

A group of young people are sitting on a ledge, looking out at a cable car over a body of water. The scene is framed by a white dashed border. The text is overlaid on a semi-transparent white background.

Different Models of Youth Work & Youth Participation: Implications for Youth Engagement and Youth-Adult Partnerships

To Siu Ming

REFLECTION

OLD WINE IN A NEW BOTTLE?

Old Wine (舊青年工作理念) in an Old Bottle (舊青年工作手法)

New Wine (新青年工作理念) in a New Bottle (新青年工作手法)

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DIFFERENT MODELS OF YOUTH WORK



YOUTH WORK

A brief overview of different models and their critiques

<h2>Social Work</h2> <ul style="list-style-type: none">• Psychosocial (Hollis, 1964)• Ecological perspective / Life model (Germain, 1979)	<h2>Experiential Learning</h2> <ul style="list-style-type: none">• Kolb, 1984• Lee, 2011
<h2>Positive Development</h2> <ul style="list-style-type: none">• Catalano et al., 2002• Shek et al., 2007• Shek et al., 2013	<h2>Empowerment</h2> <ul style="list-style-type: none">• Zimmerman, 2000• Jennings et al., 2006• Kaplan et al., 2009• Wagaman, 2011

Conventional Social work models



Psychosocial model (Hollis, 1964)

Psychosocial casework emphasizes psychodynamically oriented techniques in the intervention process initially, but later it attempts to balance these techniques with more environmentally focused intervention methods

Conventional Social work models



Ecological perspective / Life model (Germain, 1979)

The professional purpose of social work arises from a dual, simultaneous concern for the adaptive potential of people and the 'nutritive' qualities of their environments. Practice is directed toward improving the transactions between people and environments in order to enhance adaptive capacities and improve environments for all who function within them

Critique of the conventional social work Models

- Focus on young people's personal problems, which may induce social workers to blame them as **troublemakers** and interpret their behaviors as maladjusted and their functioning as impaired
- **Environmental and social factors** are given far less prominence than internal psychological or behavioral ones, and practitioners may concentrate on helping youth adjust within or adapt to the existing social systems

Learning or behavior change must focus on including direct experience in processes of growth (Kolb, 1984)

- The learner is a participant rather than a spectator in learning
- The learning activities require personal motivation in the form of energy, involvement, and responsibility
- The learning activity is real and meaningful in terms of natural consequences for the learner
- Reflection is a critical element of the learning process
- Learning must have present as well as future relevance for the learner



Experiential learning Model

Concrete experience

**Testing implications of concepts
in new situations**

Observations and reflections

**Formation of abstract
concepts and generalizations**



Experiential learning Model

- Concrete experience: involve themselves fully, openly, and without bias in new experiences
- Reflective observation: reflect on and observe their experiences from many perspectives
- Abstract conceptualization: create concepts that integrate their observations into logically sound theories
- Active experimentation: use these theories to make decisions and solve problems



Critique of the experiential learning model

- Practitioners may neglect the induction effect of human experience (experiential knowledge) (Barnard, 1987)
 - Propositional knowledge is that which is contained in theories or models.
 - Practical knowledge is knowledge that is developed through the acquisition of skills, often, though not necessarily, of a psychomotor type.
 - The experiential domain of knowledge is knowledge **gained through direct personal encounter with a subject, person or a thing. It is the subjective and affective nature of that encounter that contributes to this sort of knowledge.**



Critique of the experiential learning model

- Practitioners may underestimate the significance of informal learning (La Belle, 1982)
 - Formal learning: Learning is provided in the institutionalized, chronologically graded, and hierarchically structured education system.
 - Nonformal learning: Organized and systematic learning activities carried on outside the framework of the formal system.
 - Informal learning: A process by which every adolescent acquires and accumulates attitudes, knowledge, and skills from daily experiences and through daily interactions among members of society



Positive development model

- In the 1990s' United States, the term youth development came to be applied to a set of principles, a philosophy or approach emphasizing active support for the growing capacity of young people by individuals, organizations, and institutions
- Youth development arose as a counterbalance to the emphasis in problem prevention and treatment programs on categorizing youth according to their deficits and trying to remedy them



Positive development model

- Assumptions (Lee, 1999; Shek et al., 2007)
 - Young people are full of potentials
 - Young people are full of strengths and resilience
 - Young people are the product of their social contexts
 - Young people should be understood from a holistic view
 - Young people need support, guidance and opportunities to grow
 - Youth service is a strategy for youth development
 - The more assets a youth has, the less likely he/she is to engage in risky behavior



Positive development model

Constructs (Catalano et al., 2002; Shek et al., 2007)

- Promotion of bonding: development of the relationship with healthy adults and positive peers in both the intra-familial and extra-familial contexts
- Cultivation of resilience: promotion of capacity for adapting to changes and stressful events in healthy and adaptive ways
- Promotion of social competence: training the interpersonal skills and providing opportunities to practice such skills



Positive development model

- **Constructs (Catalano et al., 2002; Shek et al., 2007)**
 - Promotion of emotional competence: Training skills to recognize feelings in oneself and others, skills to express feelings, skills to manage emotional reactions or impulses, and emotional self-management strategies
 - Promotion of cognitive competence: developing cognitive abilities, processes or outcomes
 - Promotion of behavioral competence: cultivation of verbal communication, non-verbal communication and taking action skills



Positive development model

Constructs

(Catalano et al., 2002; Shek et al., 2007)

- Promotion of moral competence: development of a sense of right and wrong and respect for rules, standards and social justice
- Cultivation of self-determination: promoting the sense of autonomy, independent thinking or self-advocacy
- Promotion of spirituality: developing purpose and meaning in life, hope or beliefs in a higher power



Positive development model

Constructs

(Catalano et al., 2002; Shek et al., 2007)

- Development of self-efficacy: promoting coping and mastery skills and changing negative self-efficacy expectancies or self-defeating ideas
- Development of clear and positive identity: promotion of healthy identity formation and achievement
- Promotion of beliefs in the future: developing future potential goals, choices or options



Positive development model

Constructs

(Catalano et al., 2002; Shek et al., 2007)

- Provision of recognition for positive behavior: developing systems for rewarding, recognizing or reinforcing positive behavior
- Providing opportunities for prosocial involvement: designing activities and events for young people to make positive contribution to groups
- Fostering prosocial norms: developing clear and explicit standards for prosocial engagement



Critique of the positive development model

- This model is too general, thus it fails to provide professionals with a clear direction as how to develop prevention and intervention strategies.
- Practitioners may view youth people separately from different aspects, while neglecting the youth as a whole being experiencing the existential conditions of life that one must experience.

