collection of problems to be handled by adults.

United Nations Expert Group on Training for Youth Participation.

IN DECEMBER, 1979, THE United Nations Secretariat convened a working group consisting of four experts on youth participation to meet with staff members at its Centre for Social Development and Humanitarian Affairs at their headquarters in Vienna, Austria. The Group was asked to propose guidelines for training programs for youth participation in development. The guidelines were to assist governments in their training of youth workers by recommending sources and strategies. The Group identified four main areas where youth participation is crucial for the country's development:

(1) *Economic* considerations in which youth are not exploited by work but rather its contributing to their development which includes decision-making abilities.

(2) *Social development* including health, education, and welfare, extending limited services and practicing pre-

vention. Ecological matters and human rights are areas where youth can contribute. Skill training and practice merging education with work can lead to new careers.

(3) *Cultural Issues*. Youth are in need of greater understanding of their own and others cultural identities and how their choices are affected by media and commercial influences.

(4) *Political Arena*. Youth need to become aware of their legal and human rights, appropriate legislation and governmental procedures, along with opportunities to participate in political activities.

Training was seen as an evolutionary process and, while individualized to meet each country's needs, has certain universal features. A key component is a program development framework which consists of assessing training needs, identifying short and long-term objectives, force field analysis, implementation of strategies, and evaluation. Resource identification and its mobilization was an issue the Group recognized beginning

with leadership from both those who have demonstrated their effectiveness and others who may not be so well-known, and rise to the occasion. Financial assistance (governmental, non-governmental bodies and the private sector) can be supplemented by various world agencies in the form of direct funds, consultations, workshops, personnel exchanges as well as diversion of allo-

cated funds and equipment such as those of the military. Resource exchanges through working groups and uses of the media were stressed. Finally the Group emphasized the importance of evaluation as an on-going part of training from the beginning through its various stages.

Excerpts from the concluding document follow.



United Nations Centre for Social Development and Humanitarian Affairs (CSDHA) Vienna, Austria



United Nations Expert Group on Training Programmes for Youth Participation

- [1] SHARIF, Mohammad (Convening) (Nepal).
- [2] WHITESIDE, Marlene (Chairperson). (New Zealand).
- [3] BRIGGS, Dennie (Rapporteur). (United States of America).
- [4] ANDRIANASOLO, William (Democratic Republic of Madagascar).
- [5] NGUYEN, Van Vi. (Socialist Republic of Viet Nam).

Participants from the United Nations:

- [6] BAZINET, Jean-Michel (France).
- [7] GRIGORIEV, Valentin (USSR).
- [8] CHEAH, Larry C. Y. (Thailand).
- [9] NYAMBI, Samuel. (Cameroon).
- [10] HANSEN, Eigil. (Norway).

(Excerpts)

UNITED NATIONS EXPERT GROUP MEETING: TRAINING PROGRAMMES FOR YOUTH WORKERS RESPONSIBLE FOR YOUTH PARTICIPATION IN DEVELOPMENT

Centre for Social Development and Humanitarian Affairs

Vienna, Austria

10 - 14 December 1979

I. *Introduction.* In the field of youth activities, the United Nations in the past has been concerned primarily with the development of national youth policies based on youth participation with the study of programmes designed to facilitate this participation, and with provision of technical assistance to governments in the development of both policies and programmes.

Until recently, developing countries usually have prepared youth workers and leaders either by sending them abroad for training or by importing trainers, methods and curricula. Local resources for such training seldom have been utilized and indeed often were assumed not to exist. Since local experience has not been accessed, youth workers have not always been trained to function with the cultural, social and economic realities of their countries.

With these ideas in mind, the United Nations' Secretariat called together a small group of experts to meet with the staff of the Centre for Social Development and Humanitarian Affairs. The brief of the group was to suggest ways of assisting governments to devise new training strategies based primarily on local needs, experience and resources. The group was asked to formulate tentative guidelines which might be adapted to each country's particular situation. Focusing on the training of youth workers who are or will be responsible for the participation of youth in development, the meeting was organized to help governments (especially those of developing countries) to understand the special requirements for training such workers and to formulate relevant strategies.

The specific aims of the Expert Group Meeting were:

- To suggest guidelines for governments on the establishment of training schemes for youth workers responsible for youth participation in development;
- to suggest types of external assistance which might be provided to help governments develop their own training schemes; and
- to advise on further actions by the United Nations' Centre for Social Development and Humanitarian Affairs to fully elaborate a comprehensive set of such guidelines.

2. *The invited experts were:*

Marlene WHITESIDE, (Chairperson). Director, Red Cross Youth, League of Red Cross Societies, Wellington, New Zealand

Dennie BRIGGS, (Rapporteur). Project Co-ordinator, Social Action Research Center, San Rafael, California, United State of America.

William ANDRIANASOLO, Director, School for Youth and Popular Education, Antananarivo, Democratic Republic of Madagascar.

Van Vi NGUYEN, Secretary, Vietnamese Youth Federation, Hanoi, Socialist Republic of Viet Nam.

Participants from the United Nations:

United Nations Centre for Social Development and Humanitarian Affairs (CSDHA)

N'KANZA, Zala L. (Zaire) Director.

ERGUN, Evner (Turkey) Assistant Director, Social Development Branch. *

PLATE, John H. (USA). Co-ordinator of Units, Social Development Branch.

BAZINET, Jean-Michel (France). Interregional Advisor, Youth Policies and Programmes.

SHARIF, Mohammad (Nepal). Social Affairs Officer, Social Development Branch.

GRIGORIEV, Valentin (USSR). Social Affairs Officer for Youth.

Economic Commission for Africa (ECA)

BALABA, John. (Ethiopia).

Economic and Social Commission for Asia and Pacific (ESCAP).

CHEAH, Larry C. Y. (Thailand).

United Nations Volunteers Programme (UNV), Geneva, Switzerland.

NYAMBI, Samuel. (Cameroon).

Food and Agriculture Organization of the United Nations (FAO), Rome, Italy.

HANSEN, Eigil. Co-ordinator. (Norway).

Observers included:

KUBERL, Franz. Council of European National Youth Committees (CENYC), (Austria).

MOUTIA, Sidney. Secretary General, Organisation Commune, Africaine et Mauricienne, (OCAM). (Central African Republic).

NOWOTNY, Helga. Director, European Centre for Social Welfare Training and Research, (Austria)

PENSENDORFER, Fritz. Austrian Student Union.

3 Agenda.

Devising a national strategy for training youth workers responsible for youth participation in development. The concept of participation is complex and subject to various interpretations; Lack of precise definition leads to loosely used terms which do not consider youth, especially those with few or no opportunities for education, work benefits, or welfare services or those who live at nothing more than a subsistence level. The rates and levels of participation differ greatly from country to country, especially between industrialized and developing countries.

Today's claim for youth participation has arisen from the rapid and, uneven changes which have weakened society's ability to respond adequately to the needs and aspirations of youth. The institutions traditionally entrusted with the integration of young people (family, school, clan, church, etc.) have been fundamentally affected by these changes. Society has new threats and demands; young people have new needs and aspirations. Traditional institutions do not operate as effectively as in the past; they cannot help respond to these urgencies unless new forms of media-

tion are devised through youth participation.

Participation then must be interpreted within the context of the local culture.

- It must be regarded as an element of the dynamic-evolutional adaptive aspect of that culture. At this level misinterpretations may be socially disruptive.
- It is possible to identify characteristics of participation which are universal in nature, such as economic, social, cultural and political characteristics.
- Participation implies that a person potentially is able to judge and decide on matters which concern his life and has the opportunity to do so as a member of a social group.
- Participation implies that the person is aware of this opportunity, has access to the means necessary for taking advantage of it (information, "conscientization," guidance, training, structure) and feels satisfied that his contribution has been recognized in the decision-making process.
- Participation cannot take place if there is alienation or exploitation.

Categories of Participation. For practical purposes, three main categories of youth were identified: those who are in school, those who are working and those who do not belong in either of these two categories. The last group constitutes the vast majority of youth in some countries. In these youth who are not attached to any of the recognized areas of work, school, or other social groups lies a great potential resource for any nation's welfare. If ignored, they may have the greatest potential to become a volatile and destructive element. It is therefore both urgent and vital to their own well-being as well as that of their nation to include their ideas and their contributions in development. Special attention must be given to the creation of opportunities for their participation, either through the available structures or through new ones suited to their situation.

For programming purposes participation can be divided into two areas: the primary and the secondary ones. Primary areas are those in which youth are most familiar by exposure and experience, and secondary ones are those less familiar and areas which might be developed. For example, youth who are still in school might choose cultural activities as their main area of participation and economic, political and social activities as secondary ones. For employed youth, economic development could be identified as the primary area of participation and cultural, political and social participation might be secondary.

Areas of Participation. The Group identified four main areas of participation, pointing out that these are universal in nature although different ones are given emphasis in different countries. While each area of participation is necessary to achieve development, young people should have the freedom to choose areas according to their interests and backgrounds. These areas are economic, social, cultural and political. Each is described briefly below.

(1) *Economic.* Youth participation must mean more than work. Although conditions vary from country to country and change over time, youth must be regarded as a national resource and must not be exploited. Programmes of youth participation should be designed within the framework of a country in development strategies and of the priorities identified in its overall plan. Emphasis should be placed on learning about simple science and technology, on using tools and indigenous materials and on applying knowledge of science and technology in actual work. Understanding the relationship between theory and practice improves decision-making ability. Work must also be seen as contributing to youth development. If the balance of work is not to become static, it must constantly be evaluated by those who are doing it. A portion of work time should be set aside, with support and proper training, for this evaluation.

(2) *Social.* Under the heading of social development, contributions in the areas of meeting the health, education and welfare needs were included. The World Health Organization defines *health* as a complete state of well-being. Youth can both contribute to a nation's health and receive adequate health care themselves. They can be involved in large numbers as "paramedics," extending scarce medical services and performing important prevention practices. With appropriate education and experience many can go on to become specialists.

