Adobe Youth Voices:
A Review of Related Literature

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1. Introduction

Adobe Inc. has launched a new global philanthropic initiative to engage young people in youth media activities. The program, Adobe Youth Voices, aims to contribute to the positive development of youth, paying particular attention to the need for youth to learn self-expression, develop 21st century skills, and participate in positive learning experiences. The program is described on Adobe's website:

> *Adobe Youth Voices is a global philanthropic initiative that empowers youth worldwide to comment on their world using multimedia and digital tools to communicate and share their ideas, demonstrate their potential, and take action in their communities. Adobe Youth Voices employs an integrated approach in and out of the classroom to show the power technology brings to learning and enable middle- and high-school age youth to think creatively, communicate effectively, and work collaboratively — critical 21st century skills.*
>
> *The initiative will engage youth from marginalized communities in exploring and commenting on their world using video, multimedia, digital art, web, animation, and audio tools; enhance the skills and knowledge of educators to use the tools more effectively with youth; and widely exhibit the student work in community, broadcast, and online forums.* [1]

Adobe Youth Voices supports these three key activities of *engage*, *enhance*, and *exhibit* by working with a group of lead partners in implementation and practice. The partners are: Arts Engine, Educational Video Center (EVC), iEARN, Listen Up! and What Kids Can Do.

During the program's first year, the Adobe Youth Voices partners are working with six program sites in each of six cities around the globe where Adobe has offices, providing professional development to educators, and resources and support for educators and youth as they create new media. In subsequent years, the program will add new sites in new cities, extending the reach of the program to more Adobe locations. Sites include both school and community-based organizations, so activities take place during the school day and in out-of-school time. All site participants –including both educators and youth – are supported by mentors from local youth media programs and have access to an online community.

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[1] http://www.adobe.com/aboutadobe/philanthropy/youthvoices/ Last accessed October 19, 2006.

About this literature review

Education Development Center, Inc. (EDC) received a grant from Adobe to conduct a program evaluation for Adobe Youth Voices. EDC conducted this literature review as part of the evaluation. The goal of the literature review is to situate Adobe Youth Voices in a broader context, to provide stakeholders with a framework for understanding program goals and outcomes, and to frame and inform the evaluation.

In reviewing the literature, EDC paid particular attention to 3 questions:
1. What are outcomes of similar or related programs?
2. What are promising practices of similar or related programs?
3. What is known about evaluating similar or related programs?

With these questions in mind, the EDC team conducted a broad search, paying particular attention to the body of literature from the youth media field, as well as from youth development, afterschool education, and teacher professional development. Additional search terms included 21st century skills, 21st century literacy, media studies, media literacy, student engagement, and civic engagement. Because many of these topics offer scant academic peer-reviewed publications, we turned to program reports and evaluations as well as reports authored by foundations and research groups.

We made specific searches within these areas to find literature that addresses evaluation and international programs. We faced particular challenges in finding sufficient relevant resources that addressed our questions about international settings and contexts. As the evaluation of Adobe Youth Voices moves forward, the EDC team will conduct additional research on the specific countries of interest, and make that research available as it is completed.

The literature review is organized into three main sections:

Literature on Youth Media focuses on the literature that specifically addresses youth media programs and organizations.

Literature on Youth Activities and Outcomes looks at the literature on youth development, which is often an integral part of youth media programs. We also look at the literature addressing two other AYV goals: development of 21st century skills and increased engagement in learning.

Literature on Educator Outcomes focuses on the research about the professional development of teachers and out-of-school time educators.

2. Literature on Youth Media

Youth media as it exists in literature is a relatively new area of youth programming that includes a diverse group of programs, organizations and initiatives (Tyner, 2003; Campbell, Hoey & Perlman, 2001; Kinkade and Macy 2003). As such, there is limited consensus on its definition, including whether it should be classified as a field, approach, tool, or method. That said, there are a few useful descriptions that provide a baseline for understanding and describing youth media.

While a youth media program may be broadly defined as one in which young people learn the skills to develop and produce media products, descriptions in the literature go a good deal beyond this. Most literature highlights several fundamental aspects of youth media. One of these is that youth media supports the development of youth voice (Tyner, 2003; McDermott, 2006; Soep, 2003). As Tyner states, "At the most basic level, youth media practitioners and advocates hope to equip youth with the tools and support to speak out about issues of importance to them" (2003, p. 61). McDermott's description of youth media adds the concepts of creativity and critical thinking: "A core component of youth media – when it is well practiced – involves developing young people's imaginative and critical understanding of their lives in their world" (2006, p. 1).

Another fundamental value of youth media activities is that they are youth-led. In addition to giving youth an opportunity to express themselves, youth media programs promote youth as decision-makers and adults as guides and facilitators (Campbell et al, 2003; Goodman, 2003; Kinkade and Macy 2003; Soep, 2003). They value young people's voices and what is important to them: "At the very core of Youth Media are the relative roles that youth and adults play in decision-making… The degree to which, and how, youth determine what topics are covered may even be a defining factor as to whether a program can be defined as Youth Media" (Campbell et al, 2001, p.17-18).

