



COMMUNITY & YOUTH DEVELOPMENT
Series

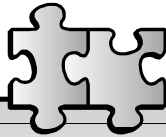
Youth Development and Community Change

A Guide to
Documents and Tools
Developed Through the Forum's
Ford Foundation-Funded Projects

1997–2001

THE FORUM FOR YOUTH INVESTMENT

WITH THE SUPPORT OF
THE FORD FOUNDATION



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The Forum for Youth Investment was created to increase the quality and quantity of youth investments and youth involvement by promoting a “big picture” approach to planning, research, advocacy and policy development among the broad range of national organizations that help constituents and communities invest in children, youth and families. To do this, the Forum commits itself to building connections, increasing capacity and tackling persistent challenges across the allied youth fields.

The Forum offers its members tools, intelligence, training, international perspectives and individual supports. It creates opportunities for youth investors to come together in neutral forums to tackle persistent challenges such as shaping public perceptions of young people and strengthening the links between preventing youth problems and promoting youth preparation and development. It helps identify, facilitate and broker relationships among members, offering them new lenses for looking at old issues, supports to turn the ideas into action and vehicles to reflect on lessons learned. It works to ensure that the information, tools and insights generated by the Forum and its members are shaped by and useful to local communities and practitioners. It asks members to contribute commentary, products and time toward the creation of a shared information base. All this work is done in full partnership with Forum members, with the aim of increasing collective learning and action on “big picture” issues — issues that cross traditional sectors and lines, and which are beyond the capacity of any organization to tackle alone.

The Forum for Youth Investment is a U.S. initiative of the International Youth Foundation™

ABOUT THE FORD FOUNDATION'S COMMUNITY YOUTH DEVELOPMENT INITIATIVE

Using the positive youth development framework and guiding principles, the Human Development and Reproductive Health unit of the Ford Foundation launched the Community Youth Development Initiative. The term “community youth development” is used to define the process of young people and adults working in partnership to create the necessary conditions that will result in the successful development of young people, their peers, families and communities — the integration of youth development and community development. The Forum's work in this area is one of several efforts funded by the Ford Foundation as part of its Community Youth Development Initiative.

The initiative's goal is to enhance the ability of young people from economically disadvantaged communities to successfully transition from adolescence into responsible adulthood, economic self-sufficiency and engaged citizenship by building the capacity of low-income communities to create supportive environments.

Printed in the U.S.A. • September 2001

ISBN No. 1-931902-09-7

SUGGESTED CITATION: The Forum for Youth Investment. (2001). *Youth Development and Community Change: A Guide to Documents and Tools Developed Through the Forum's Ford Foundation-Funded Projects 1997-2001*. Community & Youth Development Series. Takoma Park, MD: The Forum for Youth Investment, International Youth Foundation.

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PROJECT BACKGROUND

In 1997, Inca Mohamed, Program Officer at the Ford Foundation, asked the International Youth Foundation's U.S. staff¹ to plan and host an invitational meeting of 50 funders, practitioners and researchers to discuss the convergence of two fields — youth development and community development. This convergence was being sparked by a common realization: that young people grow up in communities, not programs, and that engaging young people — as program participants, planners and advocates — is an important component of community building. The meeting generated questions and piqued interests about:

- the challenges of framing the questions in ways that facilitate rather than confuse discussions;
- the tensions that exist in the fields of youth development and community development and in the larger society that may limit the scope of young people's involvement in significant community change efforts;
- the receptivity of community development organizations to increasing

investments in youth development and youth action;

- the roles young people play in community strengthening and development in other countries and the strategies and expectations that support them;
- the structures that support young people's involvement in national dialogues about community investment and change; and
- the quality and power of the evidence that young people can and are making significant differences in their communities.

In 1998, the Ford Foundation and the International Youth Foundation (IYF) made a two-year commitment to work together to tackle some of these questions, co-creating the International Learning Group on Youth and Community Development (ILG) and generating a series of related projects to collect, codify and disseminate ideas.² IYF staff deepened their research on the topic, began to form the ILG and forged a partnership with *CYD*

¹ Karen Pittman and Merita Irby created IYF-US in 1998, building on the Ford Foundation's commitment. IYF-US was renamed the Forum for Youth Investment in February 2001. It remains an initiative of the International Youth Foundation.

² Funding from the Ford Foundation was supplemented with project-specific funding from the Surdna Foundation, the Evelyn and Walter Haas, Jr. Fund and the International Youth Foundation.

Journal (then *New Designs for Youth Development*) to present international lessons on youth and community development.

In 1999, we undertook two major challenges. We commissioned a set of papers from young people involved in national efforts to engage youth in the political processes of their countries. We brought more than 20 members of the ILG together for a week to learn from and share with programs and leaders associated with five of IYF's country partners in Latin America. There were many logistical lessons learned — how to create learning groups, set agendas, frame questions, document practice, and collect, disseminate and infuse ideas across international and interdisciplinary boundaries. But there were also many, many ideas and insights shared over the course of these projects.

In March 1999, the Evelyn and Walter Haas, Jr. Fund invited the Forum to initiate a systematic look at youth leadership development in the San Francisco Bay area. This request gave us the opportunity to bring the lessons we had learned from the ILG to front-line practitioners. Forum staff brought together the findings from several focus groups, interviews and an ongoing literature review to further advance the ideas developed through our work with the Ford Foundation. In June 1999, the Surdna Foundation invited the Forum to contribute to the Foundation's understanding of the intersection between youth development, youth participation and community change. Also in June 1999, the Forum partnered with the Innovation Center for Community and Youth Development to conduct telephone interviews and convene a meeting with

national and local organizations that focus on youth governance, organizing, advocacy, leadership or service ("GOALS").

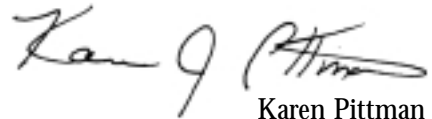
In 2000, the Ford Foundation continued its generous commitment, awarding the Forum a documentation and dissemination grant to pull these lessons together. These documents, described within this guide, are available on the Forum's Web site at www.forumforyouthinvestment.org. While small quantities of an initial print run are available free of charge, the prices listed in this guide cover the cost of additional reprints. Bulk rates are also available.

By publishing this guide we are by no means signaling that the Forum has been at the front lines of efforts to promote youth action, youth adult partnerships, community youth development or youth organizing. We have not. But it has been our privilege over the past few years to facilitate discussions and help document and synthesize the work of those who have.