The Group considered the question: What kind of *education* is needed to promote youth participation and involvement? To avoid training youth in non-applicable skills, the developmental needs of a particular country should be assessed and its education tailored accordingly. Adjustments must be made from time to time as developmental conditions change. Education of course cannot be separated from work or from the country's overall economic development. One of the greatest challenges in all countries is to find appropriate and imaginative ways to merge learning

with work making both experiences more relevant. Youth could make a significant contribution here. It often is assumed, especially in the more industrialized countries, that only qualified teachers can teach. It is important to identify and integrate into the educational process others who can contribute to learning. Youth have been highly successful as teachers, especially in reducing literacy and in coping with social problems. In so doing, they have contributed to national goals as well as to their own social and intellectual growth. Since everyone has something to teach, "learning exchanges" can be extremely beneficial. More attention must be given to developing non-formal education and giving it the recognition it deserves. Education need not always be stable: under certain conditions, formal education can be interrupted for a time or varied to serve the national interest, as in a period of reconstruction or to promote more rapid social change.

In the area of *welfare* it was pointed out that a major disaster occurs somewhere in the world every fifteen days. Young people have both energy and resourcefulness and could contribute a great deal in crisis situations. They also have already taken the lead in many areas of ecological development: and these areas could be expanded and legitimated into work. Youth could participate more in the struggle for human rights, both at the national level and world wide and could materially assist signatory nations of the Geneva Convention to carry out their commitments,

(3) *Cultural*. The problem of cultural identity and alienation among youth is present in most countries. Cultural identity is no longer static, but in nearly all countries is influenced by migration, commercial interests and the mass media. If young people are to make autonomous decisions and learn ways to control their choices, youth must have an understanding of their own reality roots, and condition. In most countries there is a constant "brain drain", as youth move from villages to cities and from one country to another. They must be enabled to explore freely to obtain new ideas and appropriate education, to gain new experiences but must also be encouraged to use their knowledge for the development of their own locale.

(4) *Political*. Youth should be encouraged to participate in political activities both locally and nationally. They need to acquire political awareness at an early age which begins with a knowledge of their own legal and human rights. They need to know about the structure and working of political and governmental organizations. Youth can use existing political machinery or, as has happened in some countries, create their own separately. Governments must continually revise legislation to provide real opportunities for youth to hold office and to participate in political activities.

A final note on participation. To create and maintain the motivation of youth to participate in development is crucial. Even when youth initially are interested, their interest may not be sustained. If youth are to have real ownership of the problems and to help in devising solutions, adults must collaborate with them rather than impose upon them. Youth must also have a legitimate role in development.

The first step toward full participation is to find what a youth has to offer society immediately no matter where he is in his own development: everyone has something to offer. The second step is to find out how he can be assisted to obtain skill, knowledge and support to increase his effectiveness.

National Youth Policy. Some countries have well formulated youth policies while others have some of the major elements and still others have no youth policies or even negative ones. To enable more youth to participate effectively in development, all nations should consider the adoption of certain elements of a youth policy. *A positive national youth policy* should:

- guarantee the fundamental human rights as ratified by the United Nations Declaration of 1976;
- insure youth involvement in the country's development;
- should integrate existing programmes as well as initiate new ones;
- be concerned with all youth;
- open opportunities for productive participation in society, especially of their own futures and benefit from their labours;
- serve national goals;
- merge work-experience and education as knowledge;
- see youth as a national resource rather than as a collection of problems to be solved by adults;
- be constantly evaluated so that it does not become static and unresponsive to changing needs

4. Suggested Guidelines.

In setting forth Guidelines, the Group drew up a set of working principles, followed by means for governments to identify, implement and evaluate training for youth workers to maximize youth participation in development. Some broad training objectives and methods were suggested together with the steps of the training process and ways to mobilize and develop resources. Finally, attention was drawn to the importance of continual evaluation.

1. *General principles.* In establishing training programmes, the following principles were believed by the Group to be important to insuring participation:

- Training should be essentially experiential;
- There should be a national youth policy and structure for implementation;
- Provision should be made for those trained to pass on their knowledge through involvement in various projects;
- Channels of communication and cooperation should be encouraged between governmental and non-governmental organizations engaged in youth activities in development;
- Both short- and long-term training schemes should be consistent with national development of participation strategies as well as a national youth policy;
- Provision should be made for adequate governmental, financial and material support;
- There should be systematic evaluation.

2. *Identification of training needs.* The sources of identification of needs should come from youth, youth workers, governmental institutions, non-governmental organizations and academicians. Again the Group called attention to the inclusion of ideas and the participation of youth who are not integrated into work or school. An appropriate governmental or non-governmental body, with the form of an appointed group, a task force or a committee, should be appointed. Ideally, it should be an ongoing concern, but if necessary it could be convened only for its initial task. It might even take the form of a seminar of a few days duration, with the brief to come up with a set of detailed guidelines. The primary task of this body, whatever form it took, would be to initiate action to identify needs and plan the training programmes. A process was suggested which could be used by the coordinating body for this purpose.

3. *Training objectives (aims).* Training will differ according to the needs of the country, to the levels of experience of its youth workers and to the characteristics of the field of operation. However, the aims always will be to find ways to interest youth in local development. Two general objectives were given:

(a) To mobilize youth for participation in national and local development, especially those who have no opportunity at present. Training probably will be needed in organizational skills in sustaining that motivation and in related competencies such as organizing support activities.

(b) To train in technical abilities and skills according to the development needs of the area (literacy, health care, nutrition, agriculture, etc.).

4. *Curriculum development.* In the development of curricula and training methods, emphasis should be given to the principles of learning through a three-step process: (1) studies combined with field observation; (2) attachment to ongoing or planned programmes and projects; and (3) practice in actual operations. There should be a broad and comprehensive knowledge of the development process of the country accompanied by those technical skills and competencies of the specific region, including abilities to mobilize and sustain youth participation, and to communicate with them. An integral part of the programme should be the personal, social and cultural development of the youth worker.

5. *Training methods* fall within two major categories:

(a) Initial training for youth workers. This training could take various forms such as short- or long-term courses and/or on-the-job or work-study training. Some situations may call for accelerated or "crash" courses to train people for specific emergent situations.

(b) Training of youth workers with varying degrees of experience. Curricula should allow for both retraining and the acquisition of new skills and knowledge. Methods should include the creative use of media and correspondence courses as well as more traditional methods of instruction. Learning-by-doing, including the use of exchange programmes between areas, countries and agencies, cannot be overemphasized. In training, maximum use should be

made of youth's ideas and experiences and project learning, in which a student or a team totally plan a project or programme, initiate it, carry it out, evaluate it as an integral part of their learning, and then share their knowledge with others through teaching.

6. *The training process.* Training is a dynamic process which has a number of identifiable steps. These steps are fundamental and must be undertaken systematically. They include:

- Assessment of training *needs*;
- Statement of long-term *objectives* and more immediate
- A *plan* with *methods* to carry it out;
- A listing of *resources* available and those needed to carry out the plan. Also a listing of the *obstacles* anticipated in the implementation of the programme is needed. At this point, an analysis may indicate a restatement of objectives, goals and plans.
- Evaluation of short- and long-term achievements.

7. *Resources.*

(a) *Mobilization of existing resources.* The most valuable resources of all for training are within certain people and their expertise. In all countries there are natural youth leaders who have varying amounts of experience. Local resources in the form of ideas, materials and people often are overlooked. Some are known; many others are not. Locating the most effective leaders and enlisting their assistance in planning, carrying out and evaluating youth training programmes is a vital step. Exchanges of people, including youth, may lead to the identification of other valuable resources in nearby regions.

Resource development begins with analyzing current and past programmes to discover which approaches have been most useful as well as which ones have not proven effective. Resources used in the less effective programmes can perhaps be deployed in other ways. In addition to technical competencies and financial assistance, resources should include administrative and organizational skills.

Another way to mobilize resources is to organize them collectively. Finances and personnel going into a number of small projects or programmes may be combined into a more extensive effort which will have a greater impact. Governmental resources can be combined with private ones, with non-governmental organizations and with local efforts, since a lack of resources can create obstacles which must be clearly listed in order that they may be treated as challenges and appropriate strategies to overcome them planned.

(b) *Identification of external assistance required.*

(1) *Expertise.* After local and national resources have been exhausted, regional and inter-regional ones can be explored. The use of exchanges of people, including youth, between programmes or projects can be extremely stimulating. In some countries, bilateral arrangements can be made for a team of youth and youth workers to learn by participating in a programme in another country for several months. The host country provides board and lodging. At the end of the period a team from the host country returns with the sending country's team. That country now provides the board and lodging in return. The two teams assist the country to implement a new scheme, and/or observe ongoing ones. These kinds of exchanges require little additional direct financial assistance.

Other forms of expertise can be requested regionally or through the various agencies of world bodies, including the United Nations and its agencies such as UNESCO, WHO; the Organization for Economic Cooperation and Development, etc. Assistance can take the form of workshops, seminars and individual or team consultation of a long—or short-term duration.

(2) *Financial and material assistance.* Materials and equipment may be requested from various agencies such as those listed above, as well as obtained through direct and supplementary funds for programme development and assistanceships. Private corporations and foundations also can offer assistance for training programmes. Many countries have military equipment, personnel, transport, housing and training facilities which could be used to aid exchanges.

(3) *Inter-regional and international meetings.* A number of meetings at various levels are occurring regularly which would allow exchanges of information and ideas as resources. Other meetings for consultation could be arranged if they were requested to meet common, local, national or regional needs.

(4) *Technical assistance.* Some countries are more experienced than others in training for the involvement of youth in development. They could be called upon to expand their own programmes and to help other coun-

tries. There is a need to train trainers in almost all countries. There also is a need to develop the administrative procedures for sharing information about training locally, nationally and regionally.

8. *Evaluation.*

(a) *Evaluation* is an integral part of training and cannot be separated from it. Evaluation often is seen as an external process to be done by outside experts. However, youth workers should be trained in methods of evaluation which they can use in their work to determine which of their methods are effective and which are not. Such assessment methods should be built into training and should be used by those being trained, by those doing the training and by the responsible administrators. Trainees, for example, should learn how to evaluate their own learning; trainers, the effectiveness of their teaching methods; and administrators, the overall impact of the training programme. Evaluation of training should occur at the following times:

- during the initial training and observation periods;
- during attachment or apprenticeship;
- during practice, for evaluation of total impact.