Youth media activities are interdisciplinary in nature, and can incorporate a wide range of goals (Soep, 2003). As such, they overlap with other areas of youth development and education. As noted by McDermott, "Like the art form it uses, youth media is multifaceted. Its promising practices come from the fields of youth development, arts education, youth organizing, and media arts" (2006, p.1).

Youth Media in Practice

The youth media field may be more clearly understood through descriptions of programs and activities found in the literature. Tyner conducted a survey of youth media programs in 2003 to provide a snapshot of the field. In 2004, Inouye, Lacoe, & Henderson-Frakes conducted a separate survey to learn about youth media organizations' perception of audience impact. This survey also collected descriptive information about the respondents. These surveys had 59 and 58 respondents, respectively. Through these surveys, we learn the following:

- 53% of respondents to the Inouye et al survey reported they were independent youth media organizations. 36% responded that they "bridged several categories, underscoring the multifaceted nature of youth media programs and organizations" (2004, p. I-6). According to Tyner, "Very few of the organizations in the study identify themselves as educational institutions, although many of the community-based nonprofits say that they integrate their youth media offerings into formal educational settings through school partnerships" (2003, p. 77).

- Activities reported include workshops and training for young people as well as exhibition and visibility activities. However, 54% reported spending no time on workshops for trainers (Tyner, 2003, p. 72).

- Youth media programs and activities result in a product; reported types of media include web design and multimedia, video/film, television, radio, and other forms including photography, animation, audio recording, music production. Genres include stories/fictional narrative, personal narrative, social commentary, documentary, news, and games (Tyner, 2003, p. 74; Inouye et al, 2004, p. I-8).

Youth media is by no means limited to the United States in its presence. We found information on a number of youth media organizations and programs around the globe. UNICEF hosts the MAGIC web site (Media Activities and Good Ideas by, with, and for Children), which was developed in response to the Oslo Challenge. The Oslo Challenge emerged from a convening on the UN's Rights of the Child, and emphasizes the role that media plays in the lives of children. It states that "the child/media relationship is an entry point into the wide and multifaceted world of children and their rights - to education, freedom of expression, play, identity, health, dignity and self-respect, protection - and that in every aspect of child rights, in every element of the life of a child, the relationship between children and the media plays a role."[2] The MAGIC web site provides information and resources for children, parents, educators, and governments, and showcases media projects from around the world.

A report by UNICEF on children, youth and media around the world provides an overview of the participation of youth in media from a global perspective (Gigli, 2004). The report describes successful youth media programs as those that "incorporate the ideals of 'genuine and effective' participation, i.e., an environment in which young people are involved in every step of the process from planning to evaluation" (Gigli, 2004, p. 10). The report also notes some of the challenges that these programs face, such as "getting adults to let go; creating an environment at home or school where participation is serious and encouraged; overcoming cultural norms that children should be seen and not heard; and generating enough funding to sustain projects" (p. 11).

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[2] From web site (http://www.unicef.org/magic/briefing/oslo.html). Last accessed October 17, 2006.

Goals of Youth Media

Given the diversity of youth media programming, it is no surprise that core goals and targeted outcomes vary. However, across the literature a common set of goals does surface, with variations in their inclusion and prioritization. The most commonly cited goals can be categorized: youth voice, youth development; media literacy; skill development (career, technical, academic); and social action or civic engagement (Campbell et al, 2001; Kinkade & Macy, 2003; Tyner, 2003; Inouye et al, 2004; McDermott, 2006). In Tyner's survey, goals identified were to encourage creative self-expression; to prepare youth for negotiating a digital world; to provide alternatives to commercial, mainstream media; to facilitate learning in academic subjects; to offer youth healthy recreational activities; to prepare youth for careers in media; to build and strengthen our community; to protect children from the harm caused by the media (2003, p. 71).

As discussed earlier, youth voice is a particularly important element of youth media. The most commonly cited primary reason for adults working in the field of youth media was "to give youth a voice" (Tyner, 2003, p. 69). Youth voice as a goal is difficult to define and is perhaps unique to youth media experiences. According to the literature and program descriptions, youth voice involves encouraging young people to be "aware of their own agency in the world" (McDermott, 2006, p. 2). Stated another way, "'youth voice' means offering youth a chance to make their experiences and concerns heard in 'a public forum' or by 'the political process.' As part of a commitment to youth voice, programs often focus on instilling a commitment to social action in participants, and/or using their youth-produced media to affect the wider community" (Campbell et al, 2001, p. 10).

Youth voice can also be described from the perspective of the audience, in that one of the goals of promoting youth voice is to change the public perception of youth. Inouye et al offer a framework for understanding the goals and impact of youth media works on audiences that comprises three levels: individual, collective, and systematic. A goal at the collective level that connects to the above descriptions of youth voice includes:

> "Improved collective perception of youth—by adults and by youth themselves. Given the perceived mainstream media portrayal of young people as 'apathetic' or 'violent,' youth media groups aim to impact the collective perception of young people by presenting alternative views of young people as opinion leaders, changemakers, and productive members of society" (Inouye et al, 2004, p. II-11).