Critique of the positive development model (Ungar, 2004)

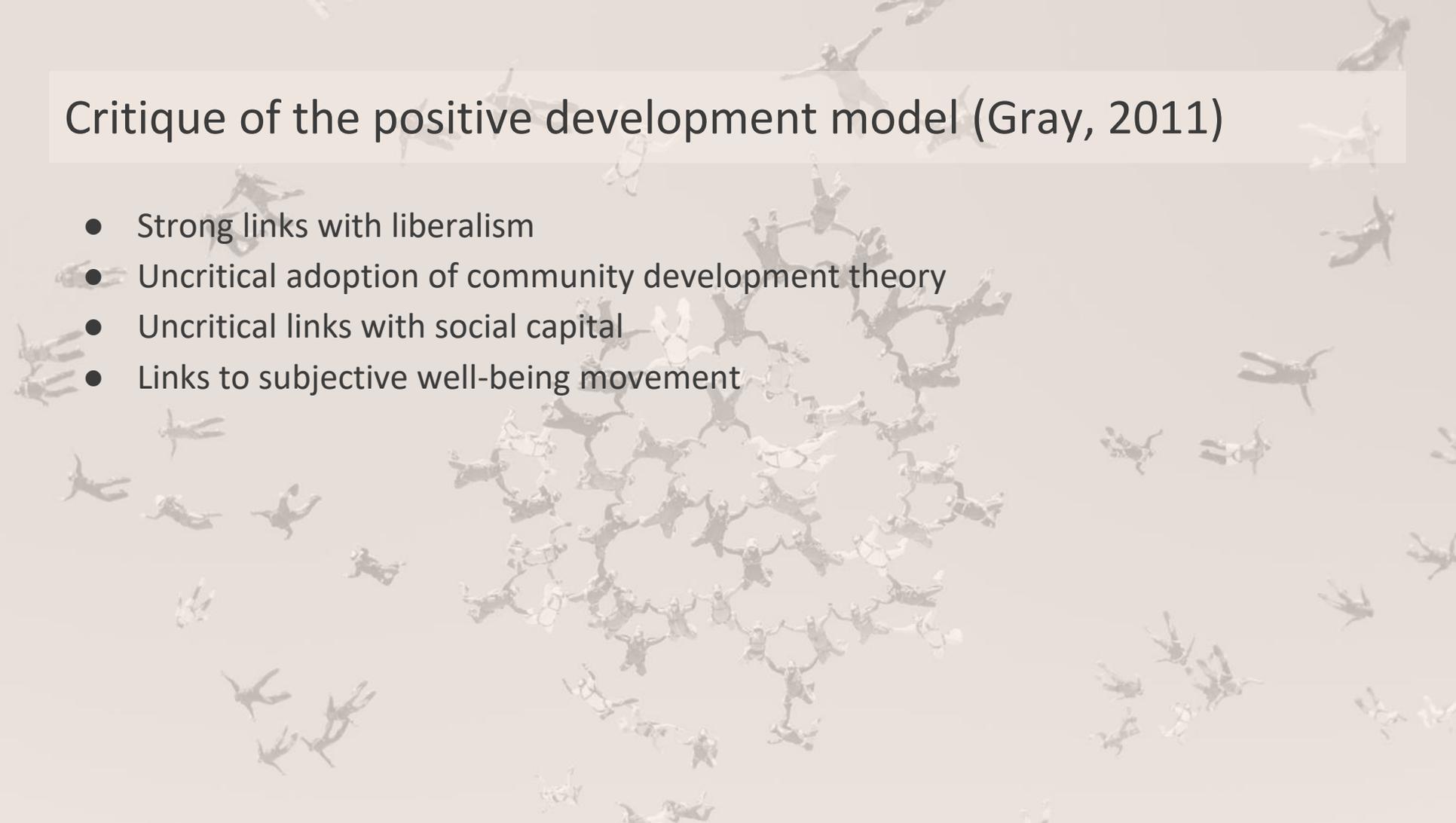
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Critique of the positive development model (Ungar, 2004)

- The danger inherent in the myth of invulnerability and the image of “superkids” is of equating human vulnerability with weakness and invulnerability with strength .
- But what are good outcomes? What does it mean to adapt or develop? Further complicating this problem is how a particular behavior is viewed, as a sign of either weakness or strength.

Critique of the positive development model (Gray, 2011)

- Strong links with liberalism
- Uncritical adoption of community development theory
- Uncritical links with social capital
- Links to subjective well-being movement



Empowerment Model

- One's perceived efficacy and control over the **social, economic, and political aspects** of one's life (Zimmerman, 2000)
- A multi-level construct occurring at the **individual, family, organizational, and community levels** (Jennings et al., 2006).
- A **process and outcome** that allows individuals and groups to make their own decisions, guiding them towards achieving their goals (Jennings et al., 2006; Kaplan et al., 2009; Wagaman, 2011; Zimmerman et al., 2018)



Empowerment Model

The implementation of empowerment can take place at:

1. The psychological level

- Improve the beliefs about competence and efforts to manage sociopolitical forces in order to influence the emotional, cognitive, and behavioral aspects of people (Batista et al., 2018; Speer & Peterson, 2000; Zimmerman et al., 2018).