(b) *Feedback.* Feedback complements evaluation. It should be structured and systematic through evaluation and follow-up studies of training. It can be supplemented by more informal means, such as sharing information through the media, newsletters and bulletins, meetings, exchanges and word of mouth.

* Mr Ergun spent a good deal of time with the working group both in their deliberations and socially. I was dismayed to read some years later that he had been gunned down by Turkish extremists.

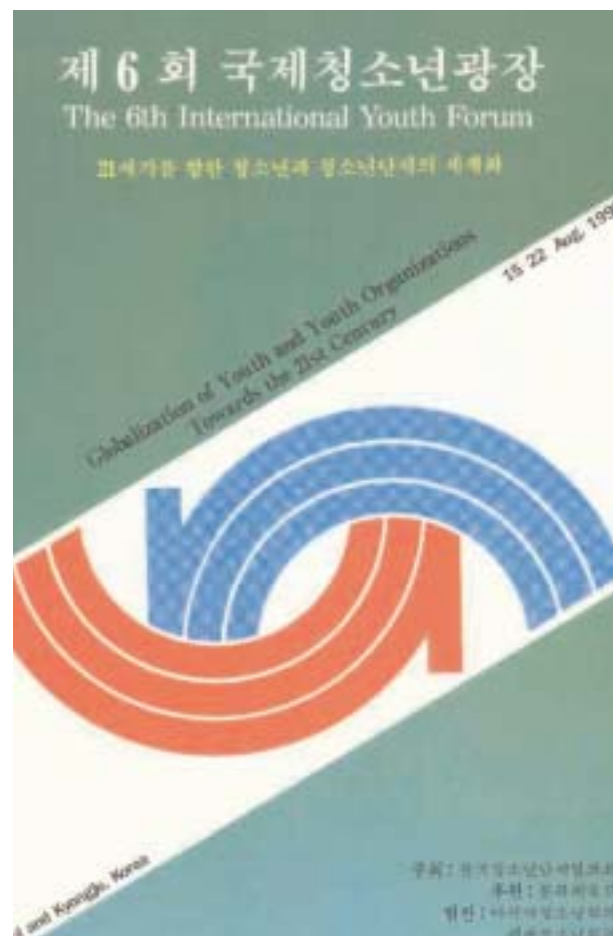
YOUTH AND GLOBAL SOCIAL TRENDS

6th International Youth Forum
Seoul & Kyongju, Korea

THE REPUBLIC OF South Korea, with funds left over from the 1988 Olympic Games, began an annual week-long conference for youth, primarily from the

Pacific region. Each year the Department of Youth and Sports chose a theme and invited keynote speakers to address an audience of youth followed by discussions interspersed with tours of cultural places. In 1995, the department chose "Globalization of Youth," as its theme with presenters from Korea, the Phillipines, Sri Lanka, Malaysia, Scotland and the US. The Korean government paid for the transportation and expenses of the youth who attended, mainly from the Pacific countries, but also included representatives from France, Belgium, Denmark, the UK and a few from the US. And there were youth from Mongolia who piqued my curiosity. The opening sessions took place in Seoul at its Education Culture Center. The following day,

the guests were transported by busses to Kyunju, an ancient capital and cultural fulcrum.



I had little advance information about the conference and hadn't a clue as to what its theme meant. "Globalization" was straight-forward enough but what did it mean to globalize youth? Globalize as a verb, as I understood, simply meant to make its object worldwide; but what did it mean in connection with youth? Weren't they already stretched all over the world? (I learned at the Forum that the phrase was taken from a slogan made by President Kim, Young-sam.) While I was attempting to get clarification, I received a cable from Kwang-sun Cha, Secretary General of the National Council of Youth Organizations in Korea (NCYOK) to fax my paper at once so they could get it into the proceedings for the attendees when they arrived.

Over the years, I'd had considerable opportunities to think about youth, their predicament and their possibilities. I was convinced that they were capable of far more than they exhibited—or were allowed to. My thoughts returned to the Unesco publication of three decades earlier on the rights and responsibilities of youth. How, if they were to be recognized as a class of their own, could they contribute to the betterment of society? Some of these angles, I'd written about.

Faxes from Korea.

Seoul. August 22, 1995.

What a pity Bob Dole, Newt Gingrich, and those who say differences are undermining American values, didn't have the opportunity to see multi-culturalism in action on an international level. Had they been in Seoul this past week, they would have seen 140 youth from 37 nations struggling with cultural

mores and different world views. Often challenging, it was nevertheless exciting to watch these youths at the Sixth International Youth Forum, struggle to find some common ground. From Africa to Europe and the Middle East, from South America to Far East, these young people came with an abundance of enthusiasm to learn about each other's cultures and to present their own. Such intimate experiences with each other's culture should go a long way toward decreasing the chances of war and misunderstanding.

Multi-culturalism is a good thing if there is room for all cultures. Speaker of the US House of Representatives, Newt Gingrich, wrote in his recent book that "Our first task is to return to teaching Americans about America and teaching immigrants how to become Americans." The trend in the US toward isolationism was highlighted when President Ronald Reagan pulled the US out of Unesco; the new Republicans would carry that further in their pledge to abandon the UN; the Congress has already held-up paying its dues; and the extremists would put an end to the possibilities of a new world economic order. Furthermore, Robert Dole, Speaker of the US Senate proposed that the UN be "privatized" and its headquarters be converted into luxury apartments.

Encumbered with that humiliation but excited about the opportunity, I boarded Korea Air flight 002 departing from Los Angeles on August 14th. My feelings of mortification were soon alleviated as the two flight attendants in traditional dress, bowed as we boarded the aircraft; soon after take off they came by with oshibori hot towels and a delicious meal was served. Most of the passengers left the plane in Tokyo. Upon arrival I was driven to the Ramada Inn by Woo-Seok Chang, a Seoul Univer-

city student, who'd visited the US and lived in England to perfect the language; while there, traveled to Eastern European countries. He gave me his card which included his email address. In the lounge of the hotel, I met Roger Spooner the presenter from the Scotland and Randolf David from the Philippines. We had drinks and dinner together.

foods—roasted insects (grasshoppers seem to be in demand just now), bean pods, large white peaches, apples, melons, and there are chestnut roasters, as in Paris. The Seoul bazaars filled more with cheaply made manufactured goods than indigenous; all the latest gadgets from the US and elsewhere; mixed in with traditional goods and foodstuffs. I buy a set of



Seoul. August 15.

A heavy mist hangs over the capital, soon to become another hot and humid late summer day. Overnight a light rain has fallen; this afternoon a heavy shower beginning with large heavy drops will add to the humidity. Then the sun will return through the haze and smog, in this now the world's third largest city. The sky will turn to puss. The marketplace is copious with flowers for the Koreans; souvenirs for the tourists. Vendors squatting on the sidewalks sell

brass Korean bells only to find later on unpacking it, a label, "made in Taiwan."



I'm rather taken back with the uncountable number of high rises painted in bright and pastel colors—I could be in Orlando, but am brought back to reality seeing Korean characters overlaid; some housing blocks have no other identification than by a number (101 etc); others have intriguing symbols, or scenes painted on the sides; interspersed are a few English words; there are cartoon like characters on some buildings and buses; water and gasoline tank trucks have scenes painted on their sides. Roof tops in garish glazed tile glow in blue, orange, yellow, green, and maroon in a hodge podge fashion with no attempt to coordinate their colors or shapes, at least according to Western taste. Strange to see so many grouped together in small areas. In spite of the massive population, buildings and motor vehicles, as I walk around the city, I'm aware of the absence of graffiti. there is no refuse lying on the streets. Seoul is a clean city.

Young people are everywhere, some with CDs, a very few with cell phones, many clad in the latest clothing, trying to emulate the American look. Later I'll find that the youths attending the forum, when on their own, congregate at McDonalds, Pizza Hut and other American fast food places, listening to American pop music.

Korea, it seems, has forever been under the shadow of attack, presently its own people from the North; it wasn't long ago it was occupied by Japan—this week it celebrates the anniversary of independence. Ugly Americans—roaming the streets in their fatigues, still calling the Koreans “gooks.” The large imposing US. Army headquarters in the city; not many miles from the DMZ, 40 years after the war—soldiers standing guard there for four decades as “peace keepers”—as if a war was about to break out in Seoul at any moment. Al-though I was aware

of the presence of the US military in Korea, I was not prepared to see its blatant appearance throughout the capital. The garish army base in the downtown area reminded one that behind all the small talk, the US military is really in charge, be it in defense from a foreign aggressor or rebellious citizens. On every street there were GIs either patrolling, or off duty, many with Korean girls on their arms. I thought not much had changed in the four decades since I'd seen similar scenes in Japan, only there was some attempt to mask the perturbing consequences of that plight.

I think of Yokosuka in the 1950s after the peace agreement following the war. The many emotionally disturbed marines and sailors evacuated to the hospital from the area and from ships still patrolling the coastal waters where just a few years previously they were doing battle. How we built a “therapeutic” community with them; also there were the men who'd “deserted” the military and disappeared to live in idyllic villages in Japan. And so I was doubly pleased to be asked as one of the presenters for an opportunity to meet young people from other countries to get their views and to visit Korea. I was curious about the after-effects of America's war.

How easy it is to assume that one is culturally sensitive and yet blunders in the most simple way. While riding on a bus, a woman from Pakistan offered me her seat. I refused, thanking her and thinking that I was being a gent. But she persisted in her offer and it was not until her companion whispered to me that in their country it was respect—even for elderly women—to give up their seats for men. Coming from a western nation that went through the feminist revolution, I realized how much I had presumed. Not so. And to have to adjust to Pakistani culture mores right there on the

bus made me more than a little uncomfortable. At her insistence I finally took her seat.

August 16.

Our second day began with a car waiting for the presenters which took us to the lovely home of Dr Kim, Jip, President of the NCYOK, (his signature followed by an MD and PhD). We were greeted by this cordial gentleman who spoke flawless English with no trace of accent, and his lovely wife, dressed in a traditional dress of silk brocade. The inner zen garden had a large rock with raked sand in circles amidst bonzai pines. The garden gave way to an entry, darkened with a spot light on a gold and jade headdress displayed on black velvet. We were offered drinks and then served breakfast during which our host presented us each with a silk tie elegantly wrapped. Later when I opened the box, I found a label with his name, degrees, and title sewn on the under side along with another marker in Korean.