One area of contention and debate within the youth media community is the value of process versus product outcomes (Tyner, 2003; Inouye et al, 2004; Campbell et al, 2001; Kinkade, 2003). There is a lack of consensus in the literature on how much importance should be placed on the products that result from youth media work and how and whether they should be judged. This issue is closely related to whether a program is concerned

with goals and impacts on audience (Inouye et al, 2004; Campbell et al, 2001). Hahn notes that this adds a level of complexity to evaluating and understanding the impact of youth media programs (2002, p. 3). Inouye et al, in their report focused on the issue of audience impact, provides a valuable exploration of this issue:

> "At an OSI-hosted youth media convening that we attended in New York City in March 2004, we clearly heard two different articulations of intended impact between groups that stress the 'youth' and others that stress the 'media' within 'youth media.' Still others see the impact on youth producers and audience as reinforcing one other; a youth producer's skills and personal growth ultimately influences the product that reaches audiences, and how an audience responds to a media product also reinforces the impact made on youth producers" (2004, p. I-2).

Campbell et al's exploration of youth media also surfaces this tension between process and product:

> "While all the programs want Youth Media to be a good experience for the youth, there are great differences in the emphasis that is placed on the quality of the process versus that which is placed on the quality of the product. The emphasis seems to be related to the primary goals of the Youth Media program. Programs with a greater emphasis on process tend to be those where Youth Media is used as a tool to reach youth development or other goals… The impact on audience is key to programs that use Youth Media as a way to get the voice of youth out" (2001, p.16-17).

Based on factors such as an organization's mission, the capacity of the staff, and the needs and concerns of the participating population, any of the above goals may rise to the top as a priority of a youth media program.

Youth Media Outcomes and Impact

As a young field, youth media has a limited research base and relies mostly on anecdotal evidence from individual practitioners (Campbell et al, 2001; Kinkade, 2003; Tyner, 2003). To the best of our knowledge, there appears to be no large-scale evaluations or studies on the impact of a group of youth media programs, and what research does exist appears to rely heavily on self-reported data (Hahn, 2002; Kinkade, 2003). As mentioned above, some surveys have been undertaken with the goal of identifying and describing the youth media field. There are also numerous articles that include anecdotal information about programs and their impact on youth (Hahn, 2002), as well as compilations of case studies that offer snapshots of youth media that include program descriptions and limited impact information (Tyner, 2003; Kinkade, 2003).

The need for further research and evaluation in youth media is noted in the literature (Hahn, 2002; Kinkade, 2003; Tyner, 2003; McDermott, 2006). Sources highlight the need for more resources and expertise for programs to evaluate their work (Hahn, 2002; Tyner, 2003; Kinkade, 2003). There is also a need to explore theories and methods for

evaluating this work (Kinkade, 2003). As noted by Kinkade, "There is also a growing recognition that the current way of measuring the impact of youth media projects has to be seriously rethought… Often it takes years for young people to be able to articulate what experiences have had a real influence on their lives, or the way they think about their future" (2003, p. 11).

Attempts to understand the impact and outcomes of youth media programs and experiences raise additional challenges due to the great variation in the goals and interests of the organizations implementing these programs. "…Because youth media organizations range widely along such dimensions as their activist versus apolitical orientation, and focus on media product versus process, they may also have widely differing 'yardsticks' of success, or desired impact" (Inouye et al, 2004, p. I-3).

Given these limitations, we looked across case studies and reports to learn what common themes emerge. In our own review of case studies compiled by Tyner and by Kinkade and Macy (which includes programs around the world), we found repetition in the outcomes and impacts reported by program participants and staff.

- Improved skills: There were numerous reports of improvements in a number of skill areas, including critical thinking skills, collaboration and teamwork skills, communication skills, public speaking and presentation skills, research skills, and media production skills (Tyner, 2003; Kinkade and Macy, 2003).

- Improved perception of youth: Several programs reported changes in adults' attitudes towards youth (Kinkade and Macy, 2003).

- Positive youth development: Most programs reported improvements in areas related to positive youth development, such as leadership ability, self-esteem and confidence, and attitude towards the future. The International Youth Foundation refers to impact on "the 5 C's: confidence, competence, character, connection, and contribution" (Kinkade and Macy, 2003, p. 8).

- Social action and civic engagement: A number of programs reported increased awareness of social and public policy issues and concerns, increased civic participation, and increased cultural awareness and sensitivity (Tyner, 2003; Kinkade and Macy, 2003).

Similarly, Campbell et al's review of youth and staff perception of program impact categorized the impact of youth media programs into five areas: caring relationships; opportunities for participation and contribution by youth; career development, focused specifically on media careers; skills development, with a particular emphasis on writing; and social change and advocacy (2001).