2. The organizational level

- Provide a positive environment for developing skills and identities with others who share similar objectives (Jennings et al., 2006).

3. The community level

- Cultivate social relationships to address community issues, aiming to give community members the necessary ability to improve or maintain their quality of life (Jennings et al., 2006).



Empowerment Model at the Psychological level



Consists of 3 interrelated components:

1. The intrapersonal component

- enhances participants' confidence in making a difference (e.g., perceived leadership ability and self-esteem)
- facilitates youths' critical awareness on how sociopolitical processes shape the institutional or structural problems of the society which adversely affect their lives

2. The intrapersonal component

- indicate critical awareness of forces that affect one's life, and knowledge of the resources and actions needed to create situations that align more closely with one's goals, such as resource analysis and instrumental support

3. The behavioral component

- emphasizes the actions that people take to change their environment



Empowerment Model at the Organizational level

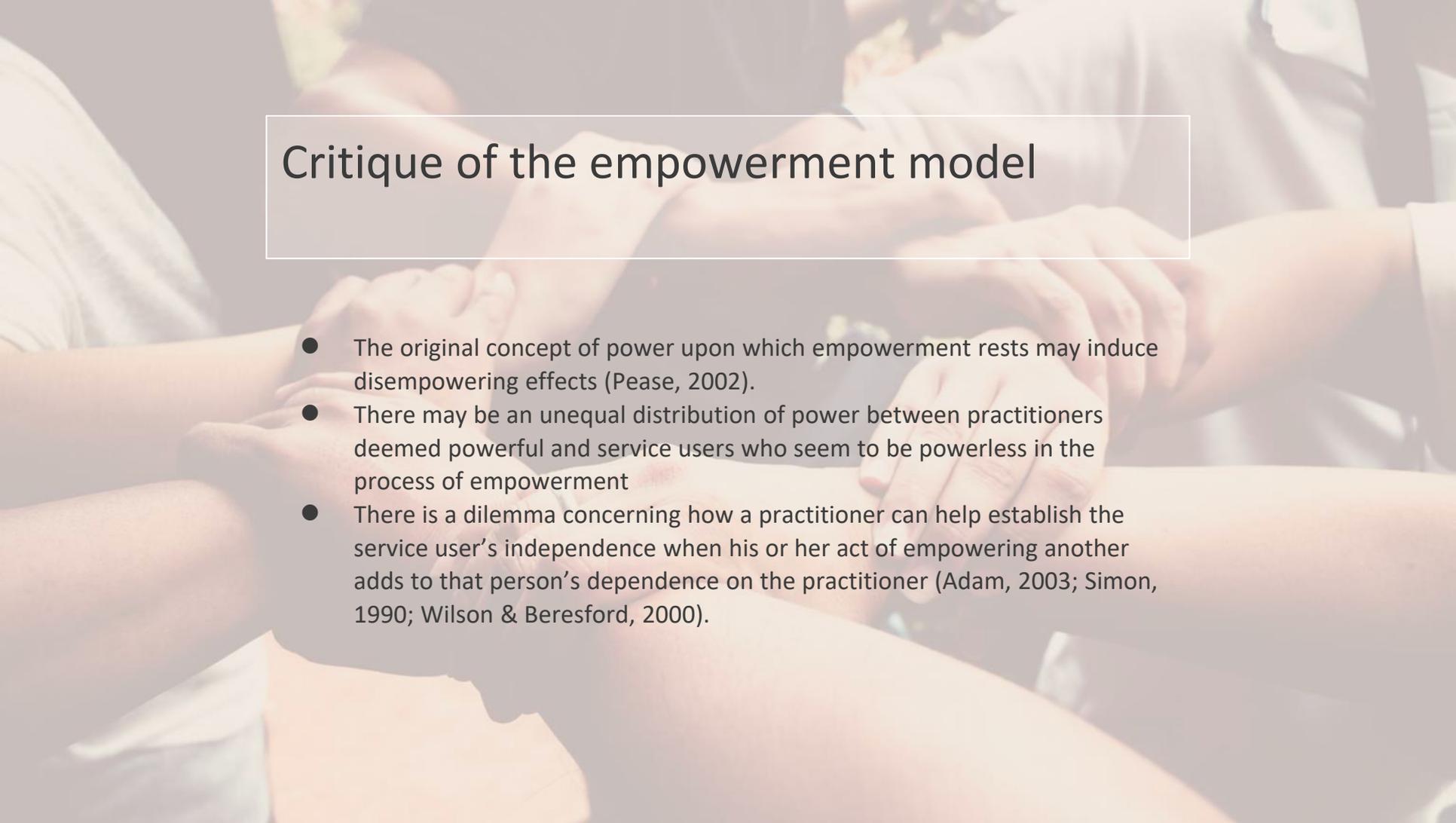
Peterson and Zimmerman (2004)

Component	Description
Intraorganizational component	<ul style="list-style-type: none">• focuses on the internal structure and operations of organizations;• Encourages members to engage in proactive behaviors aimed at achieving goals.• Provides the necessary infrastructure.• Emphasizes the importance of creating an organizational culture that supports empowerment.• Facilitates the development of individual skills
Interorganizational component	<ul style="list-style-type: none">• highlights the connections and collaborations that occur between organizations.• Emphasizes the relationships established between different entities.• Recognizes the collective efforts made to achieve common goals.• Recognizes the importance of networking and partnership building for organizational empowerment
Extraorganizational component	<ul style="list-style-type: none">• refers to the actions undertaken by organizations to influence the broader environments to which they belong. This component:• Represents the organizational or multiorganizational efforts made to exert control.• Shapes the external context in a way that aligns with their goals.• Recognizes the role of organizations as key players in shaping policies and influencing the larger societal context

Empowerment Model at the Community level



- A crucial role in fostering social connections
- Address community concerns with the aim of enhancing or upholding the standard of living for community members
- Community psychology emerged as a movement within the field of psychology,
 - address social and community issues
 - promote well-being in nonclinical settings.