After that pleasant beginning we were driven to the Cultural Center where the days activities opened with gathering the youth, NCYOK staff and the presenters outside for a photograph. We were issued a back pack containing leaflets on Korea, the NCYOK, some toilet articles and a copy of the presenters' papers. Then all were assembled for the opening ceremony. Youth in costumes from their countries presented their flags to dignitaries seated on the podium. The opening ceremony, while colorful, set a tone of formality into an adult world which they "increasingly reject." English had been chosen as the common language, one of the requirements of all the youths who attended. Although we were to spend the week struggling with grammar and syntax and accents, beyond language was the far more important matter of the exchange of cul-

tures and what it means to be human regardless of such barriers.

Luncheon followed with delegates seated at tables by preference for entrees of beef or chicken, hosted by Hon. Choo, Don Shik, Minister of Culture and Sports, who gave another welcoming address. Throughout our stay at the Center, there were hourly recordings of chimes from an ancient Korean temple bell.

Before our lunch was scarcely digested, we were seated in the conference room for the keynote speech, "Globalization of Youth and Youth Organizations Towards the 21st Century," by Dr Lee, Yung Duk, Chairman of the Korea Youth Counseling Institute. The presenters were seated, not with the youth, but at tables with the dignitaries.

At 3 o'clock we were boarded onto busses and departed Seoul for the journey to Kyunju. Before we left, Kwang-sun Cha told me that the three youths from Bangladesh disappeared after the opening ceremony. He added that such defections were not unusual at international conferences to the extent that some countries required the host guarantee their delegates would not desert; he was not about to be a warden.

We passed the Green Belt around Seoul; reforestation of trees, row upon row on hills where battlefields used to be, another reminder of the after effects of war; beyond, hillsides with more strings of neatly planted trees struggling to replace the forests. Trucks, tour buses, and cars as far as one can see—massive tie ups on the freeways.

On the bus ride, I began to see more of the bare faced effects of "development." As we rode through the countryside, rice fields appeared in vivid greens; suddenly enormous high rise housing "villages" appeared from nowhere amidst primitive farms with

livestock living behind the walls of the family grounds. What was there for the youth to do in these sanitized "villages?" At 4 o'clock we arrived at an extensive reconstructed Korean village, where for an hour and a half we were backed away from time and wandered along dirt paths leading to an unsophisticated era populated with actors in traditional clothing recreating tasks and rituals from ancient times.

Back on the bus our journey resumed, stopping for a do-it-yourself supper at one of the enormous stop overs on the motorway. As the light dimmed, I was astounded at the the numerous red crosses in the towns and villages marking American fundamentalist churches. I had noticed at the opening of the Forum how the Korean male youth were neatly dressed in white shirts and ties and in the evening carried candles which I had mistakenly assumed were traditional. Kwang-sun Cha told me that the nefarious Rev Moon paid off Korea's national debt with money he had raised in the US. Alongside economic exploitation, harbored religion: the rape of Korea. Tired and weary, the conglomeration reached Kyunju just before midnight where we bunked down at its Education Culture Center for the next three days of serious pondering.



Kyungju. August 17.

I was scheduled to give the first "lecture," how-

ever Dr David asked if we could exchange places as his plans had changed and he must return to Manila that evening.

At 9 o'clock we gathered together in the assembly hall. Kwang-sun Cha, opened the session welcoming the delegates to Kyungju and outlining the procedures for the next few days. Following the presenters' lectures, the youth would be assigned to focus groups, were to choose a chairperson and a secretary.

Dr. David focused on youth protection and ecological awareness, the need for constant monitoring of performance: A "state of youth participation allowing for open spaces to experiment." "Don't look for the content in the lectures," he advised, "Look for friendships to be developed during the conference." He spoke of the need to eradicate the abuse of children and young people, illustrated by allowing the appalling practice in his own country of foreign "agencies" who promoted packaged tours to the extent of offering men a different young girl each night, culminating with a virgin on the last one. Prostitution? Yes. Also a means of supporting financially destitute families. He focused on children's rights and how youth themselves must become their own champions and unwittingly by the demands of continuity of culture, youth are hostages to society while at same time are expected to break new ground to become change agents.

I was disappointed to see there was no attempt to comment on the lectures and no youth as presenters. I had been expecting a panel of youth to respond which would spark off discussion both in the large group and the focus groups. A youth from Romania attempted to gain the attention of the Forum with a lengthy tirade on the evils of capitalism, promoting his brand of socialism; he was well organized with his own outfit and passed out litera-

ture expressing his party line. As there was no one person leading the Forum consistently, his performance was to continue unchecked for the next few days. His command of English enhanced his maneuvers and intimidated others. Another youth from India came forth repeatedly with sanctimonious statements when controversy did erupt, in an attempt to smooth things over.

Following the lecture, we disassembled into six focus groups with one of the presenters at each as a resource person and facilitator. Many of the youth declined to come to the groups preferring to have the time to themselves to get acquainted and tour the city. The group I was assigned to got together and decided on a chairperson. They chose to draw lots and had me pick the “winner” who turned out to be Siew Chune Yip. She appeared shy and was reluctant to take the responsibility, but the group volunteered to assist her. Lo Kam volunteered to be secretary. Our group consisted of 11, representing eight countries, who remained with it for the remainder of the Forum.

- Lo Kam (female), (Hong Kong)
- Siew Chune Yip (f), (Malaysia)
- Sayaka Kitazawa, (male), (Japan)
- Kazue Umeda (f), (Japan).
- Amitha Jay Alal Samarasinghe, (m), (Sri Lanka).
- Corry Scheoenaerts, (f), (Belgium).
- Charlotte Jonasson, (f), (Denmark).
- Abdullah Ibrahim Al-Najashi (m), (Saudi Arabia).
- Jay-Young Song (m,) (Korea)
- Dong-Kyu Yu (m), (Korea)
- Kyoo-Won Song (m), (Korea).



The group got off to a lively start seeming to take the lecture at its face, plunged immediately into multi-culturalism and interpersonal relationships. It wasn't long before Abdullah exhibiting his male chauvinistic statements was taken on by the group, led off by Charlotte and Corry, more cautiously by some of the others. Tall, bearded, strikingly handsome, Abdullah had all the bearing of an Arabian nobleman and still captivated the others with his endearing appeal. The group seemed to take him in affectionately—and proceeded to change his authoritarianism. I was concerned that he might not be able to take the heat and would drop out but he seemed to sense the comraderie and stuck it out. On the last day he offered us each a handsome key chain with a reproduction of a gold Arabian coin, which I still carry, and came in his (headdress) which he offered to any who wanted to have their picture taken in it.

I was constantly amazed as I watched this group deliberate. What an assemblage of cultural and social differences: Here were two “liberated” young women from Europe alongside two youth from Japan, who were in the throes of a culture seeped in formalistic tradition, struggling to liberate its political and social practices, two from the southeastern Pacific who were raised in oppressive regimes, a lib-

erated female from Hong Kong, three from “Americanized” Korea, and a Saudi potentait: how much more divergence could you compile? And yet they welcomed their cultural differences, swept discord aside and got down to the essence: relationships. And they forged a comradeship in the group which extended socially outside the discussions. Some spoke a little about difficulties in their respective countries: Lo mentioned the high rate of suicide among school children in Hong Kong (1,000 per year; 5 in one single day). She attributed it to the pressure on children to achieve in school. Teachers are highly paid and there is strong competition between them. Kyoo-Won Song informed us that in Korea they speak of youth in the X generation (19 - 21 year-olds); the XX generation (16 - 18); and the “Check” generation (21 upwards) (checkbook and check to see if one is still healthy).

But in the last session they summed up barriers in communication to achieving change which they'd considered: culture, religion, education, technology, commercialism, conservatism, population, politics and governments.

Following the afternoon break, Dr. Azizan Bahari, Head of the Institute of Policy Studies for the Government of Malaysia, was more pragmatic as she spoke about the work of regional youth training centers and youth exchange programs. She advocated more than brief exposures, but urged exchanges on a longer term basis to achieve something more than attending a university in another country, or taking a traditional degree.

In the evening session, Dr Kumari Navaratne, Chairman of the National Youth Services Council of Sri Lanka spoke on the prospects on future employment for the present generation and didn't paint a very promising portrait.

August 18.



I didn't know what to do with the time I was allotted on Friday morning when the group assembled at 9 o'clock. The Korean officials had returned to Seoul. Rudy, whom I had gotten to know well had left. I felt rather deserted by the adults yet welcomed the opportunity to be with the youth. The Forum had grown smaller each session as the young people were finding more interesting ways to use their time. I'd become critically aware of the two simultaneous cultures that were present in the youth regardless of their country: (1) the historical: artifacts and legacies; costumes, art, music, cuisine, costumes, ceremony, people, remembrances, enshrinement. (2) the present (in progress); their food, music, relationships, reactions to authority (here was yet another adult conference for youth); costumes (jeans and T-shirts). They had a copy of my paper, what more could I say? I only had one hour, hardly enough time to allow much discussion. I made a few remarks about education and the need to “democratize” information and how it is used, the study and practice of peace at all levels beginning inward, work and leisure which ultimately involved job creation and that comes back to political involvement and education. I made a few more remarks on social ecology being concerned with re-

relationships between individuals as well groups which compose the intricate webs or networks of social organization. And I concluded my remarks by referring back to Dr Bahari of the need for more youth exchanges such as the present Forum and for networks—perhaps a Youth Internet. There was a lively response, much of it triggered off by youth in the focus group which I was attending.



Following lunch, we had the afternoon off until the fifth lecture, scheduled to begin at 4. The organizers had arranged for the youth to go swimming in the Center's pool, which was a treat for many of them.

Dr Park, Sung Soo, professor at Seoul National University gave Lecture V: "Tolerance in World Peace: The Role of Youth in a Society," followed by an hour and a half meeting with the focus groups. After dinner, there was a three hour cultural presentation, mainly Korean. Youth in native dress gave short skits and traditional refreshments were served. Many of the youths took this opportunity to explore Kyonju's night life. They were interested in disco-techs and night clubs

August 19.