We cannot emphasize enough that this guide does not represent the best thinking in community youth development. We encourage readers interested in these topics to go directly to the organizations represented by the U.S. members of the International Learning Group: the National Network for Youth, Community Impact! DC and Community Impact! USA, the Innovation Center for Community and Youth Development, the Center for Community Change, the Local Initiatives Support Corporation (LISC), Public/Private Ventures, the Enterprise Foundation, the National Community Building Network and the AED Center for Youth Development and Policy Research.

In addition, we recommend that you browse the Web sites and resources of some of the project contributors and Forum members: LISTEN, Inc., Do Something, YouthBuild, What Kids Can Do, Youth Service America, the Youth Leadership Institute, the CYD Publishing Group and the Center for Youth as Resources, among others. For a glimpse of the important work and thinking of many of these organizations (as well as others), you may find *Youth Action: Annotated Bibliography and Key Resources*, a companion document to the resources listed here, a useful place to start.

2001 marks the end of ILG funding from the Ford Foundation as well as the end of Inca Mohamed's tenure there as a program officer. It has been a privilege to work with Inca over the past four years. Her vision about what young people can do to fundamentally change conditions in their communities, and her insistence that they are doing it in many places in this country and around the world, were the guide stars that we returned to time and again after casting out to explore uncharted seas. We wish her well in her continued efforts to empower young people to work with adults to change their communities. These documents bear her fingerprints.



Karen Pittman

Executive Director

The Forum for Youth Investment



Merita Irby







Deputy Director

The Forum for Youth Investment

GUIDE FORMAT

Six Critical Questions

As we collected and reviewed the papers and products developed by the Forum with the support of the Ford Foundation, we recognized that we had created a motley assortment: lengthy reports and thought pieces; case studies and examples; tools and handouts designed for practical application; the voices of young people and on-the-ground practitioners; and frames and pictures meant to clarify issues and surface tensions. Throughout this guide, the icons in the margins indicate the type of publication that is being discussed:

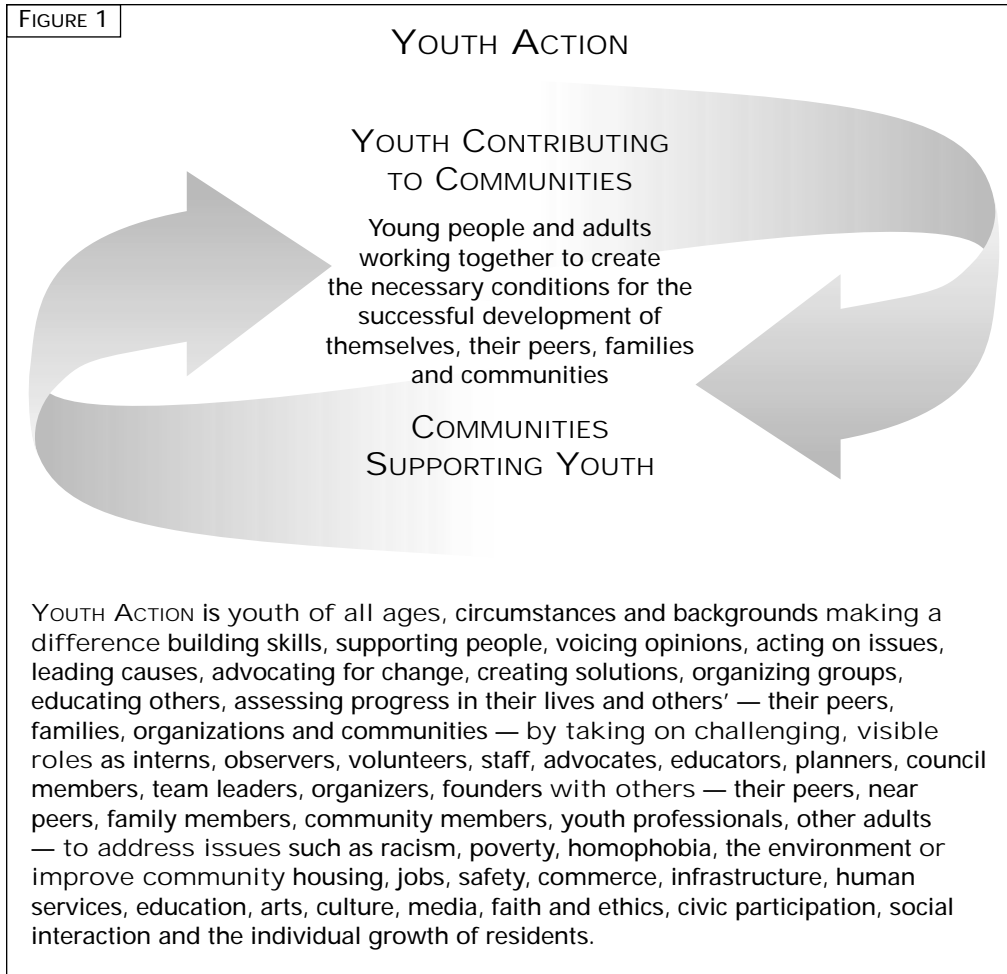
-  books and reports;
-  papers and thought pieces;
-  case studies;
-  practical tools and handouts;
-  youth and practitioner voices; and
-  key frames and graphics.

Whatever the formats of these products, their content focuses on several basic questions about how young people contribute to their communities and how their com-

munities, in turn, support young people making a difference. It is these six questions that organize the pages that follow:

1. What is “youth action?” How does it relate to youth development and community change?
2. What roles do community development organizations play in supporting youth action? What are the promises and challenges inherent in these roles?
3. What examples do we have of efforts that blend youth development and community building?
4. What does it take to support youth action? How do intentional strategies and widespread expectations affect youth action?
5. What real evidence is there that young people can and do have a positive impact on their communities?
6. What about changes beyond the community? How are young people leading movements to change nations and societies?

FIGURE 1



International perspectives are also a key piece of this work. Under each of these six organizing questions, there is a subsection devoted exclusively to insights and examples from young people and professionals outside the United States. This is not meant in any way to signal that these contributions are separate from the overall body of work, as they are actually quite central. We simply hope to make it easier

for those hungry for non-U.S. examples and thinking to find them.

The Forum's aim in developing this guide is to provide a roadmap through many pages of text and several years of work — and, in this way, help consolidate answers to these basic questions. We look forward to hearing other answers and questions raised by this work.