The UNESCO Clearinghouse's 2001 Yearbook Outlooks on Children and Media also offers a synthesized report on positive outcomes of youth media programs, which include:
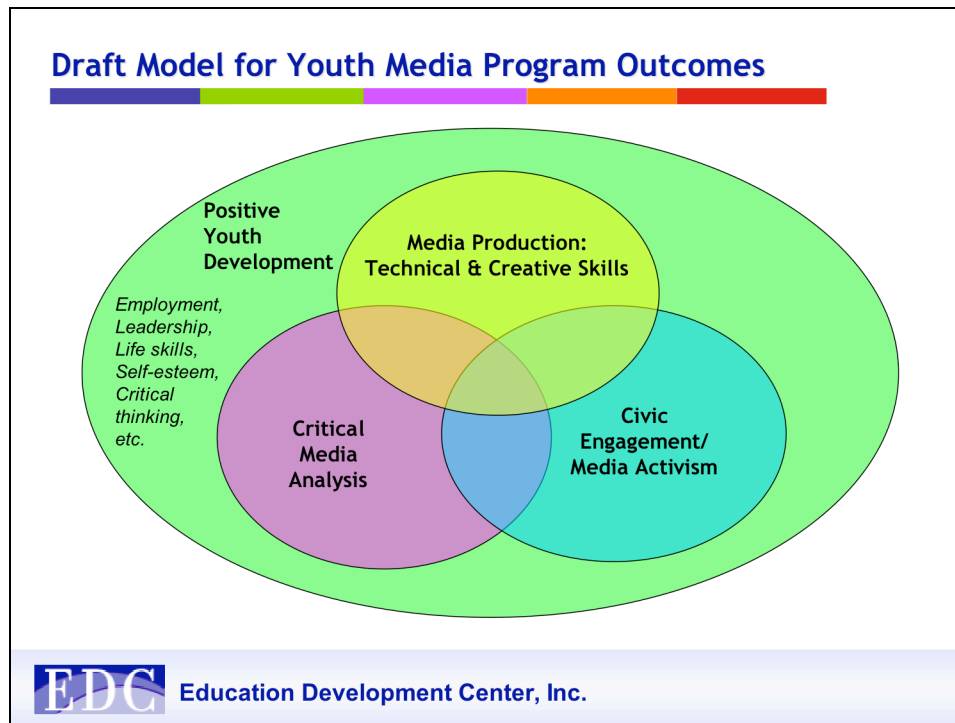
- "A strengthened sense of pride, power and self-esteem as a result of feeling their voices are worth listening to, that they are part of their community, and that they have achieved an understanding of others and of their own culture.
- A wish to see their own everyday dreams and their own local, social and ethnic culture and reality portrayed in the media.
- Strengthened ability and curiosity, and increased media competence, i.e., their critical understanding of the media.
- Greater social justice engendered by allowing young people who do not manage well in traditional, print-based schools to take part in audio-visual media production.
- Greater interest and involvement in society on their own terms, which in turn inspires action to improve coverage of youth issues in the media and the situations in their own communities" (Gigli, 12).

Most of these outcomes overlap with those that have been identified in the literature on other youth activities.

3. Literature on Youth Activities and Outcomes

Many of the goals and outcomes of youth media overlap with and incorporate common characteristics and elements of other programs and approaches employed by those working to improve the lives of young people. Therefore, in order to better understand the potential outcomes of youth media and inform our evaluation of those outcomes, we looked to bodies of research on some of these other programs and approaches. There is precedence for this in the literature: when conducting their own literature review, Inouye et al also turned to other fields for "guidance and models that might be applicable to youth media" (2004, p. I-11).

In working with a group of youth media organizations under a grant from Time Warner, Inc., EDC developed a model for understanding youth media program outcomes. Through this mapping process, categories of outcomes and subsequently, several fields, emerged as relevant to youth media. The resulting diagram, included below, reflects similarities with what has been found in other literature connecting youth media to other fields, programs, and approaches (McDermott, 2006; Inouye et al, 2004).

Draft Model for Youth Media Program Outcomes

Positive Youth Development

Media Production: Technical & Creative Skills

Employment, Leadership, Life skills, Self-esteem, Critical thinking, etc.

Critical Media Analysis

Civic Engagement/ Media Activism

EDC Education Development Center, Inc.

Adobe Youth Voices prioritizes a sub-set of these outcomes. Accordingly, we did not look at all possible outcomes and related fields, but only those that can be most informative for the Adobe Youth Voices program: youth development, development of 21st century skills, and engagement in education.

3.1. Youth development

Youth development, broadly defined, is "...the ongoing growth process in which all youth are engaged in attempting to (1) meet their basic personal and social needs to be safe, feel cared for, be valued, be useful, and be spiritually grounded, and (2) to build skills and competencies that allow them to function and contribute in their daily lives" (Pittman, 1993).