Dr Roger Spooner, from Scotland, head of a

group calling itself, "Moral Re-Armament, United Kingdom," gave a lengthy speech, as only the British can do, about youth and global technology: understanding and sharing for the future. There were even fewer in attendance and I could attribute it to weariness the youth were feeling. I was too. The organizers apparently had tried to pack too much into the limited time for the Forum. The afternoon provided a welcome relief for a guided tour of the ancient capital in all its splendor. The evening was again devoted to cultural exchanges, this time some from other countries presided followed by tables of handouts and trinkets from the various countries.



August 20.

After breakfast and checking out, we boarded the buses once more to return to Seoul, stopping off to tour the Hyundai Motor Company, which I'd read that was largely operated by robots. I'd never visited an auto assembly works and now could understand a little of what that drudgery was like. Only the robots didn't seem to mind! We arrived back at the Seoul Education Center just before midnight.

Seoul. August 21.

The closing of a conference always seems to me a let down. What more can you say? How do you

bring one to a closure? For ours, the morning's task was the formulation of a "Declaration." I didn't know just who that document was being prepared for or what would happen as a consequence. Nevertheless, Kwang-sun Cha, selected a representation of the youth who set about the draft, while the rest of us had the remainder of the day for sightseeing and could choose between tours of historical, eligious, and cultural places; for others there was shopping.

There was a plenary meeting at 7 at which the

Seoul Youth Declaration was read and unanimously adopted—no discussion—followed by a closing ceremony. Each presenter was thanked and handed a plaque with his or her name engraved, encased in a navy blue velvet case. (I've been too embarrassed to show mine to anyone). And then there was an elaborate buffet supper hosted by Dr Kin, Jip, served in the gardens of the Center, with Korean dignitaries and guests in semi-formal attire. A number of the youths did not attend as they detested decorum

Declaration of the 6th International Youth Forum



15-22 August, 1995,
Seoul and Kyongju, Republic of Korea

In conjunction with the 50th Anniversary of the United Nations and in the spirit of the 10th Anniversary of the International Youth Year, we, the participants of the 6th International Youth Forum, held in Seoul and Kyongju, Republic of Korea, have gathered here for the purpose of formulating a common vision of globalization of youths and youth organizations.

Realizing that we live in a world of increased interdependence, closer political, economic, and cultural relations among nations and a rapidly expanding information network that is drastically transforming the international environment, we hereby declare:

Considering the declining confidence the youths have in social institutions and their decreasing political involvement, we believe the youths should be granted free access to information and education so that they will be able to make well informed, responsible, and free choices;

Realizing that in the next century the world will become more sophisticated and interconnected through the advancement in information networks and economic activities, and also considering the depletion of resources and degradation of environment, we, the youths, should work in harmonious cooperation and understanding and commit common actions in the pursuit of enhancing global cooperation;

The youths should be given the rights and opportunities which are necessary in order to contribute to the social, political, and economic development of their nations, following a positive and constructive way;

Recognizing that the youths are a potent human resource in every nation, opportunities in training, enhancement of their education, job enrichment and youth empowerment should be made available for them to ensure a secure and meaningful life for the youth;

We believe that the youths and youth organizations should pursue the utilization of all available global technological resources for the sake of knowledge sharing; at the same time, youths should rely on a common set of moral and ethical values, as a condition necessary for achieving a balanced global development;

The world today needs the active participation of the youths in order to promote social and cultural understanding across borders, to overcome discriminatory attitudes and mindsets and to enhance respect for individuals on all continents;

We, the youths, aspire and strive to achieve cooperation among youths and youth organizations all over the world; this cooperation is the key to positive participation in the development of our world and peaceful coexistence in the new era of globalization.

while others didn't bring along dress clothing which was expected. (Instructions in the invitation advised: "Participants are advised to bring along short sleeve shirts, umbrella and sports attire including swimming suits for sports programmes.") There was no mention of formal dress. As some who did not attend expressed it: "Another adult conference *for* youth." The affair however, went flawlessly with one exception: a drunken American soldier attempted to crash the party and when asked to leave, made reference to all the "gooks" in there.

The festivities included a band which played traditional Korean pieces and after they left, someone had arranged to have disco music as some of the youths attempted to form their own party and were inviting the adults to join in. But this effort was short-lived, the music turned off, and the officials took over. Many of the youths left at this point, to

go into Seoul looking for their own ending to the meeting.

Tuesday, August 22.

Dr Kim, Jip's car took us to the airport and soon I was boarded on Air Korea flight 001, bound for Los Angeles. I settled back and when the gorgeously dressed hostess came to take my order, I audaciously ordered a double gin on the rocks—I was advancing toward home base. How had the Forum affected me? It had been a rare opportunity to get to know so many young people from other cultures and learn to communicate with them. And another example of how adults prescribe for youth. Personally I was reminded of the respect for elders given in other countries, although it was difficult for me personally as when a young person insisted on giving me the seat—instead of gratitude, I felt old!

TOWARD A YOUTH SOCIAL ECOLOGY

The 6th International Youth Forum Globalization of Youth and Youth Organizations

Seoul & Kyongju, Korea
August, 15-22, 1995

The deepest pleasure an adult can find in life probably comes from what remains in him of his stifled childhood. What an enrichment it would be to the whole of society if childhood, as a specific estate and a separate culture, ceased to be stifled!

Gérard Mendel



WE ARE ON THE BRINK of the future that our parents did not anticipate, much less imagine. Extraordinary advances have occurred in biology, psychology, and technology, drastically increasing life expectancy, mind expansion, and the transmission of information. Although significant developments have occurred, we have lagged far behind in bringing about social changes in terms of perfecting ourselves and our relationships with others. We have far

to go towards achieving a peaceful coexistence domestically as well as internationally. Our major institutions for the transmission of culture have been unable or unwilling to meet the challenges of rapid global change and so are in a state of turmoil and threat for their very survival. Ironically, only a few have realized the extent to which they must change in order to remain the same.

This is where youth come in.

Unesco's document on the "Rights and Responsibilities of Youth," issued in 1972, stressed that:

1. Legal rights are more often a statement of intent rather than a reality; they amount to dubious 'protection, and furthermore education serves to integrate youth by imposing a system of values into a society which they increasingly contest.

2. Youth have been treated by governments as clients without representation, without means for decision-making, and without participation or involvement.

As for responsibilities of youth, these are frequently seen as "duties imposed on them by adult society—the duty of submission to the authority of the family, the community or the State; the duty to receive education devised in the main by adults—or not to receive it if they belong to underprivileged social groups; the duty to work, often at an early age and under harsh conditions . . . the duty, lastly to respect a world order established independently of them and which is becoming more and more alien to them."¹

The Unesco document recommended that:

1. As a social group, youth have the responsibility to define their own role in society—the right to develop their own culture. Youth must cease to be seen as being in a transitional stage to adulthood and make contributions to society without being stifled. To accomplish these changes, youth must claim effective powers, while preserving their own unique characteristics.

2. Youth must recognize and use conflict creatively (develop new modes of encounter) between themselves and the adult world which up until the present, has held the real power.

The alternative is for youth to continue to be an alienated group, rejected, and exploited by adult society, reduced to an infantile status. They will continue to be seen primarily as a collection of individual problems (drug abuse, delinquency, mental illness, suicide, sexual irresponsibility, etc) to be solved by adults, rather than as a social class with rights and means to develop and contribute.²

It is sad to report that not much of significance has happened in the intervening two decades since that declaration was made. There are encouraging signs, however, that there is still time and that with youth taking the initiative much could happen.

I would like to propose that we consider a somewhat different approach to youth participation—the

development of a *youth ecology*. I will focus on five areas for consideration and suggest one way that youth, in action teams, could activate the Unesco recommendations to contribute to world-wide social reform and, at the same time, enhance their own development. These areas include the democratization of information, political involvement, contributions to peace, direct participation in social issues, and in job creation.

By youth ecology I mean the active engagement of youth in their physical, social, political, cultural, spiritual, and psychological environments. An engagement with profound implications. The key word here is *active*. Action is the process of doing and implies movement. To that concept, we must also add the words *informed* and *responsible*. To begin to see youth in a new light, we need some changes in the way we act toward youth:

1. *Democratization of Information*. To be informed, youth first must have free access to information. The implications of technological breakthroughs that now exist enable information to travel unrestricted across national and regional boundaries within seconds. It needs no passport and no visas. Already more than one million people from 150 countries use the Internet, which no one owns, and has no curtailment on language or images that it carries. Nations can only restrict access, but ultimately this is futile—and anti-democratic. We must learn how to use information creatively and responsibly, not censor it. Development of technology, especially in new forms of communication can be seen as one of the few fringe benefits of weapons research.

Most societies have been very insular up to now, with commercialization (movies, advertising, etc.) bringing about a demand for foreign goods along with changes in values, styles, etc. New information and ideas are readily available making changes in social, political, cultural, and religious structures and practices not only inevitable but imminently possible on a large scale.

With the enormous amount of information constantly flowing from one area to another, we can expect great changes in structures ultimately dissolving traditional social, political, economic, and cultural obstacles between nations.

The power of ideas resulting from free exchange of information may eventually bring about greater change than economic factors. The free exchange of fresh sources of information will make new concepts and ideas more readily available, which, in turn, will lead to new expectations, new demands, and new opportunities for young people.

2. *Political Involvement.* Youth everywhere have a declining confidence in social institutions, especially their schools. There is decreased involvement in political affairs and political parties, in labor unions, and in youth organizations, many of the latter are little more than providers of entertainment—to keep youth occupied at a juvenile level until they enter the work force—or become youth workers!

Most nations manipulate or prevent youth involvement supported by the media (which stereotype youth), and by political, and religious groups. Economic development does not necessarily carry with it greater freedom. To the contrary, we've seen many recent examples of the erosion of human rights masked as development. Political and religious conservative groups everywhere restrict information, limit decision making, and impose archaic notions and values. In accomplishing their missions, they have developed their own constituencies, methods of indoctrination, and rewards. Some of the results have been terribly tragic. The target groups are mainly youth.