QUESTION 1: YOUTH ACTION

What Is “Youth Action?”



How Does It Relate to Youth Development and Community Change?

Practitioners who work with youth have long heralded the developmental importance of engaging young people, not just as program participants but as planners, decision makers and implementers. At the same time, there is growing awareness that youth participation, while important for young people’s preparation and development, is also important for civic revitalization and community and social change. Community youth service programs have mushroomed over the last decade. Community service is mandatory for high school graduation in some states. Programs and opportunities for young people to have leadership roles and governance positions have grown, as have efforts to support young people’s interests in political advocacy and community organizing.

The common thread among all of these strands of participation is an outward focus on results. Program developers openly dis-




cuss the challenges of balancing concerns about individual development with commitments to organizational or community change. But, increasingly, “meaningful” youth participation is defined as actions that youth take, usually working in partnership with adults, to achieve commonly held external goals that address conditions or concerns that matter to youth, their families and/or their communities.


Over the course of the Ford Foundation-funded work, Forum staff came to use the term “youth action” as a generic term that links the many strands of participation and made several attempts to trace the origins of increased support for youth action, to define and document the common elements linking different forms of youth action, and to discuss the synergy between action that enhances individual development and action that results in visible, valued change.

  ***Youth Action: Youth Contributing to Communities, Communities Supporting Youth.*** (2001). By Merita Irby, Thaddeus Ferber and Karen Pittman with Joel Tolman and Nicole Yohalem. Part of the Community & Youth Development Series, Volume 6.

Youth Action provides the fullest treatment of the question, “What is youth action and how can it be supported?” Based on papers written in 1999 for the Evelyn and Walter Haas, Jr. Fund and the Surdna Foundation, as well as on the ongoing work supported by the Ford Foundation, *Youth Action* explores the converging trends in youth development, civic engagement and community development, identifies common themes and important differences between the strands of youth action, introduces the concept of creating action pathways for youth, and offers recommendations for planning and policy.

Included in this publication are:



-  quotes and perspectives from young people and grassroots organization leaders;
-  short profiles of a number of organizations around the United States; and
-  a summary of the findings on youth involvement from five surveys of youth and/or volunteer coordinators.

 **“Youth Action: Supporting a New Generation of Citizens.”** (2001, Spring/Summer). By Karen Pittman, Merita Irby and Thaddeus Ferber. In *Community*, Volume 4, No. 1. Alexandria, Virginia: United Way of America.


This piece, which presents some of the basic material in *Youth Action* in summary form, discusses the obstacles to the meaningful engagement of young people, the conceptual basis for youth action and the pathways that will lead there.

  **“Balancing the Equation: Communities Supporting Youth, Youth Supporting Communities.”** (2000, Winter). By Karen Pittman. In *CYD Journal*, Volume 1, No. 1.

In this reflective piece, Karen Pittman tracks the various paradigm shifts within the youth fields over the past 40 years, from responding to troubled youth in the 1960s to the emphasis on prevention in the 1980s to looking beyond programs to engage the community in youth development in the 1990s. Pointing to current trends among both key thinkers and young activists, Pittman explores the reciprocal relationship between youth participation and community development, and suggests that the key ideas behind the community youth development movement will continue to take hold.

  **“International Learning Group: Strategies, Outcomes and Evidence.”** (2000, Spring). By the Forum for Youth Investment. In *CYD Journal*, Volume 1, No. 2. Reprinted in *International Insights*, Volume 1, Spring 2000.

This article describes the “grand experiment” of the ILG and introduces future articles in the *International Insights* series, which would document the experiences, contributions and lessons of the members. The ILG members put forth six basic assertions about community youth development and share approaches and strategies for engaging youth and communities.

 **“Pathways for Youth and Community Development: A Discussion Paper of the International Learning Group on Youth and Community Development.”** (1998, updated 2001). By the Forum for Youth Investment. Available only online at www.forumforyouthinvestment.org.

This annotated slide presentation provides a step-by-step walk through of the basic ideas explored in ILG discussions. The central idea, built over several slides, is that there are many aspects of a community (e.g. social, physical, cultural) that contribute to young people’s healthy development and that young people can contribute to their communities’ development in all of these areas.

✂ **“Pathways for Youth Participation in Community and Society: Questions and Tools.”** (1999). By the Forum for Youth Investment. Available only online at www.forumforyouthinvestment.org. (English and Spanish).

To what extent are young people — even those who are marginalized — playing an active role as agents in their own development and that of their peers, families, communities and/or society in general? To what extent could they? To what extent should they? This tool kit provides a series of lenses to consider these broad questions and to examine the why, who, where, what, when and how of youth and community development.

ILG members used this document as the basis for capturing what they learned during site visits throughout Latin America. Highlights of their reflections are captured in *Lessons Learned, Lessons Shared: Reflections from the International Learning Group on Youth and Community Development*, including a portion of the Ecuador team’s report that used these basic questions to outline a vision statement of what young people’s participation in communities should look like.

INTERNATIONAL PERSPECTIVES

📖 ***Lessons Learned, Lessons Shared: Reflections from the International Learning Group on Youth and Community Development.*** (2001). Edited by Merita Irby. Part of the Community & Youth Development Series, Volume 5.

While the bulk of this volume contains pieces authored by ILG members, Section I, “International Insights on Youth and Communities: Key Lessons,” provides an overview of the group’s dialogues around the centrality of young people to the health and development of communities. Much of the discussion focused on the basics: What is the goal? What are the premises? What is the language? The introduction to Section II, “Common Themes and Contrasting Contexts,” provides an overview of the ILG members’ reflections on the Latin American traveling seminar that took place in November 1999.

📄 **“Young People Taking Responsibility for Change in Latin America.”** (2000, Winter). By Steve Mokwena. In *CYD Journal*, Volume 1, No. 1.

This article is a reflection of the discussions and debates that took place during the International Learning Group’s Regional Conference in Venezuela. The main question being answered is, “To what extent and in what ways are young people being engaged as agents of change in their families, communities and society in general?” ILG members were impressed by the level of engagement and social consciousness among the Latin American youth they encountered, and Steve Mokwena breaks down the ideological journey taken by the members in addressing what they observed about youth action in Latin America.

📄 **“Youth Development in Egypt: Strategies That Cross Borders.”** (2000, Fall). By the Forum for Youth Investment. In *CYD Journal*, Volume 1, No. 4. Reprinted in *International Insights*, Volume 1, December 2000.