Critique of the empowerment model

- The original concept of power upon which empowerment rests may induce disempowering effects (Pease, 2002).
- There may be an unequal distribution of power between practitioners deemed powerful and service users who seem to be powerless in the process of empowerment
- There is a dilemma concerning how a practitioner can help establish the service user's independence when his or her act of empowering another adds to that person's dependence on the practitioner (Adam, 2003; Simon, 1990; Wilson & Beresford, 2000).

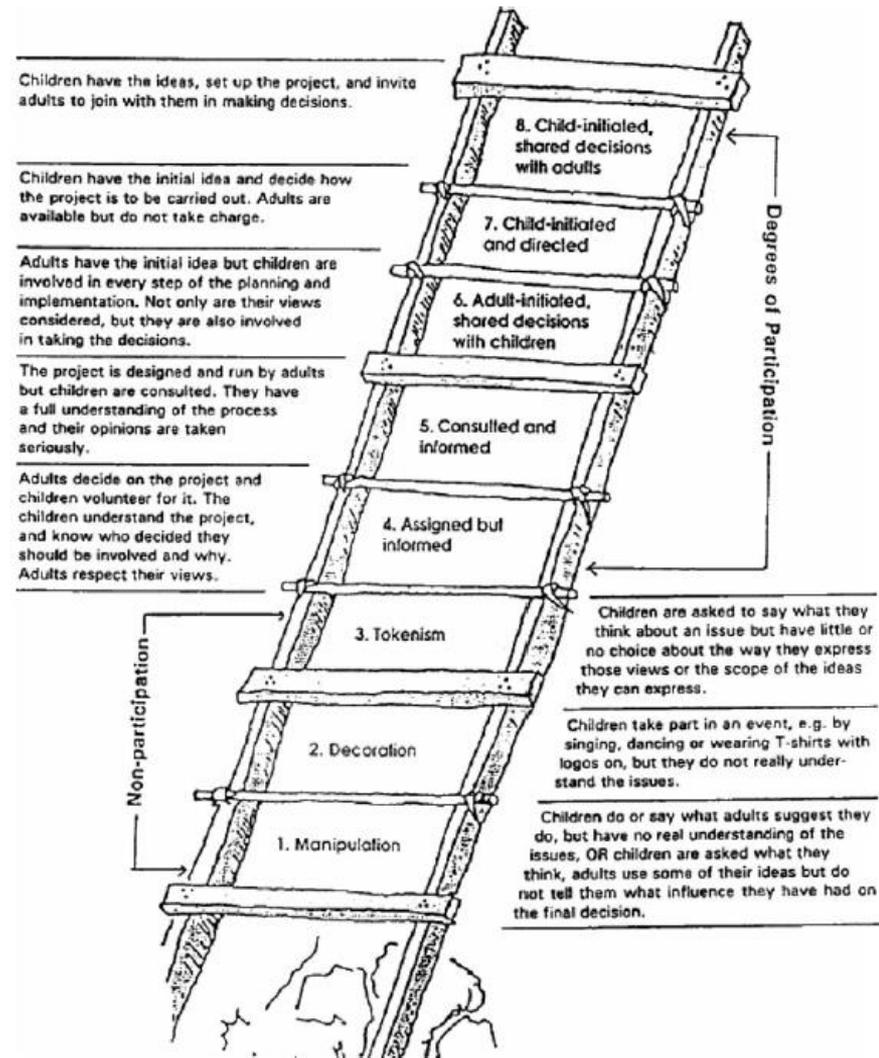
Different Models of Youth Participation



LADDER OF YOUNG PEOPLE'S PARTICIPATION

HART'S (1992)

Fig. 1 Hart's (1992) ladder of young people's participation



Youth Participation

Shier's (2001)

Levels of participation



5. Children share power and responsibility for decision-making.

Are you ready to share some of your adult power with children?

Is there a procedure that enables children and adults to share power and responsibility for decisions?

Is it a policy requirement that children and adults share power and responsibility for decisions?

4. Children are involved in decision-making processes.

Are you ready to let children join in your decision-making processes?

Is there a procedure that enables children to join in decision-making processes?

Is it a policy requirement that children must be involved in decision-making processes?

3. Children's views are taken into account.

Are you ready to take children's views into account?

Does your decision making process enable you to take children's views into account?

Is it a policy requirement that children's views must be given due weight in decision-making?

2. Children are supported in expressing their views.

Are you ready to support children in expressing their views?

Do you have a range of ideas and activities to help children express their views?

Is it a policy requirement that children must be supported in expressing their views?

1. Children are listened to.

START HERE

Are you ready to listen to children?

Do you work in a way that enables you to listen to children?