Restrictions and prohibitions ostensibly disguised as protection, characterize much of youth. For the industrialized nations, many valuable years of a young person's life are taken in preparation for adulthood

("coming of age,") which includes steady provision of gaining "legal rights." Schooling to prepare one for a steady job is compulsory and youths have few real choices insofar as conforming to the social norms, or "dropping out." We attempt to keep them out of the labor market for as many years as possible.

Youth in the so-called developing nations are more fortunate in this respect. But they are misused for their labors and manipulated by commercial interests of developed nations, industrialists. In many of these nations, they do have more opportunities to participate in the work and social activities of the community. At the same time they can be exploited.

The media commercializes violence while governments practice it in the form of war. Many forms of self-destruction among youth—substance abuse, sexual activity (prostitution and unwanted pregnancies), and suicide—are a growing concern. We know only too well about the poverty, hunger, ill health, and joblessness which youth face everywhere; along with despair, apathy, spiritual crises, and the needs for different forms of personal and social development. Children and youth become the unwitting victims of greed, war, and poverty.

Governments' main solutions to the difficulties of youth are punishment, restrictions, and doles. Imprisonment is increasingly meted out as deterrence and punishment which all too often leads to persistent criminality. We expect abstinence when the media promotes indulgence. And yet there is little being done to educate youth for making informed, responsible, free choices. Aside from waiting for certain rights to be bestowed on them by longevity (to vote, hold office, acquire property, and so on), how can youth involve themselves in political activity? Through the power of information, they will be able to make informed choices, influence legislation, elect representatives—including youths—and effect political parties, form coalitions, and frame

new parties of their own.

Who are these youth? There is an inherent fallacy in using age as the sole criteria of "maturity." Many street or village children at 10 or 11 have already faced conditions that require immense coping skills. Children can contribute to society in their own right at any age. The reason why most have not is that we've withheld the skills and opportunities from them. By using age as the measurement of when to grant rights, we have disabled youth. They cannot only help themselves more than we think, but they can help one another as many do in peer teaching. They can contribute to alleviating social and economic conditions and go beyond that to betterment. Youth need new models for growth and development through direct participation. They want the real thing rather than imitations, such as student governments and mock UN sessions.

This past year (1994), legislation was introduced in the State of California to allow 14-year-olds to vote (the same age incidentally that they can be tried as an adult for criminal activity). Amid cries of the irresponsibility of youth, from the press and reactive individuals, were voiced the fears of the consequences of what might happen to the established power structure. () But since 1968, most nations including those with long established governments are afraid of youth who pose the real possibilities of toppling them. Again, the heart of the matter is not withholding legal rights, but the freedom to exercise informed choice and the kind of education that would empower youth to use it wisely. Or as a character in a film once said: "If you don't give it to them, they're going to take it."

Responsible action can, and must, occur at all ages. Take, for example, the action of a classroom of eight- and nine-year-old children in the State of Oregon. As homework, their teacher asked them to watch one half hour of their favorite evening program and simply

count the number of violent acts, use of weapons, and so on, that they observed. In but 12 hours of programming, the children counted 649 incidents of violence—nearly one per minute.

One girl declared, 'I didn't know there was that much violence on television, and before I didn't even know what violence was.'

From that simple homework assignment, the children decided to take some action. They vowed not to watch children's programs that displayed violence. Next they wrote a *Declaration of Independence from Violence*. Then, they presented it to the school's student body to enlist their support. Finally, they engaged their parents and together formed a boycott of the products of companies which sponsored children's programs with violence. Aside from this social and "political" action, their teacher explained that by having information the children had gathered first-hand enabled them to make further choices that they wouldn't have been able to do otherwise.

Now looking at the position of youth globally, we must attempt to minimize "Eurocentrism," and "Americanization," and recognize the contributions of other areas, especially the Asian, Latin American, and African regions. We must find new metaphors devoid of divisive and elitist concepts such as majority/minority, peoples or developing/developed nations. We must move beyond male domination, sexism, and traditional family structures to new life-styles and political structures which emphasize cooperation, diversity, and redistribution of power which will improve the quality of life for everyone. Youth need, and are finding, new forms which include self-help and support groups, along with self-study methods.

Some of these actions are occurring with little notice. What is sometimes seen as passivity on the part of the present generation (in contrast to the 1960s-

1970s) on specific issues is misunderstood. It is more difficult to see youth involvement in broader aspects of social change but they are present in movements such as peace, ecology, women's rights, and consciousness raising (differing from exploration of former generations).

Involvement means taking risks. I'm referring to consequences beyond personal humiliation, or even loss of one's job. And it means going beyond making "declarations." Sometimes it means actually putting one's life on the line. I am referring to the kind of youth activism displayed by 12-year-old Iqbal Masih from Pakistan sold into slavery by his parents at age four. He was then shackled to a carpet weaving loom, tying tiny knots for the next six years. At age 10 he escaped the factory and traveled to an international labor conference in Sweden where he spoke out against child abuse of the other six million children below age 14 in his country. After receiving repeated death threats from people in the carpet industry, he was assassinated this past year as he rode his bicycle in his village.³

Youth can contribute significantly in the direction of making real progress toward justice, equality, and peace. And all youth must be able to earn an international passport to help reduce restrictions of national boundaries.

Everywhere there is the need to develop positive national youth policies which are not limited to rights by default, to social class, or attempts to deal with problematic behavior. They must include all youth and have their active participation.⁴ Such policies must eventually cross national boundaries with or without the aegis of the United Nations.

3. *Peace.* While nations' elders decide who wins on the battlefields, it is youth who are exposed to, and suffer, the consequences. Peace, moreover, is greater than the mere absence of war; rather, it begins with a positive inclination inside each individual. Youth must learn to

embrace values of cooperation and collaboration rather than competition and exploitation, interdependence rather than independence, and look to changing residence and even jobs often rather than remaining fixed in one for a lifetime. Youth must demand education for peace and not let it occur haphazardly. As peace begins within each individual, it radiates out to those around, to wider dimensions, and so on. And in the interim, youth must demand the right to conscientious objection from military training and service.

A curriculum for peace education includes such studies as cooperative learning that helps develop individual accountability, face-to-face interaction, and interpersonal and small group skills. It also includes training in conflict resolution where conflict is seen as a challenge. To implement resolution, third party facilitators are needed who are skilled at mediating and turning conflict into creative mutual learning opportunities transcending win-lose arbitration situations. These studies must begin at the earliest ages in the curricula of formal education or are learned from practice in the community. Children and youth can master these skills.⁵

4. *Work and Leisure.* Formal education continues to erect barriers' between the privileged and the poor, between learning and work, between intellectual and manual work. Formal education devalues physical labor. Even with advanced schooling and cultural exposure, many people are under-employed and exploited. For the creation of new jobs youth can no longer depend on governments, or private industry alone. They can no longer expect formal education to prepare them adequately for existing or future jobs. Youth must ready themselves for an ambiguous future. They must acquire their own skills, be able to make their own jobs—jobs that will allow them to express creativity, and at the same time, make a contribution and a decent living. Youth must be prepared to exercise problem-solving

skills, be flexible (which means being able to change jobs often), work collaboratively (as in temporarily assembled teams), and customize goods and services. Free access to information and learning how to use it for service is one beginning. Youth are forming networks, many made possible by new developments in technology, such as electronic billboards.

If we were to use formal education alone to define "success," then we need only look at the world's richest man (outside royalty) to refute that criterion. Bill Gates, still in his 30s, dropped out of college and made his fortune from scratch by devising ways to communicate information. And he is not the only one: 30 million of the wealthiest Americans are not college graduates.

New concepts of work can help raise consciousness and contribute to the quality of working life. "[T]here seems to be a need for a new concept of culture . . . culture would cease to be viewed simply as the heritage of an elite, and would come to be seen above all as instrumental in the raising of the consciousness and in the development of the entire community."⁶

And so, youth need to ask questions and demand answers. In the industrialized nations, for example, they need to ask officials in formal education why, as graduates, they can't get jobs? Educators are quick to blame economic factors such as recessions and downsizing of industry for the job slump. But employers, on the other hand, voice their discontent of workers' skills due to the elitism of formal education. Graduates should likewise be asking why the curricula does not meet the concerns of youth?

Children and youth should also be asking why formal education does not recognize and maximize their various learning styles? Instead, schooling maintains enormous systems based on one predominant form which features rote learning taught by an adult teacher, in the confines of a classroom. Those with action learning

styles are forced to conform, their abilities are devalued, and often they are driven into problematic behavior. Project or service learning is depreciated and virtually ignored in favor of textbooks, lectures, and examinations. Distance learning is emerging, however, with the aid of technology as television and self-study methods become more readily available and accepted into the workplace. Youth have a long way to go to get the education they need and at the same time they have a lot to contribute to getting it.⁷

Real youth participation could inevitably do away with the need for occupations such as social workers, youth workers, probation officers, and others who are presently engaged in confining, restricting, and manipulating their movements.

Finally, there is the matter of leisure. Despite the tremendous commercialization of free time by mass media and industry, youth have much to contribute. The passivity of marketable leisure—For example, in the form of spectator and competitive sports, recreation paraphernalia, and packaged travel—stifles creativity and limits the experience of pleasure. It reduces leisure to consumption, dictating locations, styles, forms, tastes, etc. It appeals to dreary values, and obsolescent aspects of cultures. Youth want, need, and can create something more exciting. They experience the basic joy of play itself.

5. *More Than Survival: Toward a Youth Ecology.* As vital as it is, youth must move beyond only survival in their personal lives as well as the world in which they live. The ecological, social, psychological, and human predicaments youth have inherited are both contaminating and complex; some are irreversible. Much of our energies and resources are now consumed in developing competency to cope if only to maintain the status quo. In spite of damage control, youth must become proactive by taking positive stances. Youth, for example, must be more concerned with wellness than illness, with con-

serving and developing resources than with consumption, with expanding and perfecting the human condition.⁸ Youth as well as adults must be prepared for shifts that will result from widespread changes.

Youth everywhere must be able to be involved in matters that affect their lives at the moment. They need to have a sense of benefit and usefulness for their activities. Participation is a vital source of personal and social development. And we need their assistance. Or better put, they need ours, such as it may be. If youth are given opportunities for active participation, they become collaborators who work for constructive change. Youth need opportunities to learn through projects which they design and carry out to bring about the improvement of society. These projects should be a part of formal education, but are increasingly being done outside this structure.