This introduction to the December 2000 issue of *International Insights* poses the challenge of applying key youth and community development frameworks in a context (Egypt) very different from the contexts in which they were developed. The article is based on the experiences of ILG participants Bas Auer, Gregg Taylor and Steve Mokwena during an ILG-sponsored learning exchange in Egypt.

📄 **“Identifying Positive Outcomes in Egypt.”** (2000, Fall). By Bas Auer. In *CYD Journal*, Volume 1, No. 4. Reprinted in *International Insights*, Volume 1, December 2000

Bas Auer presents a snapshot of Egyptian youth in terms of four positive youth development outcomes: competence, character, confidence and connection.

✂ “**Youth Participation: 10 Basic Premises.**” (2001). In *Lessons Learned, Lessons Shared: Reflections from the International Learning Group on Youth and Community Development*. Edited by Merita Irby.

As a starting point for the conversations during the Latin American traveling seminar, these premises were developed out of conversations with ILG members, feedback on the ILG discussion paper, “Pathways for Youth and Community Development,” and discussions with the Latin American host organizations.

QUESTION 2: COMMUNITY DEVELOPMENT

What Roles Do Community Development Organizations Play in Supporting Youth Action?


What Are the Promises and Challenges Inherent in These Roles?

Through the 1970s and 1980s, community development corporations (CDCs) focused more exclusively on housing and economic development, squeezing out human development efforts. Now, the pendulum is swinging back toward comprehensive community building — “beyond bricks and mortar” — to once again consider the importance of community organizing and the development of human and social capital. This shift now allows key actors in the community development field to ask, “Where are the youth and what roles should they play?”

Over the course of the project, ILG members and Forum staff had the opportunity to work with individuals from some of the leading national community development/community building organizations (the Local Initiatives Support Corporation [LISC], the Enterprise Foundation, the National Community Building Network, the Center for Community Change), as well as a host of impressive local organizations and intermediaries.




These individuals — whether they were connected to the project as ILG advisors and members, invited meeting participants or Ford grantees — provided enormous insight about the range of approaches to improving low-income communities’ physical, economic, human and social capital.


ILG members and advisors and Ford grantees wrote several of the publications highlighted here. The Forum’s role was that of editor and advisor. The reports, case studies and tools in this section discuss these historic shifts in the community development field, present original survey data on trends in youth programming and youth participation in community development organizations, and consider the potential, promises and challenges inherent in community-focused organizations reaching out to their youth. We are especially pleased that Ford Foundation funding (to the Forum and to Community Development Associates) allowed us to publish a large number of detailed organizational profiles as well as survey data.

 ***Community Development and Youth Development: The Potential for Convergence*** (1997). By P. Jefferson Armistead and Matthew Wexler, Local Initiatives Support Corporation. Part of the Community & Youth Development Series, Volume 1.

There are powerful factors pushing community development corporations to broaden their mandates and strategies to include youth and longstanding factors that make this convergence challenging. This volume, which builds on a presentation made at a December 1996 Wingspread conference, concisely outlines the history of youth involvement in CDCs, discusses the forces causing divergence and those causing convergence, and is accompanied by case studies of three community development corporations that have significant youth programming and involvement.


Included in this volume are case studies of the following CDCs:


-  Cypress Hills Local Development Corporation. Brooklyn, New York
-  Germantown Settlement. Philadelphia, Pennsylvania
-  Phipps Community Development Corporation. Brooklyn, New York

 ***Youth Development and Community Development: Promises and Challenges of Convergence*** (1997). By Michele Cahill, Youth Development Institute, Fund for the City of New York. Part of the Community & Youth Development Series, Volume 2.

A growing number of practitioners, researchers, activists and policy makers are asking a critical question: How can youth development approaches enhance community development and, likewise, how can community development strategies promote youth development? This thought piece provides a persuasive overview of theoretical and practical evidence of youth and community development as convergent goals or strategies. Accompanying this piece is a case study of Youth Development, Inc., a youth-serving organization that has now established a CDC.



Included in this volume is a case study on:

-  Youth Development, Inc. Albuquerque, New Mexico



 ***Finding Common Agendas: How Young People are Being Engaged in Community Change Efforts*** (1999). By Benjamin Butler and Donna Wharton-Fields with Thaddeus Ferber and Karen Pittman. Part of the Community & Youth Development Series, Volume 4.





This volume introduces a set of framing questions for gauging levels of youth involvement in community development and uses that framework to summarize the findings from a Community Development Associates survey. In Part I, Thaddeus Ferber and Karen Pittman reflect on the range of responses to youth found among organizations that have community change as their primary mission. They outline the challenge and rationale for community development organizations as youth developers and introduce ten critical questions to help community development organizations describe and reflect on what they do with and for their younger residents. Part II consists of findings from a national survey of community development organizations conducted by Donna Wharton-Fields and Benjamin Butler of Community Development Associates, Inc., detailing the strategies and goals of community development organizations working with youth. Accompanying this report are six case studies of selected community development organizations.


Included in this volume are:

-  10 Questions for Gauging Youth Involvement in CDOs (prepared by the Forum)
-  Community Development Associates' Survey Instrument (26 questions used to survey 347 organizations listed in the database of the National Congress of Community Economic Development)

Case studies of the following community development organizations:

-  Alamo Area Mutual Housing Association, Inc. San Antonio, Texas
-  Bertie, Martin and Washington Community Development Corporation. Eastern North Carolina

-  El Centro de la Raza. Seattle, Washington
-  Greater North-Pulaski Development Corporation. Chicago, Illinois
-  Oak Hill Community Development Corporation. Worcester, Massachusetts
-  The Point Community Development Corporation. Bronx, New York

 **“Youth Acts with Community Impacts: Noticed? Valued? Believed?”** (2001). By Joel Tolman and Karen Pittman. In *Youth Acts, Community Impacts: Stories of Youth Engagement with Real Results*. Part of the Community & Youth Development Series, Volume 7.

The first chapter of this volume reopens the question of whether and how much organizations that have community as their focus are prepared to see young people as a critical resource. It examines the space available to young change makers inside the community organizing, community building, community development and youth development efforts. And it poses the question of how and how much young people are engaged within the shifting commitment of community-focused organizations toward full resident engagement.

QUESTION 3: EFFECTIVE EXAMPLES

What Examples Do We Have of Efforts that Blend Youth Development and Community Building?