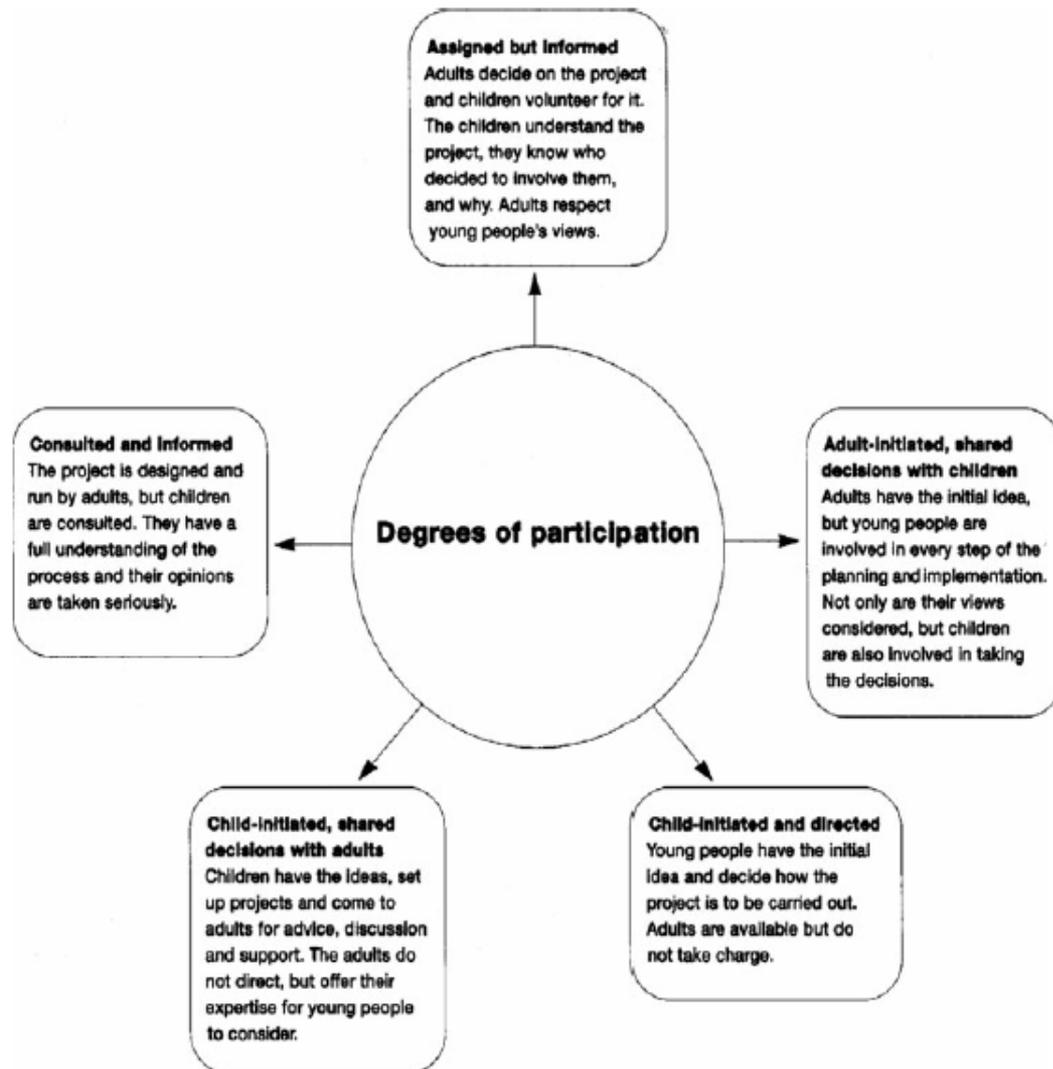
Is it a policy requirement that children must be listened to?

Openings > Opportunities > Obligations

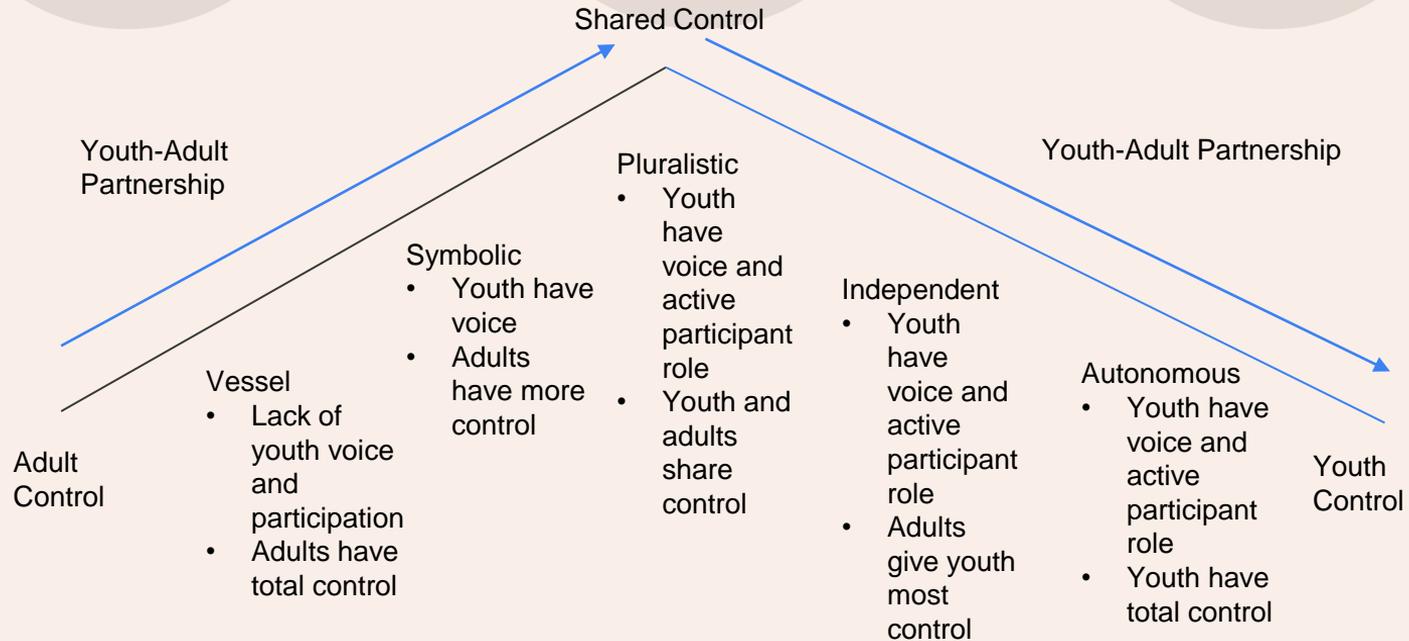
This point is the minimum you must achieve if you endorse the UN Convention on the Rights of the Child

DEGREE OF YOUTH PARTICIPATION

TRESEDER'S
(1997)



TYPE Pyramid of Youth-Adult Partnership Wong et al's (2010)



Framework of Youth-Adult Partnerships
Zeldin's (2013)