To carry out action projects, we have to share scientific methods with youth. The fundamentals begin with learning how to spot and state problems which need study and amelioration. Next, we need to calculate the resources and obstacles; then subsequently devise and carry out a plan of action. Finally, we need to assess the results in terms of how effective—or ineffective—the plan of action was. (We may even need a re-run with a different strategy.) This cycle is the basis for action or project learning, which furthermore leads to the formation of knowledge.

6. *Youth Action Teams*. As means to implement the Unesco counsel, we need ways for youth to become mobilized and receive the skills for implementation. One such method would be the creation of teams of youth summoned for action, *Youth Action Teams* (YATs). They could be educated in Youth Development Centers rather than in traditional schools. Such Teams would be composed of six to 12 youth of all ages, two older experienced youth, and an adult expert who would serve as a

coordinator or facilitator. Training would evolve around design and implementation of projects which the teams would select much like the research and development components of industry.

We have impressive examples of youth serving in constructive roles worldwide through voluntary service in many governmental and nongovernmental agencies. A Youth Action Team, however, would supplement and enlarge on these activities by providing expertise in helping a community or an agency assess its resources and needs, then fabricate and carry out a plan of action. Teams could be mobilized to meet general or specific tasks from evaluating youth services and agencies to ecological preservation, from conceiving new forms of literacy training to disaster preparation. Differing from voluntary service organizations, Teams would not be involved in offering direct services, but rather assist others to acquire appropriate skills and learn how to use them effectively.⁹

An international exchange would enhance such undertakings and enable youths to learn from one another cross-culturally and cross-nationally, perfect their skills, and enlarge their knowledge—not too unlike the recent partnership in the International Space Program. Team members would be paid for their services and receive academic recognition if they so desired. The peace dividend in the form of use of military facilities would make exchanges readily possible on a large scale at a minimum of additional cost.¹⁰

To conclude, I quote the words of 21-year-old Farid Senzal from Afghanistan, who attended the 50th anniversary of the founding of the United Nations in San Francisco in 1995:

We inherit a world of pain and suffering, oppression and abuse. These are pressing issues which we must address. National borders are increasingly unim-

portant. We must all work together, across political lines, across social and economic lines, and indeed across religious lines. [Youth] have the vision, the power and the faith to make our dream a reality. I am excited for the future.¹¹

I am, too!

EXEMPLARY YOUTH ACTION TEAMS

1. *Community Public Health Action Teams.* Assisting the community in identifying its needs and assets for coping with current health matters and prevention. Promotion of pilot projects; define youth issues and gain youth representation on boards, committees, and planning entities, and engage in youth advocacy.
2. *Employment Creation Action Teams.* Experimenting, defining, and testing out new forms of youth employment, entrepreneurship, bartering, and how to implement them (identify potential areas, resources, obstacles, strategies, spread of effects).
3. *Political Action Teams.* The role of youth in political action; use of existing political structures and creation of new ones, including youth political parties; participation in voter registration for youths, forming youth constituencies, and a clearing house for legislation concerning youth; establishing liaison with incumbents.
4. *Human Services Action Teams.* To study needs and assist agencies to implement new methods and evaluation of services in areas such as: physical and mental health, crime and delinquency, substance abuse, violence, aging, child abuse, learning and teaching, and social welfare. Preparation of "Consumer's Guides" to public and private agencies and practitioners. Emphasis on self-help approaches and primary prevention models. Development of a "service bank" where people could receive credits for services performed to be used in exchange for goods and services.
5. *Leisure Action Teams.* From sports to hobbies: Locating, experimenting and supporting a wide range of leisure time activities, especially evenings, weekends, and holidays. Exploring talents, physical fitness, and facilities such as 24-hour community schools and their integration into the community. Ways to find and disseminate information on local, national and international resources and events.
6. *Media Action Teams.* Development of responsible reportage of newsworthy events to enlighten and broaden opinion, raise social conscience; critically examine news events reported by the media, track stories and reporters, originate press releases, conduct depth interviews and reactions to events; distillation of coverage and presentation to the community for discussion. Team would be mobile with a van equipped for filming, videotaping and rapid compilation of news sheets and distribution to remote areas to promote discussion. Maintain liaison with commercial media.
7. *Performing Arts Action Teams.* Development of art forms such as theater, including talk-back and street theater, mime, video, film, and dance, both as cultural forms and commentary for public involvement.
8. *Ecology Action Teams.* Social and physical conservation, alternative energy sources, corporate auditing and responsibility, to preserve all areas of the planet and make it more habitable,
9. *Literary and Literacy Action Teams.* Study of literature, from classical forms to graffiti, as social commentary and its linkages to the community; composing fiction and non-fiction, offering critiques, linking with local writers and literary organizations. Promotion of approaches to reducing youth and adult illiteracy.
10. *Oral History Action Teams.* Oral history as a means for discovering our roots, our heritage, the life of the community and its relevance to youth. Training in depth interviewing, data recording and preservation.
11. *Research Action Teams.* To design and implement forms of evaluation for social action strategies, including monitoring projects, legislation, and agencies' programs for effectiveness; social auditing.
12. *Human Rights and Justice Teams.* The preservation and furthering of fundamental freedoms, including human rights and justice; rights of racial, generational, and sexual minorities, nationalities, etc.
13. *Human Needs Action Teams.* Determining, fostering, and protecting basic physical, emotional, intellectual, sexual, and spiritual needs; designing new ways for fulfillment and enrichment of the quality of life.
14. *Youth Development Action Teams.* Examining existing theories and conceptions of youth development on a cross-cultural basis; designing and conducting surveys and research to enhance developmental theory and putting refined theory to service.
15. *Disaster Action Teams.* Aiding disaster (of which a major one strikes the earth at the rate of every 15 days): earthquakes, floods, famine, riots; ways to mobilize civil and

military sources to assist communities to plan and intervene.

16. *Peace Action Teams*. Ways to bring about and protect local and world peace, promote understanding, conflict resolution, and cooperation among families, within neighborhoods, organizations, and nations; de-escalation of violence, guns, and the arms race; conversion of military resources to global peace pursuits. Form liaison and affiliations with local, national, and international peace organizations, for example, the UN's University of Peace in Costa Rica.
17. *Futures Action Teams*. Designing creative culture models of the future; use of physical and social space, time, leisure, play, work, and technology. Visions and plans to celebrate the new millennium.

18. *Development Action Teams*. From neighborhood to nation building: enhancement of economic, social, cultural, and political aspects of local, national, regional, and international development without exploitation of human and natural resources.
19. *New Economic Order Action Teams*. Design ways to implement the International Order locally, based on equality rather than military domination or industrial exploitation.
20. *International Exchange Action Teams*. Planning and implementing Team exchanges nationally, regionally, and internationally to assist others and learn from them; to celebrate the Decade of the UN's International Youth Year, and youth's role in the new millennium.

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www.poets2000.com/johnspoems
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* Note: At the time (1979) Popular singer Anita Bryant was leading a national crusade against

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APPENDIX A

SOME HIGHLIGHTS OF THE TRAINING FOR YOUTH PARTICIPATION IN PROGRAM DEVELOPMENT PROJECT.

Ernst Wenk (Responsible Action)

It is extremely difficult to influence policy decision making through programs of relatively short duration. This is particularly true for efforts with a national focus. The Training for Youth Participation in Program Development Project produced some remarkable results that give evidence of an impact both on policy making and on the efforts to provide a national focus that could grow into a forceful movement for increased youth participation on the local, state, and federal level.

The project has been an exciting experience for many individuals who took part in it, adults as well as youth, regardless of their roles in life at this point in time. Most of the Task Forces formed and brought to Coolfont for the Conference are still pursuing their goals and objectives, and, although some of them will need added outside support, they all made one point clear: the thesis of valuing youth and bringing youth into the mainstream of society as full participants seems valid and has received strong support from the communities so far involved. The project has shown also that the training of policy makers within the framework of valuing youth has had a significant influence on their decision making and has encouraged them to provide true youth participation and involvement opportunities.

While the main portion of this report gives a more detailed account of the project accomplishments, this section is intended to present some of the highlights that have made the project so exciting and special. They are presented as examples of the many significant occurrences both during and as a result of the project. There is no intention to rank these examples according to a scale of importance, since each has its own private significance and since small expressions of the right kind of philosophy often have far reaching consequences. This subtle impact, containing the seed of powerful happenings in the future development of these ideas beyond the project itself, is perhaps the project's most significant accomplishment. As a result of the project, much is going on and growing steadily in quite a few places, while other new actions are spinoffs from the youth participation effort and its underlying philosophy and theory.

MODELS OF YOUTH PARTICIPATION

An analysis of the 14 Action Plans submitted by the Task Forces shows three types of models which have specific characteristics and can be used as prototypes to be modified and applied by other communities wishing to develop better youth participation programs. These models are briefly presented here and illustrated with practical examples chosen from the 14 Action Plans.

1. The Peer Model

Three Action Plans contain particularly innovative youth participation features that could be developed in any community. Such programs can be carried out with no extra funding or with very few extra resources. They can be developed and made operational in one high school or junior high school or in several schools if desired. Students take the principal responsibility for the activities and earn either academic credit or pay for the work performed.

a) The Tucson, Arizona Project

A recent study by the Junior League showed that students wanted more say in the running of their schools. Two Tucson high schools initiated a program, designed at Coolfont, which uses high school students in identifying strategies that will lead to more student input into school administration. Working with a teacher advisor, they have developed a plan that will be presented to the school board.

b) The Sterling, Colorado Project

Soon after its return from Coolfont, the Sterling Task Force initiated a program that is based primarily on student participation. One student-based project attempts to utilize high school and junior high school students in the prevention of vandalism. Students were trained to present (working in pairs) some of the vandalism issues to elementary school students. They are adding a slide presentation to their program as a result of the evaluation and review of the initial program efforts.

c) The St Paul, Minnesota Project

Two innovative student-based activities were initiated in St. Paul. The first program focuses on the legislature and in particular on

the activities of lobbyists. The goal of the program is to inform students about private and citizens' groups that influence lawmaking. Students are expected to become better informed and to more readily participate as citizens in presenting their case to governing bodies. Students observe lobbyists, research proposed legislation in which they are interested, and learn how to lobby effectively. Some students may receive pay for doing research projects outside of school or program hours. Academic credit is offered for this activity.