After several years of discussions and reading, Forum staff concluded the obvious: organizations that focus on individual preparation and development are inclined to see community change as a secondary benefit of youth involvement, while organizations that focus on community development and change are inclined toward the opposite view. Balancing the equation is an art.

Youth development organizations have pushed and been pushed by their youth constituencies into community issues. Community development, organizing and building organizations have recognized young people as an under-represented and

under-utilized force for change. Both efforts have yielded important but modest results. But new hybrid organizations have emerged — youth-organizing efforts, youth-led organizations and community youth centers like the Beacons — that are a wonderful mix of community organizing, family supports and youth programming. Pockets of activity are coming to life in a variety of fields and sectors. And international examples compel us to think out of the box.

The best way to understand these hybrid efforts is to read about them. For this reason, most of the selections included here are case studies.

- 🔍 ***Beacons: A Union of Youth and Community Development: Case Study Review.*** (1997). By the Forum for Youth Investment (then IYF-US). Part of the Community & Youth Development Series, Volume 3.

This volume is a compilation of three case studies of New York City organizations that have started Beacons, school-based community centers that offer young people and families a wide array of opportunities to engage in youth development and community building. They show how three organizations with different origins — a CDC, an immigrant family advocacy organization, and a child and family services organization — approach a similar challenge.

- 🔗 **“Community Organizing for Youth Development: A Strategy for Network Building.”** (2000, Fall). By Greg Taylor. In *CYD Journal*, Volume 1, No. 4. Reprinted in *International Insights*, Volume 1, December 2000.

This article documents the Community IMPACT! approach to youth and community organizing as a model explored for building networks in Egypt among youth and adults.

See Also — Case Studies in:

- 🔍 ***Community Development and Youth Development: The Potential for Convergence.*** By P. Jefferson Armistead and Matthew Wexler.
- 🔍 ***Youth Development and Community Development: Promises and Challenges of Convergence.*** By Michele Cahill.
- 🔍 ***Finding Common Agendas: How Young People Are Being Engaged in Community Change Efforts.*** By Benjamin Butler and Donna Wharton-Fields with Thaddeus Ferber and Karen Pittman.
- 🔍 ***Youth Acts/Community Impacts: Stories of Youth Engagement with Real Results.*** By Joel Tolman and Karen Pittman with Barbara Cervone, Kathleen Cushman, Lisa Rowley, Sheila Kinkade, Jeanie Phillips and Sabrina Duque.

INTERNATIONAL PERSPECTIVES

- 🔊 **“After the Wall: Promoting Tolerance and Inclusion in Berlin: A Conversation with Britta Kollberg, RAA-Berlin.”** (1999). By Merita Irby. In *New Designs for Youth Development*, Volume 15, No. 2. Reprinted in *International Insights*, Preliminary Volume.

School clubs are a major force in providing much needed after-school opportunities, especially in former East Germany where many social supports disappeared after the fall of communism. In this new era, the school clubs are also seen as a means to build tolerance and ease tensions between German youth and young people from immigrant families.

- 🔊 **“Paving Pathways: Youth Development through the Arts — A South American Perspective.”** (2001). By Jenny Nicholls. In *Lessons Learned, Lessons Shared: Reflections from the International Learning Group on Youth and Community Development*. Edited by Merita Irby. First appeared in *Lowdown — Youth Performing Arts Journal of Australia*, February 2000, Volume 22, No. 1.

Jenny Nicholls, an ILG member from Australia, focuses on the importance of the arts in the community building activities of the youth-led organizations that the ILG members visited in Ecuador.

- 🔊 **“Income Generation in Context: A Conversation with Young Leaders of Oaxaca.”** (2001). With opening remarks by Efraín Aragón Ibañez. In *Lessons Learned, Lessons Shared: Reflections from the International Learning Group on Youth and Community Development*. Edited by Merita Irby.

Efraín Aragón Ibañez, one of the founders of the Committee of Volunteers for Reforestation and Environmental Protection (COVORPA) in Oaxaca, Mexico, kicks off a conversation on youth-led income generation projects between young leaders of Oaxacan NGOs and ILG members. Efraín’s description of COVORPA’s quail repopulation project is followed by a Q&A and panel discussion including Bolaji Owasanoye (ILG member from Nigeria) and Greg Taylor (ILG member from the United States).

- 🔍 **“Education for Citizenship.”** (1999). By Merita Irby. In *New Designs for Youth Development*, Volume 15, No. 4. Reprinted in *International Insights*, Preliminary Volume.

This column describes “several alternative educational programs in Latin America that provide a focal point for learning, growth and social change in their communities.”

- 🔍 **“Education for Engagement in Venezuela: How the REDES Program Builds Youth Participation.”** (1999). By Arelys Moreno de Yanéz and J. Leonardo Yanéz. In *New Designs for Youth Development*, Volume 15, No. 4. Reprinted in *International Insights*, Preliminary Volume.

According to Vicky Bigio, former Executive Director of the Fundación para la Infancia y la Juventud-Opportunidades, “REDES — Redes Escolares y Comunitarios de Solidaridad — is an example of a program in Venezuela that is helping families and communities build educational opportunities for their youth, as well as helping youth find ways to engage their communities.”

See Also — Brief Comments

- 🔍 **“Ecuador: Linking Youth and Change.”** (2000, Summer). By Sabrina Duque. In *CYD Journal*, Volume 1, No. 3. Reprinted in *International Insights*, Volume 1, October 2000.

- 🔍 🔊 **“The Interfaith Youth Corps.”** (2000, Spring). By Eboo Patel and Anastasia White. In *CYD Journal*, Volume 1, No. 2. Reprinted in *International Insights*, Volume 1, Spring 2000.

- 🔍 🔊 **“Isabel’s Story.”** (1999). By Arelys Moreno de Yanéz and J. Leonardo Yanéz. In *New Designs for Youth Development*, Volume 15, No. 4. Reprinted in *International Insights*, Preliminary Volume.

QUESTION 4: STRATEGIES AND EXPECTATIONS


What Does It Take to Support Youth Action?

How Do Intentional Strategies and Widespread Expectations Affect Youth Action?



Adults, peers and organizations do make a difference — all are critical in encouraging young people to become involved in community change and in sustaining that involvement over time. The frequently-cited results of a youth survey speak volumes about the importance of adult expectations and actions. According to Princeton Survey Research Associates, young people are four times more likely to volunteer when asked than when left to identify the opportunity on their own.