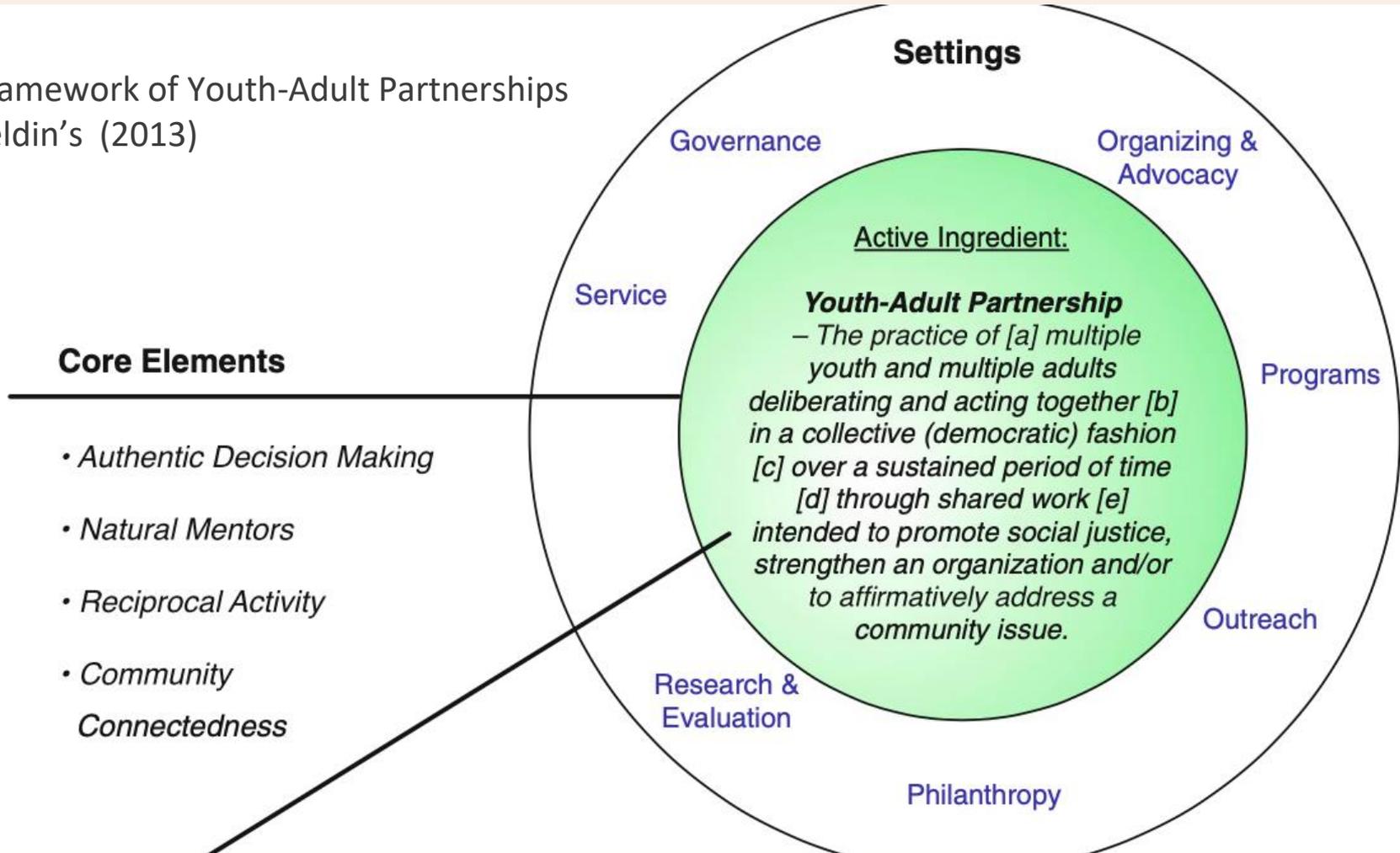
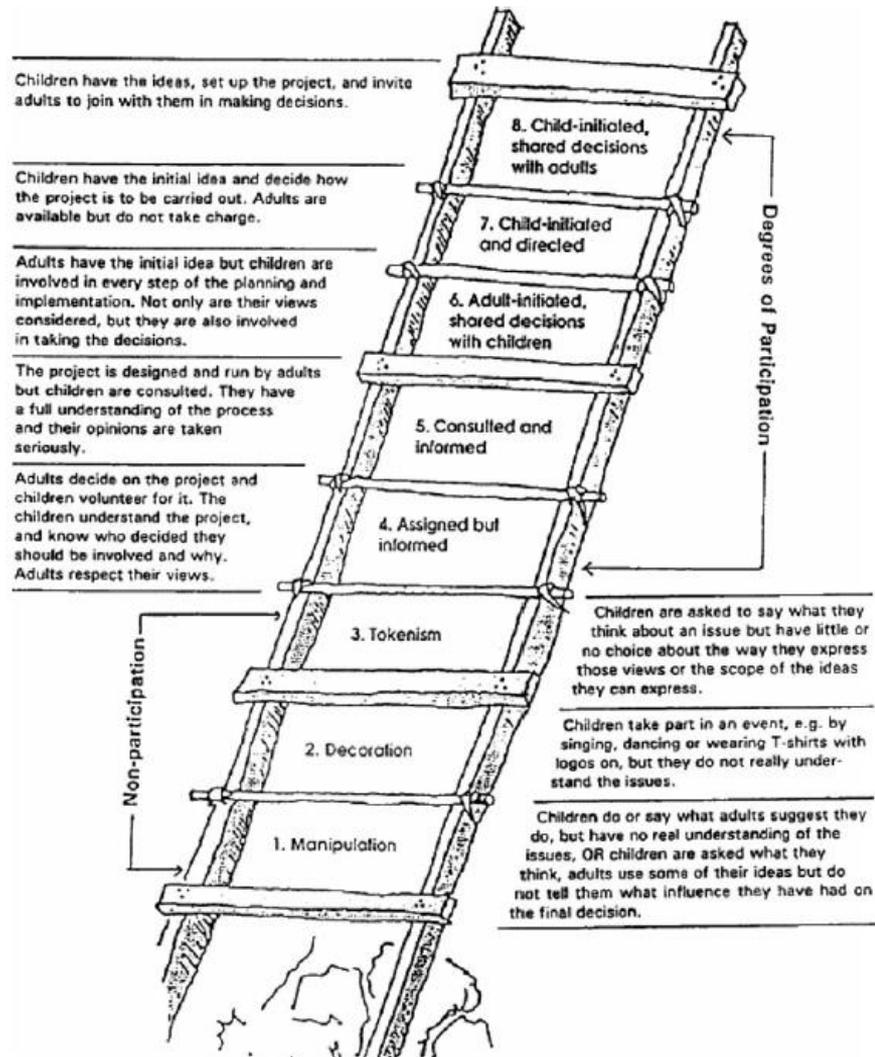