Programs for young people in the last half of the 20th century largely focused on removing barriers to the natural growth process, such as teen pregnancy, alcoholism and drug use, high school failure, and violent behavior. As longitudinal studies began to provide better information on predictors of risky behavior, practitioners were able to target specific predictive behaviors and contexts (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 1998). In this environment, many youth serving programs began to focus more on supporting positive development than on fixing problems:

> "Consensus began to develop that a successful transition to adulthood requires more than avoiding drugs, violence, or precocious sexual activity. The promotion of children's social, emotional, behavioral, and cognitive development began to be seen as key to preventing problem behaviors themselves" (W.T. Grant Consortium on the School-Based Promotion of Social Competence, 1992).

Over the last fifteen years, a number of researchers and organizations have worked to provide practitioners with frameworks from which to build effective programs for youth. Each takes a slightly different approach by focusing on the supports young people need or on the desired outcomes for young people, but they share a fundamental set of concepts – that young people need to reach a definable set of goals, and that there are recognized principals for helping them reach those goals (Hair, Moore, Hunter, Kaye, 2001; McLaren, 2002; Search Institute, n.d.).

Examples include:

- The Search Institute's 40 developmental assets, which are "concrete, common sense, positive experiences and qualities essential to raising successful young people" (Search Institute, n.d.). The assets fall into four categories: support, empowerment, boundaries and expectations, and constructive use of time. Research suggests that the more assets in a young person's life, the more resilient and successful the young person is likely to be.

- The Youth Outcomes Compendium developed by Child Trends and the Edna McConnell Clark Foundation, which is designed to "provide people working in the field of youth development with ready resource to identify the range of youth outcomes that programs and communities may seek to affect, maintain or improve." (Hair et al, 2001, p. 1). Outcomes in the Compendium are organized into four categories: educational achievement, health and safety, social and emotional development, and self-sufficiency. The document

includes indicators associated with each outcome, as well as resources and inputs that support its attainment.

Similar work is being done outside the United States:

- The New Zealand Ministry of Youth Affairs identified a set of key tasks that young people must undertake on the path to adulthood (McLaren, 2002). Key tasks include coping with physical and sexual development, mastering more complex thinking, establishing emotional and financial independence, developing an individual identity, and learning to relate differently to peers and parents.

Youth development programs come in many shapes and sizes. Among the documents we reviewed are descriptions and evaluations of 4-H, museum based, arts-related, and Boys and Girls Clubs programs that take place in a wide range of settings, including school buildings, national parks, and community centers. While they may or may not explicitly identify youth development as a core focus, when examined it becomes clear that they all address some aspect, and more frequently multiple aspects, of youth development. There is one element that the programs we found appear to have in common: they all take place outside of the regular school day. While some are extended day or school based programs, the youth development portion tends to occur during non-school hours.

Impact of youth development programs on young people

A number of research studies and evaluations have found similar impacts across programs. Studies we reviewed range from the qualitative, drawing primarily on participant and staff interviews, self reports, and pre/post surveys, to quasi-experimental and experimental studies using random assignment control groups and school data.

Common outcomes fall into several categories:

Soft skills

For the purpose of this review, "soft skills" includes a range of thinking, communicating, and interpersonal skills. Young people in the Cornell 4-H club, for instance, reported developing their leadership capacity and public speaking skills, as well as a number of collaboration and project implementation skills, such as planning, goal-setting, decision making, problem solving, record keeping, and resolving conflicts. It is also common for young people to report an increase in self-esteem (Harvard Family Research Project, 2002, 2003, 2006).

Behavior, attitudes, and expectations

The NZ literature review found a number of common behavioral outcomes to be associated with youth development programs, including decreases in drinking, drug

taking, and truancy, and better attitudes and choices regarding sexual activity (McLaren, 2002). Other studies suggest that effective youth development programs can have a positive influence on young people's attitudes toward school and their expectations for their futures.

An evaluation of the San Francisco Beacon initiative, which focused on three elementary school programs, one middle school program, and one high school program, found that participants were less likely to experience a drop off in effort, and their levels of self-esteem improved (Walker & Arbreton, 2004).   In an evaluation of the 4-H Development Program at the Cornell Cooperative Extension, young people reported that participation changed their lives by helping them broaden their world view, develop lasting friendships, accept differences among people, and make healthy choices (Harvard Family Research Project, 2002). Participants in the Totally Cool, Totally Art Program, sponsored by the Austin, Texas, Parks and Recreation Program and providing visual arts classes for teens in twelve sites, said that they gained an understanding that there are adults who care about them and who can help them deal with some of the negative issues they face (Witt, 2000).

Academics

The literature is mixed about whether program participation leads to improved academic performance. The San Francisco Beacon evaluation found that despite the fact that the programs offered academic support, primarily homework help and tutoring, they did not result in better grades or test scores. The authors of that study concluded that improved performance for at-risk youth would require a more rigorous academic program and higher attendance. There does appear to be a correlation, however, between academic achievement and many of the attributes young people gain through participation in youth development programs. A recent analysis by the Search Institute of longitudinal data on St. Louis Park, Minnesota students found that the greater number of assets a young person has, as identified in the Institute's list, the higher their GPA is likely to be.   The Search Institute report also cites several studies that offer preliminary indications that higher assets levels are associated with higher standardized test scores (Search Institute, 2003).