Expectations alone, however, are not sufficient. There is a need to document



and disseminate effective strategies for creating environments in which high expectations are combined with challenging opportunities and appropriate supports. Conversations among a variety of leaders in youth action and a close look at successful efforts have identified a common core of youth action strategies: experiences that motivate and build awareness, supports that build capacity, and opportunities for meaningful action. When these three things are linked together, young people can experience continuous pathways to full engagement in all aspects of community life.

 ***Youth Action: Youth Contributing to Communities, Communities Supporting Youth.*** (2001). By Merita Irby, Thaddeus Ferber and Karen Pittman with Joel Tolman and Nicole Yohalem.

Section III of this publication synthesizes practitioner and research findings on effective strategies for supporting youth action. Section IV focuses specifically on the importance of expectations in supporting youth engagement and presents the concept of action pathways — the routes by which young people become engaged in their communities.


  ***Youth Acts, Community Impacts: Stories of Youth Engagement with Real Results*** (2001). By Joel Tolman and Karen Pittman with Barbara Cervone, Kathleen Cushman, Lisa Rowley, Sheila Kinkade, Jeanie Phillips and Sabrina Duque.

Section II of this publication identifies strategies that motivate young people to become involved, build their capacity to make a difference and create meaningful opportunities for engagement — essential stepping stones of effective pathways to action. Each of the case studies featured in this section describes the core engagement strategies that make the effort successful.

  **“Why Do Expectations Matter?”** (2000, Summer). By the Forum for Youth Investment. In *CYD Journal*, Volume 1, No. 3. Reprinted in *International Insights*, Volume 1, October 2000.

The broad expectations to which communities hold young people determine, in large part, whether pathways to engagement are open and accessible. The specific roles available to young people — as planners, decision makers and employees — are shaped by these expectations and, in turn, shape young people's experiences. This article underlines the importance of high expectations and plentiful roles, and is a starting point for further discussion by the ILG members on how youth action is perceived in their communities.

See Also — Brief Comment

 **“The United States: A Reality Check.”** (2000, Summer). By Sarah Lewis. In *CYD Journal*, Volume 1, No. 3. Reprinted in *International Insights*, Volume 1, October 2000.

INTERNATIONAL PERSPECTIVES

  ***Lessons Learned, Lessons Shared: Reflections from the International Learning Group on Youth and Community Development.*** (2001). Edited by Merita Irby.

The importance of community expectations and social responsibility is one of the recurring themes in this volume of reflections on youth participation and youth programs in Latin America. This volume contains powerful essays by young people, individual ILG members and teams, as well as descriptions of programs. Several entries are highlighted elsewhere in this guide. Those specifically focused on strategies and expectations include:

 **“We Can Raise Our Minds Up.”** (2001). By Glenda Lopez.

Glenda Lopez, a young leader in the Utopia program, testifies to the importance of young people believing that they can bring about real change in communities and of people truly valuing the contributions that young people make.

🔊 **“Youth Participation in Uruguay: Creating Space during a Period of Apathy.”**
(2001). By ILG Uruguay team members.

A highlight of the ILG members' Uruguay report is their conversation with young people from youth centers throughout the capital city of Montevideo. Excerpts from this transcript capture the young people's perspective on the minimal opportunities for education, work and engagement, as well as the issue of strained relationships between youth and adults. They also discuss a range of solutions and change strategies with ILG members who provide examples from the United States and the Philippines.

🔊 **“Motivation, Support, and Opportunities: The Stories of Five Egyptian Youth.”**
(2000, Fall). By Steve Mokwena and Joel Tolman. In *CYD Journal*, Volume 1, No. 4.
Reprinted in *International Insights*, Volume 1, December 2000.

In this article, five Egyptian youth speak out about their experiences of becoming “full and equal partners in the development of their communities.” Steve Mokwena and Joel Tolman identify the main strategies for fostering motivation and awareness, building capacity, and identifying supports and opportunities present in each story.

See Also – Brief Comments

🔊 **“Coming Up Next: Roles and Expectations.”** In *International Insights*, Volume 1, Spring 2000.

In *CYD Journal*, Volume 1, No. 3. Reprinted in *International Insights*, Volume 1, October 2000:

🔊 🔍 **“Russia: Creating a New History of Participation.”** (2000, Summer). By Anton Lopukhin.

🔊 🔍 **“Mixed Messages from the Philippines.”** (2000, Summer). By Pedro Bellen, Jr.

🔊 **“From Dajabón to New York City: Conflicting Roles and Expectations.”**
(2000, Summer). By Melissa Mullins.

🔊 🔍 **“Ecuador: Linking Youth and Change.”** (2000, Summer). By Sabrina Duque.

🔊 **“Reflections on Cefocine.”** (2000, Summer). By Jenny Nicholls.


QUESTION 5: EVIDENCE OF POSITIVE IMPACT

What Real Evidence Is There that Young People Can and Do Have a Positive Impact On Their Communities?

Do youth actions make a difference? It is one thing to argue that youth participation is good for youth development. This argument appeals to one type of audience and funder. But it is sometimes a very different thing to suggest that young people should be encouraged, trained or recruited as change agents in work where the primary goal is not youth development but community change — whether the object of change is toxic waste, racism, community programs or jobs. In order to effectively make the case for youth action,










credible evidence is needed that youth action leads to both positive youth outcomes and positive community outcomes.

Do we have the data to back up claims? Not enough. But there are powerful examples of young people making a difference in every aspect of community — economic, social, political, cultural, physical, educational and civic. The Forum has looked off the beaten path to identify examples in the United States and in other countries.

 ***Youth Acts, Community Impacts: Stories of Youth Engagement with Real Results*** By Joel Tolman and Karen Pittman with Barbara Cervone, Kathleen Cushman, Lisa Rowley, Sheila Kinkade, Jeanie Phillips and Sabrina Duque.

Youth Acts, Community Impacts forces the question of whether or not we have powerful examples of community impacts that are the result of youth acts. In response to this challenge, *Youth Acts, Community Impacts* offers eight case studies — and a number of short profiles — documenting efforts in the United States and around the world, all connecting the dots between youth action and meaningful community change. The publication begins with reflections on why it is often so hard, especially in the United States, for young people to find the space needed to make a difference in their communities. And it offers detailed and abbreviated case studies of successful efforts — in the United States and abroad — in order to understand better how and why some youth acts do yield positive community impacts.