Fig. 1 Hart's (1992) ladder of young people's participation

LADDER OF YOUNG PEOPLE'S PARTICIPATION

HART'S (1992)



Pathways to Youth Participation

Shier's (2001)



Levels of participation



Openings > Opportunities > Obligations

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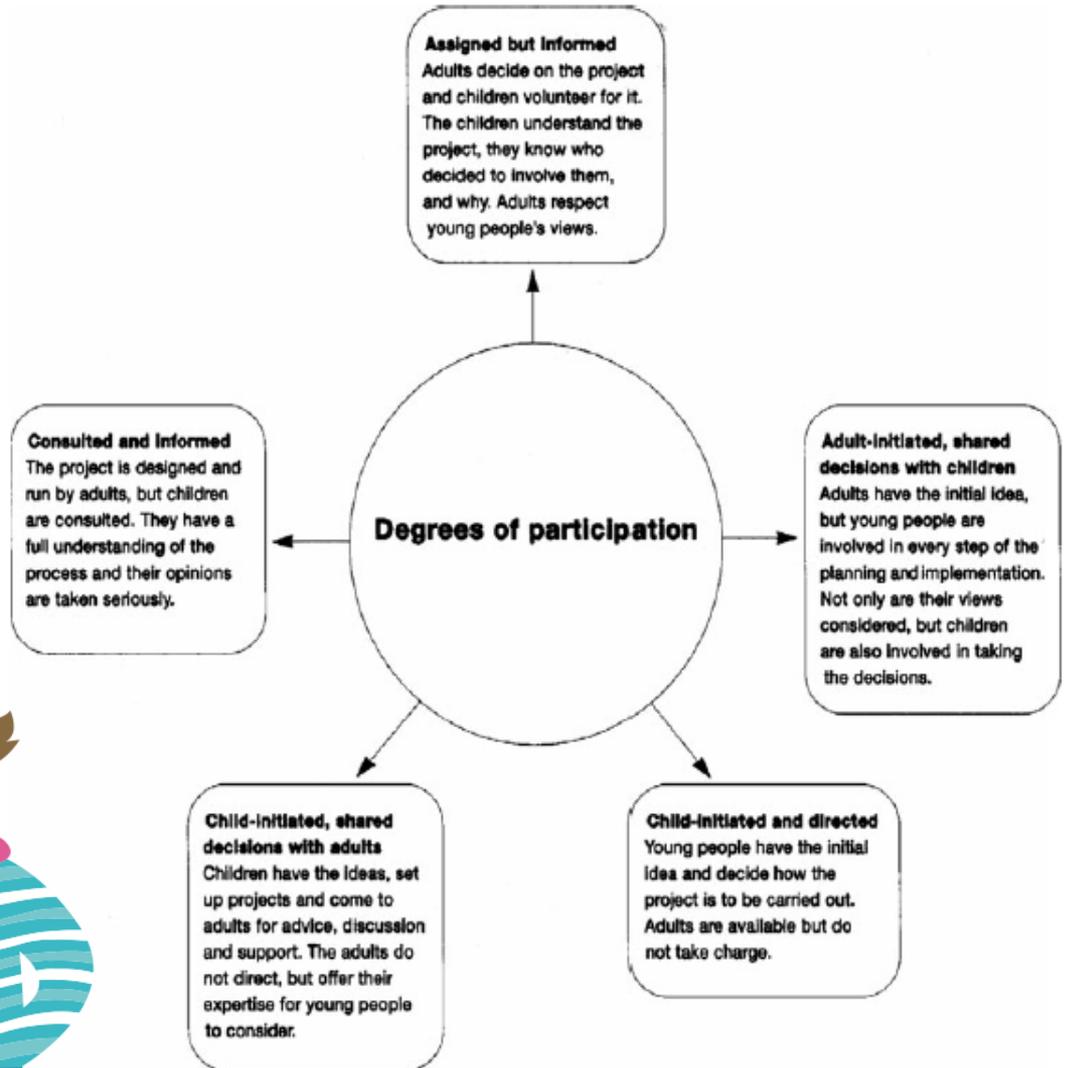
