

## **Youth Partnership**

Partnership between the European Commission  
and the Council of Europe in the field of youth



# **POSITIVE YOUTH DEVELOPMENT AND EMPOWERMENT**

**Seminar Youth and Citizenship:**

**Focus on Youth Participation**

19 – 22. 11. 2013, Amman, Jordan

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# ***OPEN UP YOUR EYES, PLEASE***

***“You can hear a whisper of lips  
That stopped speaking long ago;  
You can hear footsteps  
But no one is coming;  
We are being watched  
By closed eyes”***

***Katarina O. (14),  
Children Home, Belgrade, Serbia***

# AGENDA & AIM

1. Introducing developmental science
2. Ecological/System Theory of Human Development
3. Positive Youth Development Concept & Youth Empowerment Approach
4. Open Values, Ethics and Methodology Issues

# DEVELOPMENT OF DEVELOPMENTAL SCIENCE

- Child psychology/Adolescence/lifespan HD
- Adolescence as “Storm and Stress,” S. Hall (1904)
- Problem/deficit/clinical/treatment model
- Risk/protective/resilience/prevention model
- Conceptual framework - Ecological-system theory
- Positive Youth Development (PYD) & Youth Empowerment Model
- Evidence based Interventions – Model programs
- Holy triad: Practice – Research – Theory

# **ECOLOGICAL-SYSTEM THEORY OF HUMAN DEVELOPMENT**

**(Urie Bronfenbrenner, 1979,2005)**

- Humanistic view of human nature and human development;
- Person in environment – holistic perspective
- Theory of system – reciprocal relationship between subsystems

# ECOLOGICAL-SYSTEM THEORY

(Urie Bronfenbrenner, 1979,2005)

- People live their lives enmeshed in many different environments at the same time.
- People both affect and are affected by multiple layers of environment.
- The environments are also linked and affect each other.
- When one of five systems change, change may occur in other systems as well
- There are five basic environmental systems that affect development

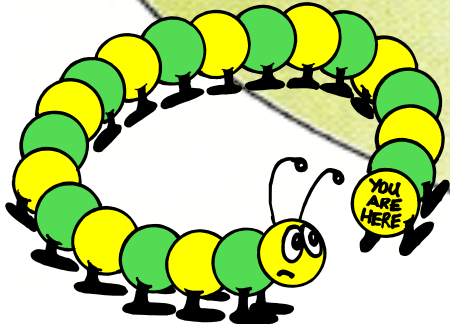
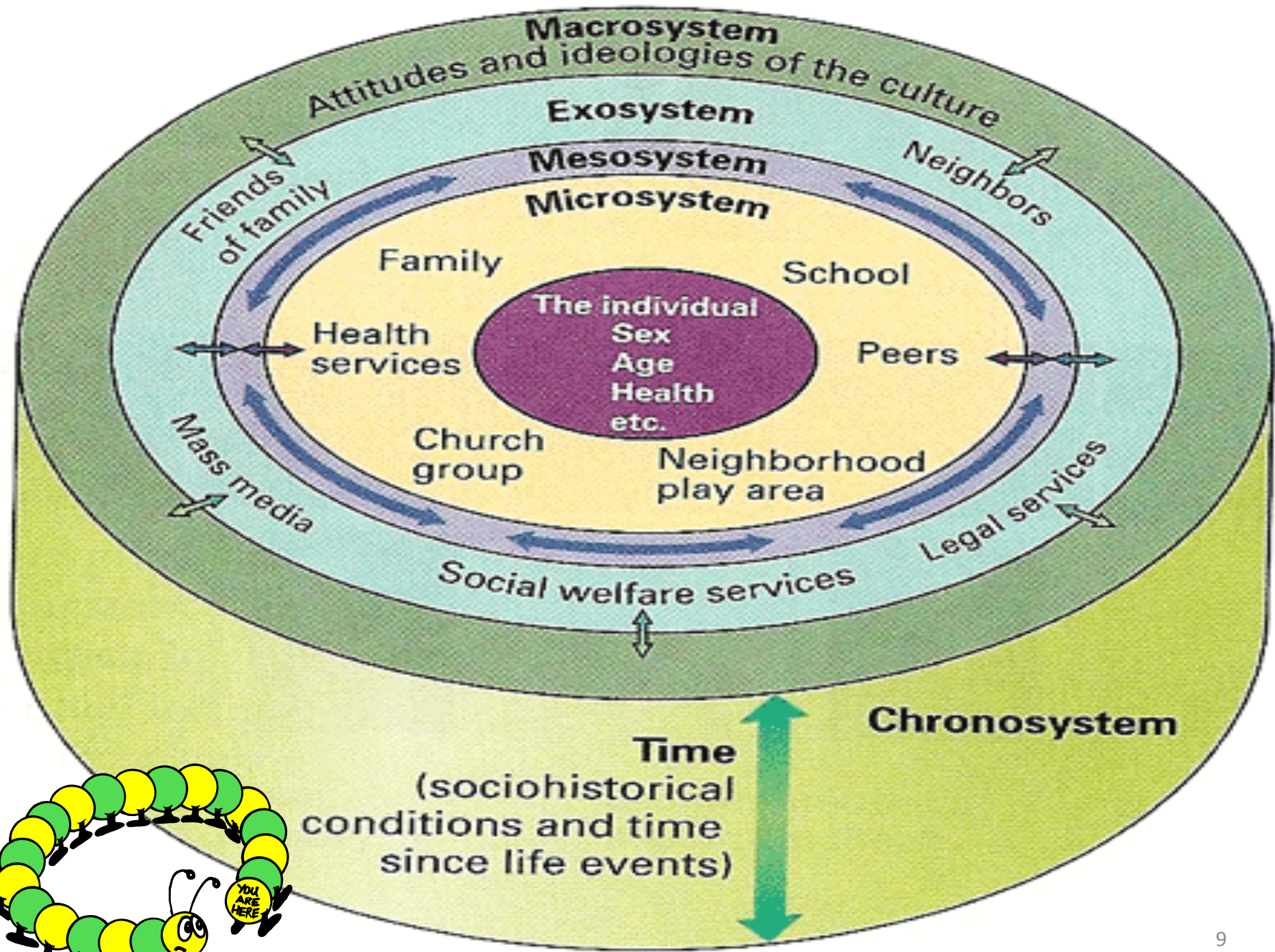
# BABUSHKAS MODEL OF ECOLOGICAL THEORY OF YOUTH DEVELOPMENT