This publication features case studies and profiles of nine U.S. organizations:

-  Educational Video Center. New York, New York.
-  El Centro de la Raza. Seattle, Washington.
-  The Food Project. Boston, Massachusetts.
-  Lubec Aquaculture Project. Lubec, Maine.
-  Make the Road by Walking. Brooklyn, New York.
-  Oak Hill CDC and Teen Inspirators, On the Move. Worcester, Massachusetts.
-  Philadelphia Student Union. Philadelphia, Pennsylvania.
-  Project HEALTH. Boston, Massachusetts
-  Southeast Alaska Guidance Association. Juneau, Alaska.

INTERNATIONAL PERSPECTIVES

Youth Acts, Community Impacts also includes international case studies and profiles of:

-  Bhima Sangha. Bangalore, Karnataka, India.
-  Cambodian Volunteers for Community Development. Phnom Penh, Cambodia.
-  Cefocine. Guayaquil, Ecuador.
-  Mathare Youth Soccer Association. Nairobi, Kenya.
-  National Network of Sexuality and Reproductive Health Educators. Buenos Aires, Argentina.
-  Polish Youth as Partners. Warsaw, Poland.

  **“Cefocine, Communicating Hope.”** (2001). By Sabrina Duque. In *Lessons Learned, Lessons Shared: Reflections from the International Learning Group on Youth and Community Development*. Edited by Merita Irby.

Sabrina Duque, a young reporter who was a part of the Cefocine program, captures the ILG members' site visit to two “cooperative” neighborhoods — Julio Cartegena and Juan Montalvo. Duque describes the conditions of the communities prior to the involvement of the young people of Cefocine and describes their successful strategies for getting young mothers, gang members and others involved in developing alternative economic and social opportunities in their communities.

🔍 **“South American Spirit.”** (2001). By Tim Burke. In *Lessons Learned, Lessons Shared: Reflections from the International Learning Group on Youth and Community Development*. Edited by Merita Irby. First appeared in *Young People Now*, March 2000.

Tim Burke, a reporter with the National Youth Agency in the United Kingdom, reports on the ILG members’ visit to the Utopia program, a youth-run education project in the La Vega barrio of Caracas, Venezuela.

🔍 **“Youth as Partners: Polish Youth Take the Lead in Their Communities.”** (1999). By Teresa Ogrodzinska. In *New Designs for Youth Development*, Volume 15, No. 1. Reprinted in *International Insights*, Preliminary Volume.

After the fall of Communism in Poland, people were apathetic about participating and contributing to society through community involvement. This is an account of how youth in Poland have “taken the lead” in the spirit of community involvement and activism through the Polish Youth as Partners program. Also highlighted is the story of a cooperative of youth-led organizations that helped people cope with the flood disaster in southern Poland in July 1997.

📄 **“What Evidence Do We Have that Youth Participation Actually Works?”** (2001, Winter). By the Forum for Youth Investment. In *CYD Journal*, Volume 2, No. 1. Reprinted in *International Insights*, Volume 2, Spring 2001.

Policy makers, governments and international agencies are ready to take youth participation seriously as a strategy for youth development and community development. However, with increased attention has come increased scrutiny. There is a growing need for a credible evidence base that demonstrates that youth participation makes a difference and identifies the practices that really work. This introductory article discusses the present state of evidence-building efforts.

🔊 **“Building Evidence: A Long Road, But the Way Is Clear: Steve Mokwena Speaks with Douglas Webb and Rakesh Rajani.”** (2001, Winter). By Steve Mokwena. In *CYD Journal*, Volume 2, No. 1. Reprinted in *International Insights*, Volume 2, Spring 2001.

In conjunction with the preparatory workshop for the United Nations Special Session on Children, Steve Mokwena interviews two international experts on youth participation — Rakesh Rajani and Douglas Webb — on the status of, and need for, an evidence base of youth participation.

This article includes:

🔊 **“Interview with Caribbean Youth, Edward Registe.”**

Edward Rigiste discusses issues related to evidence that youth participation really works.

QUESTION 6: BEYOND THE COMMUNITY

What About Changes Beyond the Community?

How Are Young People Leading Movements to Change Nations and Societies?

Much of the current attention to young people as change agents focuses on action at the local scale. This is understandable — data on participation and public opinion polls confirm that young people are most interested in community change, not larger-scale issues. Young people find it easier and more compelling to act on issues close to home — issues they understand and that affect them daily.

Yet it is essential that we neither celebrate an exclusive focus on local action, nor that we neglect the range of ways in which young people are becoming involved nationally and internationally.

The current generation of young people — like those before it — is at the heart of change efforts in this country and around the world. Some of this action is government-sponsored and supported; young people hold advisory roles to national officials in the United States and in many countries, and take on powerful decision-making roles in a handful of nations. Much more of it, though, takes place through other channels — youth-led advocacy and lobbying, youth organizing, true movement-building work. While such efforts are not nearly as prevalent as local efforts, it is important to recognize them — and to do a better job of supporting them.

☰ **“Do We Have a Movement Yet?”** (2001, Spring). By the Forum for Youth Investment. In *CYD Journal*, Volume 2, No. 2. Reprinted in *International Insights*, Volume 2, June 2001.

This article discusses whether work for, with and by young people is one movement — unified, coherent and recognizable. It also identifies the challenges of building a coherent movement in the United States, drawing on the experiences of other social movements.

☰ **“Building Nations, Changing Nations: Youth Action Beyond Communities.”** (2001, Summer). By the Forum for Youth Investment. In *CYD Journal*, Volume 2, No. 3. Reprinted in *International Insights*, Volume 2, August 2001.

This issue of *International Insights* focuses on the challenges and opportunities that face young people as they try to take action in politics at a national scale — with a particular eye to emerging and long-standing efforts aimed at encouraging this sort of youth action.

Included in this article is:

🔊 **“Connecting Community and Political Engagement: Excerpts from an Interview with Malia Lazu.”**

Malia Lazu discusses her work to engage young people in politics through Boston VOTE.

INTERNATIONAL PERSPECTIVES

☰ 🔍 **“Education for Activism.”** (1999, Summer). By Karen Pittman and Merita Irby. In *New Designs for Youth Development*, Volume 15, No. 3. Reprinted in *International Insights*, Preliminary Volume.

This column “explores the relationship between education and social justice through examples from Brazil, Venezuela and, closer to home, Philadelphia.”