The other project is a mini-grant program that functions like a real grant program. Students apply for small amounts of funds needed to carry on small research projects.

2. The Work Model

The Fresno Task Force made a successful attempt to use existing CETA funds under the CETA program, ran in a very imaginative way, by creating new and potentially meaningful jobs. Their effort within agencies serving youth is only the beginning since, as in most communities, many opportunities exist to be inventive and creative in developing work for youth. Such reorientation and refocusing is one of the major goals of the present project, as new funds are not required. Instead, existing funds can be redirected under the new approach stressing the assets and worth of youth. Some of the jobs created and filled by the Task Force are:

- 1. United Nations Student Information Aide, with the Fresno County Schools;*
- 2. Delinquency Prevention Assistant, with the Fresno Probation Department;*
- 3. Crime Prevention Youth Aide, with the Fresno Police Department;*
- 4. Mid-Year Youth Conference Assistant Coordinator, with the Fresno County Schools;*
- 5. Southeast Project Assistant;*
- 6. Youth Aide;*
- 7. Legislative Review Team Assistant;*
- 8. Project Assistant, Task Force on Juvenile Alcoholism and Toxic Substance Abuse, all four positions being with the Inter-Agency Office;*
- 9. Youth Planner Aide, with the Fresno Employment and Training Commission.*

The significance of this model lies in the imaginative interpretation of the CETA guidelines. It creates work for youth which is both a needed service to the community and a meaningful learning experience for the youths involved which can lead to personal growth and in some cases to a professional career. This model can be applied, often with no additional cost, by most communities to either the CETA programs or any other employment opportunities in the community.

3. The Urban Model

The Detroit Task Force demonstrated how youth participation can be built into a comprehensive long-range urban master plan. Great efforts have been made over the past years to rebuild large parts of the city. Recently the city administration focused on youth development. The announcement of the forming of the youth participation Task Forces and the Coolfont Conference came at a time when preparations were underway to plan for activities under the auspices of the United Nations International Year of the Child.

The Detroit Task Force came to the Coolfont Conference well prepared. They believed that the opportunity to work without interruption on an Action Plan as a team was unique and was the key to their success in finalizing a master plan that should guide the city's efforts in the youth field over the next five years. The main features of their plan, in which youth themselves have key roles, are as follows:

- 1. Commission on Youth. The Commission with 24 members was appointed by the Mayor, co-chaired by the Mayor, the President of Wayne University, and the Superintendent of the Detroit Public Schools.*
- 2. Commission Task Forces. Commission members were organized to lead eight Task Forces addressing issues in the areas of education, health, child care, culture and media, juvenile justice, work, family and parenting, and recreation. After needs assessments were made, the Task Forces began to develop their plans of action to improve services to youth in all areas and develop new policies and programs promoting youth participation.*

Major Elements of the Urban Model.

The successful functioning of this urban model rests on several elements which must be present for success. Some of the major elements are:

- 1. Strong, clear and ongoing commitment from the top-executive (in the case of Detroit, the Mayor). This includes the assignment of a top administrative aide who speaks directly for the executive and who is willing to take major responsibilities for the programs and to try to solve problems as soon as they occur.*
- 2. Appointment of effective community leaders to the commission empowered to plan, guide, and oversee activities.*

3. *Forming of Task Forces specializing in one particular area and linked closely to the commission.*
4. *Direct youth participation in all activities.*
5. *Insistence on developing clearly written Action Plans. This may necessitate allowing planning teams to use retreat facilities to find the needed time to work together without interruption.*

This urban model can be adapted by any city. The success of such a program depends largely on the use of good judgment in making appointments to the various commissions, task forces, and other working groups.

Post Project Activities. After the Coolfont Conference, SARC continued to offer limited support to the 14 Task Forces following the cessation of the Federal grant. The SARC Team prepared a packet of materials for the Task Forces following the Conference. The Coolfont experience helped the SARC YAT to flesh out and broaden some of their ideas and practices. While they were still primarily operating as a Team, they also were in the position of teaching the skills they had developed to the Task Force members. In addition, they formed a network with the 11 other youth who attended. They shared their knowledge and integrated that of the other youth. Mr James Azzarito, Jr, for example, who was the youth member of the Massachusetts Task Force, was president of that state's high school student union and had developed a constituency of thousands. Three of the youth members attending were from Washington, DC who had internships in governmental bureaus, and another who was on the staff of a runaway center in the capital. The YAT had some recommendations.

Appendix B

THE YOUTH LEGISLATIVE NEWS BUREAU A Concept Paper

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Youth's alienation from society is a well known phenomenon. "Dropping out" is a classic result of this alienation. What society should encourage is exactly the opposite: "dropping in." Dropping in, to active involvement in the society; dropping in, to develop an informed and active citizenry—crucial to a democratic society; dropping in, to discover how the world really works.

A first step is the location and dissemination of information on current and pending youth legislation on youth projects and on youth issues. The second step is the opportunity to respond to this information. The Youth Legislative News Bureau would do both.

Purpose: To increase active youth participation in state legislative processes by creating a legislatively-informed youth population (informed specifically on legislation directly affecting youth).

Goals: The following are goals with measurable objectives:

1. A concerned student population capable of reacting to proposed legislation and capable of initiating new legislation to meet their needs.
2. The reduction of youth alienation from government..
3. The development of an exemplary educational program for senior and junior high school students centered around government and communications.
4. The incorporation of youths' ideas into government policies.
5. Increased dialogue among youth agencies and legislators about proposed youth legislation.

Objectives:

1. The establishment of a state Youth Legislative News Bureau which has the dual function of an alternative educational program for high school students.
2. The establishment of statewide newsletter dealing with proposed youth-legislation and youth issues. It will be distributed to schools, youth groups, and youth agencies.
3. The establishment of a toll-free hotline with up-to-date information on youth legislation; also information on state government, and referral numbers.
4. Through the newsletter and the hotline, the establishment of a feedback system for youths' ideas on legislation and government policies. This information will be shared with the state Advisory Commission on Youth and other appropriate agencies and institutions to help them establish the legislative and governmental priorities of youth.
5. The development of a model youth team to run the Bureau (with coordination and assistance from adults). The team's composition should be representative of *all* youth.

Youth Participation is seen as encompassing that definition developed by the *National Commission on Resources for Youth*:

Youth participation is the involving of youth in responsible, challenging action that meets genuine needs, with opportunities for planning and/or decision making affecting others—i.e., outside or beyond the participants themselves.

The News Bureau exemplifies this definition. It will serve as a model of youth participation for other youth projects by: including youth in policy decisions; including youth in the hiring process of the adult staff; providing responsible positions for youth within the Bureau—such as editors, photographers, and reporters for the newsletter; and the involvement of youth in program development, e.g., curriculum and newsletter guidelines.

The Bureau as an entity will be in the position to promote and encourage "real" Youth participation in government-participation

beyond the token efforts found in all too many attempts. It is realized that fully integrated youth participation in government is still a distant goal, but it is projects such as the News Bureau which will lead us to that goal.

Education—The Youth Action Team: An outstanding aspect of the News Bureau is the Youth Team. Recruited from schools in the private sector and institutions, the twelve-member team will provide models in two areas: education combined with employment, and youth involvement with government.

The Team will receive academic credit and pay (20 hours a week) for working at the Bureau. Working with the Education Coordinator (a halftime certified instructor), the individual team members will design curricula that meet their specific educational goals. Taking graduation requirements into account, learning contracts will be drawn up to insure that concrete learning objectives will be met. An Education Coordinator will work with the Team members throughout the school year. When individual curricula overlap, as in the case of journalism, group curricula will be designed.

The Team will provide a model for youth involved with government through their work as investigators and reporters. State capitals, due to the focus of information and decision-making found there, are the logical places for Youth News Bureaus. However, the methods they develop will be adaptable to all levels of government: city, county, state, and federal.

The Newsletter: The newsletter will serve the major outreach function of the Bureau. It will contain information on proposed youth legislation, youth issues, and youth projects. The Team will develop and produce the newsletter with assistance from a Newsletter Coordinator and a Project Director. Circulation will cover schools, youth groups, and youth service agencies around the state. Information will be gathered by the Team from the sources they develop in the capital and correspondence outreach. The states should offer assistance in this regard.

The Hotline: A toll-free hotline will also be developed and staffed by the Team. Information concerning progress of specific bills and youth issues will be continuously updated and filed. So will referral numbers for government agencies. This information will be at the fingertips of the hotline staff.

The hotline service, initially promoted by a media campaign, will also serve as a feedback system for youth positions on, and thoughts about, proposed legislation and government policies. This information will be shared with the state Youth Commission and other interested agencies or persons. This information will offer a much needed youth overview in the capitals.

Employment: The Team will receive stipends for their work at the Bureau. The possibility of using existing funds (e.g., CETA) should be explored.

Skills Attainment: The Team will develop skills that will greatly increase their future employability. Although these skills are interrelated, they can still be grouped into two main categories: journalistic skills and legislative skills.

Journalistic skills: editing, reporting, writing, interviewing, photography, layout and graphic design, paste-up, and circulation management.

These skills can lead to jobs in newspaper work, offset printing, public relations, And advertising.

Legislative skills: legislative analysis, research, knowledge of the inner workings of state government, program development, and public speaking.

These skills, combined with personal contacts developed by team members during their work in the capital, can lead to jobs as legislative staff or aides, or to jobs at one of many public interest groups.

The text of this paper is set in 11 point Adobe Garamond, by Robert Slimbach, based on type cut by Claude Garamond in the sixteenth century with Irish uncial capitals; photos and illustrations processed in photoshop.

ILLUSTRATIONS

Drawings by Celestini Piatti, Swiss artist, from *The Value of Youth*,
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Photos

Chapter 2, Governor's State University, Park Forest South, Illinois.

Chapter 3, Victoria Youth Counsel, Melbourne, Australia.

Chapter 4, United Nations Social Development Centre, Vienna.