Promising Practices

In addition to articulating needs and outcomes for young people, a number of organizations have identified programmatic elements that appear to be key to the success of youth development programs (Act for Youth, 2003; Birmingham, Pechman, Russell, Mielke, 2005). Researchers at Cornell University reviewed documents from several prominent intermediary organizations that focus on youth development, including Child Trends and American Youth Policy Forum, and found that common program elements identified as key to effective youth development include:

- ▪ Comprehensive, long-term programs that involve all aspects of a young person's

life – home, school, and community
- Strong relationships with parents/other adults
- New roles and responsibilities for youth
- Attention to specific youth needs in a physically and psychologically safe environment
- Highly qualified and diverse staff who are well trained and committed to the youth development philosophy
- Opportunities for critical thinking and active, self-directed learning
- Programs that motivate and convey high expectations for youth
- Teach specific skills using interactive teaching methods (Act for Youth, 2003)

In 2005, Policy Studies Associates conducted a follow-up to an evaluation of The After School Corporation's program, looking at common program elements among those TASC sites with the greatest apparent impact on academic achievement. Their analysis identified several key features that are similar to those associated with successful youth development programs:

- A broad array of enrichment opportunities
- Opportunities for skill building and mastery
- Intentional relationship-building
- A strong, experienced leader/manager supported by a trained and supervised staff
- The administrative, fiscal, and professional development support of the sponsoring organization (Birmingham, et al, 2005)

Other important program elements identified in the literature are appropriate structure, opportunities to belong, positive social norms, and opportunities to value and practice service to others (Ivey, 2004; Leffert, 1996).

Research also suggests that certain programmatic elements may be associated with particular outcomes.

- More frequent participation, measured in visits per week, is associated with better outcomes, including greater decreases in problem behavior and greater gains in social competence (Harvard Family Research Project, 2003)
- Longer participation, measured in program sessions or in years, has been associated with better outcomes in skill building and asset development; where young people are involved in a variety of activities, longer participation has also been associated with less of a drop off in self-efficacy and effort (Walker & Arbreton, 2004)
- A evaluation of the Teen REACH program, involving 30 of the program's several hundred sites, which are funded by the Illinois Department of Human Services, found that participants in the larger programs reported greater improvements in grades and homework completion, along with less delinquent behaviors (Witt, 2000)
- On the other hand, the evaluation of the San Francisco Beacon Initiative found that when there were fewer youth involved in a program, they reported higher

> levels of perceived support. In that study, a higher staff–to-youth ratio correlated to young people's experiences of positive peer and adult support (Walker & Arbreton, 2004)
> - The New Zealand literature review found that highly structured activities are the most effective (McLaren, 2002)
> - A study of the Extended-Service Schools Initiative, which encompassed 60 after-school programs across the US, found that staff ability, not the topic or skill being addressed, was a key to high quality activities (Grossman, Price, Fellerath, Jucovy, Kotloff, Raley, & Walker, 2002)
> - The San Francisco Beacon evaluation found that when adults encouraged young people to work together, youth had more positive attitudes about adults (Walker & Arbreton, 2004)

A note about after-school programs

As mentioned earlier, all of the youth development activities we encountered in the literature took place outside of the regular school day, even if they occurred within school buildings.   In our search, we found that the literature on youth development and on after-school programs are not separate bodies of work, but rather overlapping and interrelated, and much of the material that falls naturally into the after-school category addresses a number of youth development themes, as well as other typical after-school issues.

After-school programs typically offer some combination of homework help, and recreational activities, such as arts, computers, and sports. A growing number also offer some form of academic remediation or enrichment. The after-school literature supports much of what we found regarding youth development – e.g., that program participation can result in improved work and interpersonal skills and relations with peers, and reduction of substance use and violence; that the more time a young person spends in a program, in terms of both visits per week and number of program sessions or years, the greater the positive impacts (Birmingham, et al, 2005; Office of the Under Secretary, U.S. Department of Education, n.d.).

3.2. 21st Century Skills

The current interest in defining and pursuing 21st century skills grows out of several interconnected areas of concern in the fields of education and economics (Kay & Honey, 2006; NMC, 2005; National Research Council, 2006; Partnership for 21st Century Skills, 2003; Schwarz & Kay, 2006; The CEO Forum on Educational Technology, 2001; The CEO Forum on Educational Technology, 2001).   The global economy of the 21st century demands that workers at all levels have a broader, more complex, and more flexible set of skills than their predecessors (NMC, 2005; Partnership for 21st Century Skills, 2003; Schwarz & Kay, 2006; The CEO Forum on Educational Technology, 2001). These include information access and use, problem solving, communication, and collaboration (see below).