🔍 **“A Perspective on Youth and Social Justice in South Africa.”** (1999, Summer). By Steve Mokwena. In *New Designs for Youth Development*, Volume 15, No. 3. Reprinted in *International Insights*, Preliminary Volume.

“As South Africans work to rebuild a just and caring society in the post-Apartheid era, their most important challenge is creating a world where young people can realize their fullest potential.” Steve Mokwena discusses the roles that youth can play in their community, as well as the structures and supports that the community can provide for youth.

☰ **“Interreligious Youth Movements Take a Step Forward at the Parliament of the World’s Religions.”** (2000, Spring). By Josh Borkin. In *CYD Journal*, Volume 1, No. 2. Reprinted in *International Insights*, Volume 1, Spring 2000.

“The power, energy and enthusiasm of today’s young leadership were prominently displayed at the 1999 Parliament of the World’s Religions in Cape Town, South Africa. In their roles as presenters, participants and performers, young people continued to prove the necessity of youth voices in the effort to build bridges and find common ground among the world’s faith communities.”

This article includes:

🔊 **“A Youth Response to *A Call to Our Guiding Institutions*”** By Aaron Froehlich.

Aaron Froehlich discusses the necessary role of young people to respond positively to the document produced by the Parliament of the World’s Religions, *A Call to Our Guiding Institutions*.

☰ **“Green with Envy? Lessons from the Environmental Movement.”** (2001, Spring). By Joel Tolman and Kai Lee. In *CYD Journal*, Volume 2, No. 2. Reprinted in *International Insights*, Volume 2, Spring 2001.

This article attempts to draw on the successes and failures of the international environmental movement and apply lessons learned to the concept of a youth movement. The common theme of coherence is the main lesson identified by Joel Tolman and Kai Lee: the environmental movement has an “ability to exist inside a common name and shared identity.”

☰ **“Lessons from the Gender Movement: Building a Discipline to Support Practice.”** (2001, Spring). By Rawwida Baksh-Soodeen. In *CYD Journal*, Volume 2, No. 2. Reprinted in *International Insights*, Volume 2, June 2001.

This article attempts to draw on the successes and failures of the international women’s movement and apply lessons learned to the youth fields — with a particular focus on the relationship between successful movements and academic and evidence-building work. Dr. Baksh-Soodeen notes, importantly, that building a movement is a process that takes place over time and that “young people need to define a space of their own.” While keeping this in mind, it is possible to learn some very important lessons from the women’s movement.

☰ **“Building Nations, Changing Nations: Youth Action Beyond Communities.”** (2001, Summer). By the Forum for Youth Investment. In *CYD Journal*, Volume 2, No. 3. Reprinted in *International Insights*, Volume 2, August 2001.



This article introduces three case studies and a youth commentary reflecting on how young people have been involved in nation-building and nation-changing efforts in different countries around the world. Collectively, these case studies indicate that other countries are far ahead of the United States in supporting youth engagement in national politics and decision making. But the experiences of other countries also demonstrate how challenging it is to encourage and sustain participation at this level. Youth advocates in the United States could avoid a number of pitfalls by paying attention to the author’s reflections.

Case studies included here are:




- 🔍 **“Youth and Nation-Building in South Africa: A Search for Lasting Solutions.”**
By Steve Mokwena.
- 🔍 **“Youth Voices in Australia: In Search of Genuine Participation.”** By Clayton Ives.
- 🔍 **“Youth Participation in the Philippines: Sustaining the Development of Civil Society.”** Based on a paper prepared by the Children and Youth Foundation of the Philippines.
- 🔊 **“People Power II: Youth Power!”** By Denni Jayme.

Several other youth and nation-building case studies are available online at www.forumforyouthinvestment.org:

- 🔍 **“Ecuador: There Is Still Faith.”** By Sabrina E. Duque.
- 🔍 **“Youth In Nation-Building: India.”** By Biswadeb Chakraborty and Deepa Krishnan.
- 🔍 **“The Challenge of Participation: The Case of Singapore.”** By Melissa Arantani Kwee.

  **“Youth Participation in Paraguay.”** (2001). In *Lessons Learned, Lessons Shared: Reflections from the International Learning Group on Youth and Community Development*. Edited by Merita Irby.

The group report from the ILG team that visited Paraguay focuses heavily on the aftermath of El Marzo de Paraguay when spontaneous demonstrations, led mostly by young people, prevented the disruption of impeachment hearings against then President Cubas. (Cubas had been accused of corruption and was widely feared to be involved in the assassination of the Vice President, a member of the opposing political party.) The ILG members' report is based on a series of interviews they held with young leaders throughout the capital city of Asunción.

   **“Beyond the Rhetoric: Combating the Forces of Inequity.”** (1999). By Merita Irby. In *New Designs for Youth Development*, Volume 15, No. 2. Reprinted in *International Insights*, Preliminary Volume.

With U.S. efforts to deal with issues of race, culture, tolerance and diversity in mind, Merita Irby takes a look at how some of the International Youth Foundation's partners and their leaders in Germany, Mexico and the Philippines are working to promote tolerance.

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		<i>Youth Development and Community Development: Promises and Challenges of Convergence</i> Cahill, M. (1997). 56 pages. U.S. Orders: \$8.50; International Orders: \$13.50
		<i>Beacons: A Union of Youth and Community Development</i> The Forum for Youth Investment (then IYF-US). (1997). 60 pages. U.S. Orders: \$8.50; International Orders: \$13.50
		<i>Finding Common Agendas: How Young People Are Being Engaged in Community Change Efforts</i> Butler, B., & Wharton-Fields, D., with T. Ferber, & K. Pittman. (1999). 112 pages. U.S. Orders: \$11.50; International Orders: \$16.50
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		<i>Youth Action: Youth Contributing to Communities, Communities Supporting Youth</i> Irby, M., Ferber, T., & Pittman, K., with J. Tolman, & N. Yohalem. (2001). 66 pages. U.S. Orders: \$16.00; International Orders: \$21.00
		<i>Youth Acts, Community Impacts: Stories of Youth Engagement with Real Results</i> Tolman, J., & Pittman, K., with B. Cervone, K. Cushman, L. Rowley, S. Kinkade, J. Phillips, & S. Duque. (2001). 100 pages. U.S. Orders: \$20.00; International Orders: \$25.00
		<i>Youth Action: Annotated Bibliography & Key Resources</i> The Forum for Youth Investment. (2001). 32 pages. U.S. Orders: \$11.50; International Orders: \$16.50
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