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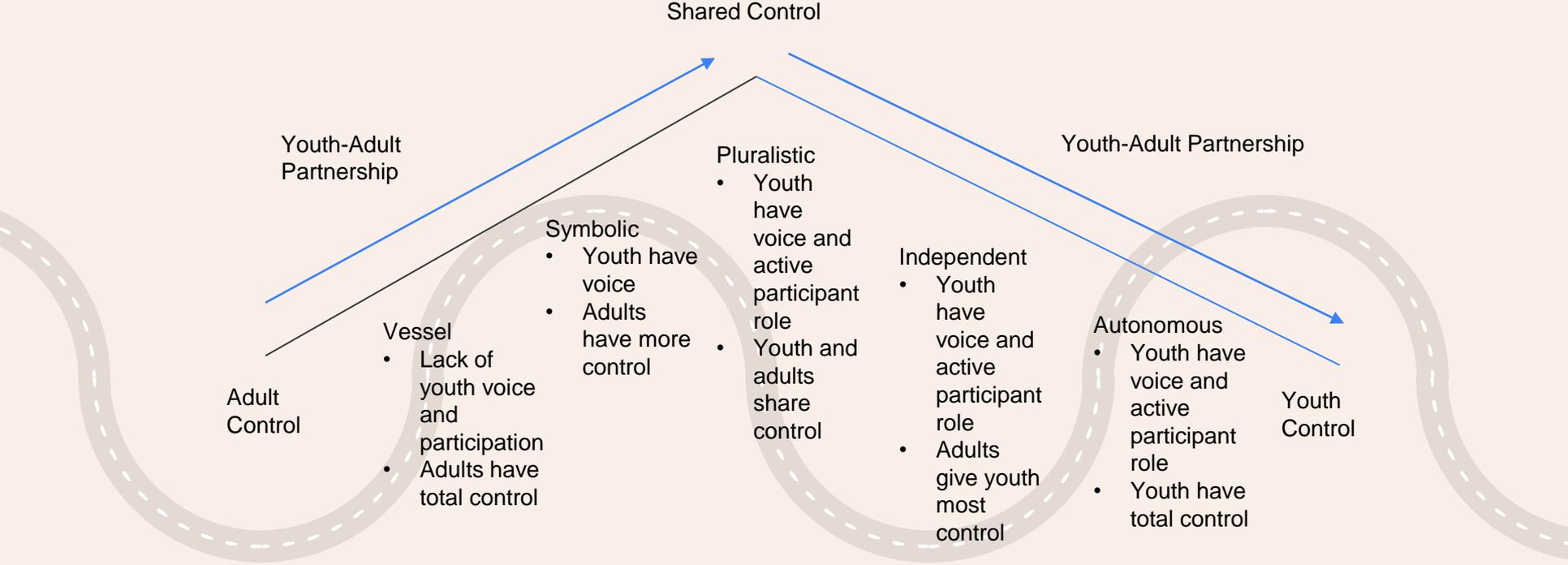
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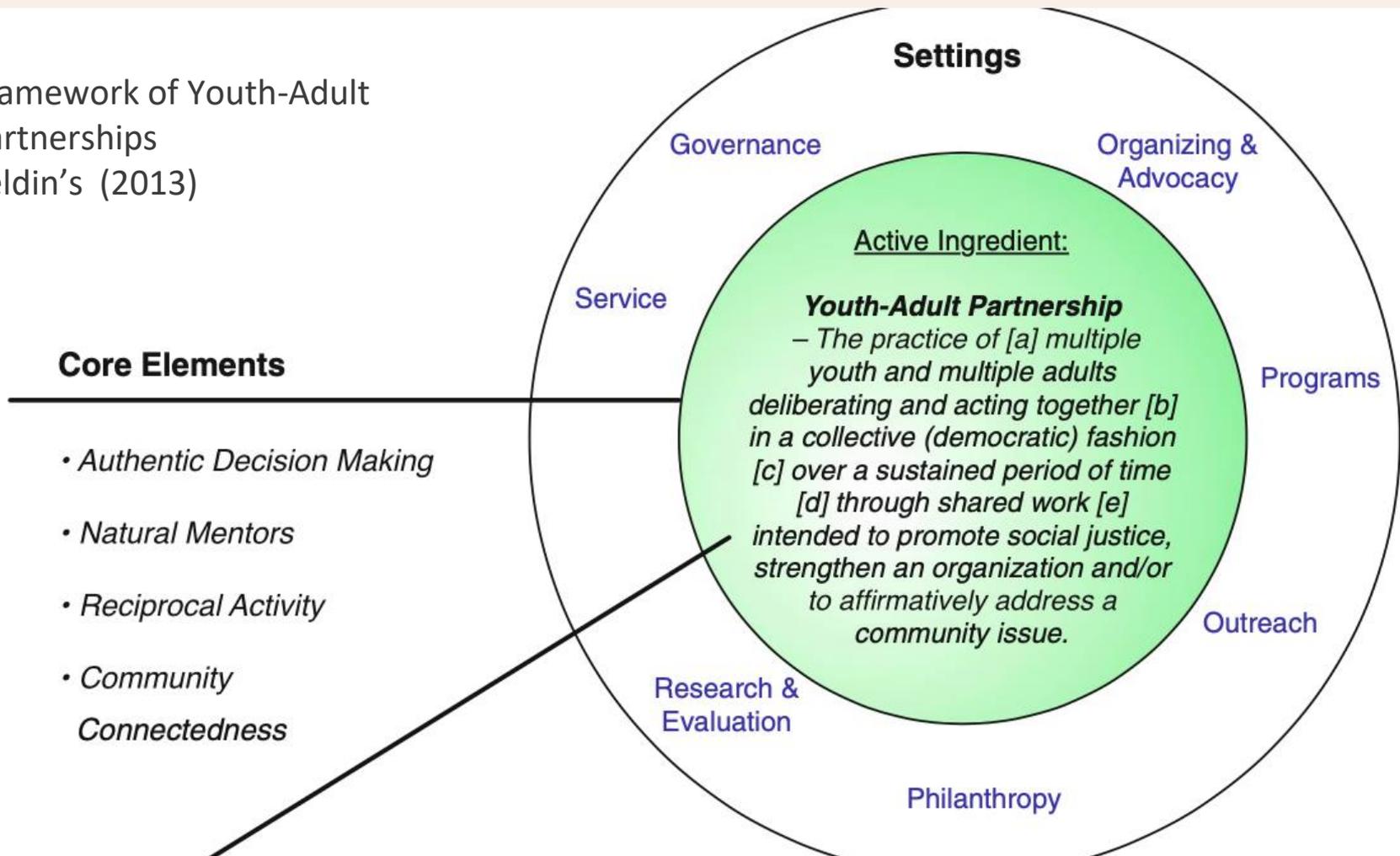
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溫馨提示：

若使用本PPT任何內容,請加上以下引文出處：

陶兆銘 (2024年1月1日)。 青年個案項目。 社工培力平台。

<https://swkempowerlab.com/2024/03/25/youth-empowerment-programs/>