In our search of the literature on 21st century skills, we found that very little academic research has been conducted to date. Many of the resources that we were able to find are summaries of national gatherings or discussions among policy makers and business leaders. Therefore, what follows represents current thinking on the nature and importance of 21st century skills, rather than evidence.

The definition of 21st century skills has been a key area of discourse. While the definitions in circulation vary, there is a core set of skills that is common to most of the resources we found. These include:

- Basic skills – These align fairly closely with traditional education subjects: English language skills, math, and science among them (NCREL, 2003; Partnership for 21s Century Skills, 2003).
- Technology – "Knowledge about what technology is, how it works, what purposes it can serve, and how it can be used efficiently and effectively to achieve specific goals" (NCREL 2003 p. 22). Those goals may include promoting the public good and protecting society, the environment, and democratic ideals (NCREL, 2003). Technology is also a critical tool in the development of many other 21s century skills (The CEO Forum on Educational Technology, 2001).
- Interpersonal skills, learning skills, and personal attributes – This is a broad category that includes one's abilities both to work well with others and to think for oneself, to address problems and challenges creatively, to communicate effectively, and to adapt to changing environments and demands (NCREL, 2003; Partnership for 21s Century Skills, 2003).

There are also a number of skills that, while not cited universally, are fairly common in the literature. These include:

- Global awareness (NCREL, 2003; Partnership for 21s Century Skills, 2003)
- Innovation (NCREL, 2003)
- Multicultural literacy (NCREL, 2003)
- The ability to produce intellectual, informational, or material products that serve authentic purposes (NCREL, 2003)
- Civic engagement (Partnership for 21st Century Skills, 2003)
- Critical analysis of media and information (NCREL, 2003)

21st Century Skills in education

There is broad agreement that traditional educational approaches do not adequately address 21st century skills:

"There remains, however, a profound gap between the knowledge and skills most students learn in school and the knowledge and skills that they need in typical 21st

century communities and workplaces" (Partnership for 21st Century Skills, 2003, p. 6).

"The argument can be made that if we continue to limit our educational focus to traditional core subjects, our students may lack the skills that are critical to succeeding in the new global marketplace that places technology and communications at the center of work and learning" (National Research Council, 2006, p. 3).

Some see this as a serious threat to the financial and political success of the nation:

"Many observers liken the need for a world class, high-quality educational system to a national security issue. The United States can only remain a leading power in the global economy if it continues to ensure students will be prepared to thrive in the future" (The CEO Forum on Educational Technology, 2001, p. 4).

Education, therefore, must provide young people with real-world skills and knowledge that will prepare them to work in the global economy. (NMC, 2005; Partnership for 21st Century Skills, 2003; Schwarz & Kay, 2006; The CEO Forum on Educational Technology, 2001). In addition, education must adapt to be more compatible with the ways in which young people think and learn, as well as the tools and media with which they have grown up, and which are a natural part of their environment:

"Today's youngsters use laptops, pagers, instant messaging, and cell phones to connect to friends, family, experts, and others in their community and around the globe. They are bombarded with visual messages from the media..." (NCREL, 2003, p.4).

"Young people adept at interpreting meaning in sound, music, still and moving images, and interactive components not only seem quite able to cope with messages that engage several of these pathways at once, but in many cases prefer them" (Kress, 2003, cited in NMC, 2005, p. 3).

Information technology is seen as a particularly critical resource in 21st century education, in part because it is key to navigating the 21st century world itself, and in part because it allows the classroom to be more like the 21st century work environment.

21st Century Skills and teacher professional development

There is broad agreement that teacher professional development is critical to support 21st century learning (National Research Council, 2006; The CEO Forum on Educational Technology, 2001). Highly qualified teachers are needed to help young people develop the requisite intellectual and interpersonal skills, and the literature suggests that professional support from individuals, schools, districts, and communities is necessary for teachers to be effective. (Partnership for 21st Century Skills, 2003; Schwarz & Kay, 2006; The CEO Forum on Educational Technology, 2001).

This is an especially important issue with regard to technology, where students are often much more knowledgeable about current technologies than their teachers. It is not necessarily the case, however, that teachers need to be equally knowledgeable about technology as their students; rather, teachers need to be able to guide students in building on their technical knowledge and applying it effectively. (National Research Council, 2006)

21st Century Skills and informal learning environments

Some resources suggest that informal learning environments can provide important opportunities to develop 21st century skills. Much of this has to do with developing technology skills. Young people learn most of their technology skills outside of school, and in after-school and informal education programs they can explore technology and its applications more freely than in school. In addition, informal education programs are more likely to use a project-based approach to learning, which is seen as particularly conducive to developing 21st century skills:

> "After-school programs offer a superb venue to teach twenty-first century skills. Students in these programs work in small teams. They investigate, analyze, synthesize, experiment, and reflect. The programs enable students to explore new fields, use new technology, meet real-world challenges, and develop mastery. They create a new civic space in which young people can forge positive relationships with adults, learn the joys of productive work, and be recognized as contributors to their communities. Indeed, when we refocus our lens from school reform to education reform, we see after-school programs emerging as one of the nation's most promising strategies for developing twenty-first century skills" (Schwarz & Stolow, 2006, p. 81).