# 5 BASIC ENVIROMENTAL SYSTEMS

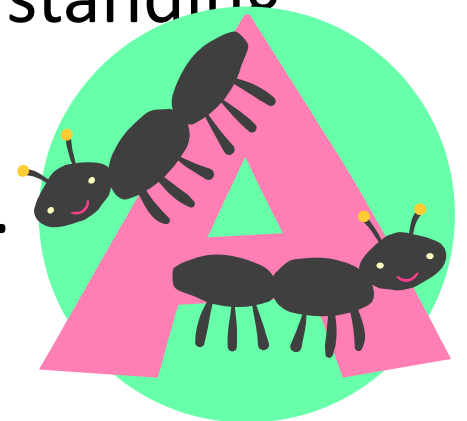
- **Microsystem** - the immediate environment
- **Mesosystem** - the interaction among two or more settings
- **Exosystem** - an individual is not directly involved
- **Macrosystem** - the larger socio-cultural context, cultural values and expectations
- **Chronosystem** - events occurring in the context of passing time. 8



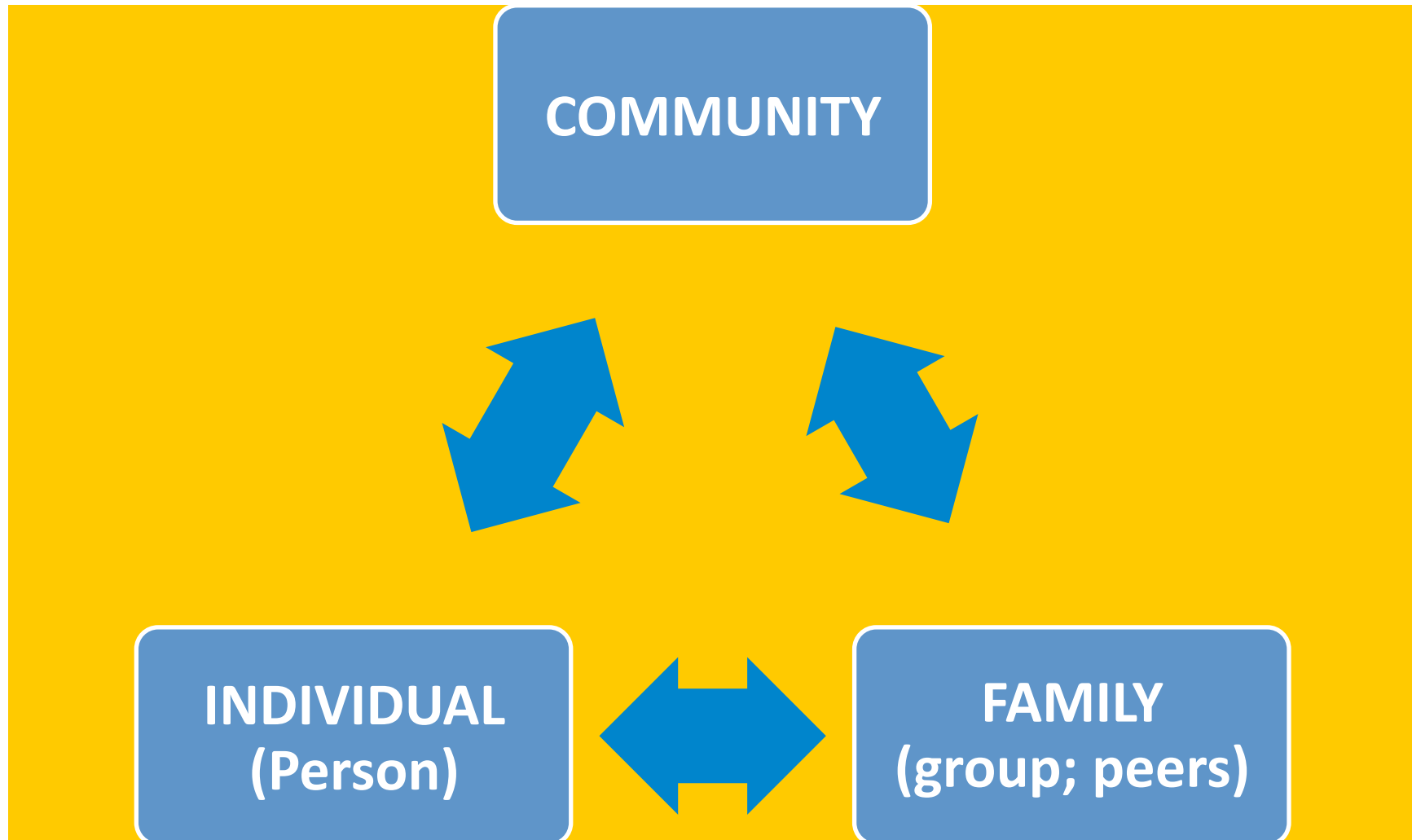


***“You must be the change  
you want to see in the world,” M. Gandy***

- The development is the outcome of interactions between the person and many environments that continually emerge and change over time.
- To truly understand and promote youth development, we must appreciate the entire context of their lives.
- Whether we can ever gain a total understanding of the individual in a such complex environment remains open to question.



# INTEGRATING DEVELOPMENT and INTERVENION



# POZITIVE YOUTH DEVELOPMENT

## CORE ASSUMPTIONS

- All youth have inherent strengths, developmental potentials for change, growth, and development
- All context have resources, developmental assets
- When strengths are linked with assets (opportunities) PYD will occur
- Focuses on creating opportunities for promoting the full human potential of all youth;
- Strategic goal is recognition, identification, activation, usage and enhancement of individual strengths and environmental assets

# POSITIVE YOUTH DEVELOPMENT KEY FEATURES

- Creating opportunities for growth and development of all people
- Emphasis on positive outcomes
- Youth voice and choice
- Strategies aim to involve/engage youth
- Long-term involvement
- Community involvement
- Emphasis on equitable collaboration

# **ELEMENTS OF POSITIVE YOUTH DEVELOPMENT PROGRAMS**

1. A Safe Environment
2. An Inclusive Environment
3. Positive Relationship with a Caring Adult(s)
4. Opportunity for Mastery
5. Engagement in Learning
6. Opportunity for Self-determination and Self-actualization
7. Opportunity to Value and Practice Service to Others
8. Opportunity to See Oneself as an Active Participant in Community and in the Future

# YOUTH DEVELOPMENT PROGRAMS MUSTS

- Must strive to enhance individual and community capacities. One is not possible without the other;
- Is predicated on youths exercising meaningful decision making over their programs;
- Must break down racial/ethnic, gender, disability, sexual orientation, and class barriers and stereotypes to provide access for all youth
- Build bridges between community-based organizations (formal and informal)

# YOUTH DEVELOPMENT PROGRAMS MUSTS/Cont.

- Transform the environment in which youths live in the process of transforming the lives of participants
- Provide participants with an opportunities to learn and at the same time to have fun
- Provide participants to serve their community
- Provide necessary knowledge and skills that can be converted into meaningful lifelong employment
- Actively integrate as many core elements as possible into all activities



# 40 DEVELOPMENTAL ASSETS

*(The Search Institute)*

## EXTERNAL

- **Boundaries and expectations**
- **Support**
- **Empowerment**
- **Constructive use of time**

## INTERNAL

- **Commitment to learning**
- **Positive values**
- **Social competencies**
- **Positive identity**

# FIVE C's of POSITIVE YOUTH DEVELOPMENT

1

• **COMPETENCE**

2

• **CONFIDENCE**

3

• **CONNECTION**

4

• **CHARACTER**

5

• **CONTRIBUTION**

# COMPETENCE

The ability and motivation for:

- Physical health and well being
- Emotional health
- Intellectual achievement
- Civic and social engagement
- Multicultural engagement
- Employability

# CONFIDENCE

- Having sense of mastery and future; being aware of one's progress in life and having expectations of continued progress in the future;
- Having sense of self-efficacy; being able to contribute and to perceive one's progress in life and having expectations of continued progress in the future

# CHARACTER

- Having an awareness on one's own personality or individuality
- Having a sense of responsibility and autonomy
- Having a sense of spirituality and self-awareness

# CONNECTION

- Membership and belonging; being a participating member of a community, being involved in at least one lasting relationship with another person
- Having a sense of safety and structure, being provided adequate food, shelter, clothing, and security including protection from injury and loss

# CONTRIBUTION

- Being involved as active participant and decision maker in services, organizations and communities
- Actively contributing to self, others, institutions and communities

# THE “BIG THREE (APA)

1. Positive and sustained adult – youth relations
2. Youth skill building opportunities and practices
3. Youth participation in and leadership of community activities



# FROM PYD TO YOUTH EMPOWERMENT

(Jennings L. et al. (2006))

1. Welcoming and safe environment
2. Meaningful participation and engagement
3. Equitable power-sharing between youth – adult
4. Engagement in critical reflection on interpersonal and sociopolitical processes
5. Participation in sociopolitical process to affect change
6. Integrated individual-community-level of empowerment

# MODELS OF YOUTH EMPOWERMENT

1. The Adolescent Empowerment Cycle (AEC) Model
2. Youth Development and Empowerment (YD&E) Model
3. The Transactional Partnering (TP) Model
4. The Empowerment Education (EE) Model

# YE BEST PRACTICES

## PROGRAM ATMOSPHERE

- Supportive
- Empowering
- Expecting
- Rewarding
- Enduring

## PROGRAM ACTIVITIES

- Building skills
- Authentic activities
- Broaden horizon
- Activities that strengthen support in family, school and community

# OPPEN ISSUES FOR DISCUSSION

- EMIC – ETIC APPROACH
- MC COMPETENCE - CULTURAL ENCAPSULATION
- EXPOSURE AND IMPOSURE
- ACULTURATION AND ASSIMILATION
- EVIDENCE BASED STRATEGIES

# “You can do it – We can help”

the Home Depot

## ***SLAP***

Teče i teče, teče jedan slap;  
Što u njemu znači moja mala  
kap?

Gle, jedna duga u vodi se  
stvara,

I sja i dršće u hiljadu šara.

Taj san u slapu da bi mogo  
sjati,

I moja kaplja pomaže ga  
tkati.

**D. Cesaric, Hrvatska**

## ***WATERFALL***

A waterfall flows, and flows,  
and flows;

What does my little drop  
mean to it?

Look, a rainbow appears in  
the water,

And it shines, and trembles in  
thousand colours.

My little drop helps to  
create

That dream in the waterfall  
and makes it shine.

**D. Cesaric, Croatia**