3.3.   Engagement in education

There is substantial literature on understanding what student engagement in education looks like and how it has an impact, as well as about methods and strategies for engaging students. Engagement is described and defined in the literature as an attribute that can be found through "cognitive, behavioral, and affective indicators" in the learner (Chapman, 2003, p. 2). Some emphasize attendance and participation, while others regard engagement through the lens of how the learner feels about the learning environment and her or his role in it (Brewster & Fager, 2000; Chapman, 2003; Finn, 1993). For example, "Engagement in school may be viewed behaviorally—that is, whether a student participates regularly in classroom and school activities—or affectively—whether a student feels that he/she 'belongs' in the school setting and values school-relevant outcomes" (Finn, 1993, p. 5).

"Participation" and "sense of belonging" are key terms across the literature (Brewster & Fager., 2000; Chapman, 2003; Finn, 1993; Jones et al., 1994; O'Brien & Rollefson, 1995; Willms, 2000, 2003). For instance, as described in a report from OECD, "engagement is seen as a disposition towards learning, working with others and functioning in a social institution, which is expressed in students' feelings that they belong at school and in their participation in school activities" (Willms, 2000, 2003, p. 8). Some literature connects a "sense of belonging" with identification in a group, and explains that "identification occurs (a) when students internalize the feeling that they 'belong' in school — both that they are a conspicuous part of the school environment and that school is an important part of their own experiences — and (b) when they value success in school-related accomplishments" (Finn, 1993, p. 15).

We found related literature in psychology that discusses student engagement in terms of motivation (Brewster & Fager, 2000). Descriptions of extrinsic and intrinsic motivation are similar to descriptions of engagement as affective and behavioral. *Extrinsic motivation* comes from external factors, such as when a learner engages in learning "for the sake of attaining a reward or for avoiding some punishment" (Dev, 1997), and in that sense is an aspect of behavior. *Intrinsic motivation* is related to attitude, and is described as when learners are motivated by their own through interest, curiosity, enjoyment, or personal goals (Brewster & Fager., 2000). As such, it appears that motivation is an important facet of engagement, and perhaps they are even interchangeable.

Evaluating engagement

Just as it is difficult to define engagement, it is a challenge to know when engagement happens (Thomas, 2000). What does an engaged young person look like? There are varying methods and forms of assessment for understanding and measuring both the level of and factors contributing to learner engagement (Chapman, 2003; Jones, Valdez, Nowakowski, & Rasmussen, 1994). These include self-report, checklists, rating scales, observation, portfolio assessment and case studies (Chapman, 2003). According to Chapman:

> "Teachers interested in assessing student engagement in the classroom should consider using separate measures to get at the cognitive, affective, and behavioral aspects of task engagement. Within each of these domain areas, using a range of methods can also strengthen the validity of findings and provide alternative perspectives on the results. Teachers may wish to include measures that address the question of why students do, or do not, engage with particular types of tasks. Clearly, however, final decisions on protocol components must also take into account any practical constraints within the given context" (Chapman, 2003, p. 4-5) .

Engagement and other outcomes

Engagement can serve as an important intermediate outcome that can lead to other impacts and outcomes for young people, many of which are also associated with youth development and 21st century skills. For instance, engagement has been connected to optimism and self-efficacy (Brewster & Fager., 2000; O'Brien & Rollefson, 1995). Skinner and Belmont (1991) note that students who are motivated to engage in school "select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest" (cited in (Brewster & Fager., 2000, p. 3). Research also cites engaging classroom instruction as increasing not only interest in learning but real world skills (Brewster & Fager., 2000; Jones, Valdez, Nowakowski, & Rasmussen, 1994).

Other outcomes that have been linked to increased engagement include:

- Reduced dropout rates (Brewster & Fager., 2000; Finn, 1993)
- Increased school attendance rates (Finn, 1993; O'Brien & Rollefson, 1995, Woods, 1995)
- Increased participation in extracurricular activities (O'Brien & Rollefson, 1995)
- Positive attitude changes (Brewster & Fager., 2000; O'Brien & Rollefson, 1995).
- Increased collaboration (Brewster & Fager., 2000; O'Brien & Rollefson, 1995).
- Increased expectations from adults (Brewster & Fager., 2000; O'Brien & Rollefson, 1995).

It is difficult to connect engagement, or any of the subsequent outcomes, to increased academic performance, and the literature is in disagreement on the role of engagement in student success. There do not appear to be data that offer concrete evidence of a correlation (Willms, 2000, 2003). However, many researchers strongly believe that engagement must be considered as a step toward academic improvement:

> "As schools focus on helping all students achieve high standards, however, reaching out to disengaged and discouraged learners becomes increasingly important. Clearly, students who are not motivated to engage in learning are unlikely to succeed" (Brewster & Fager., 2000, p. 12).

Promising practices in youth engagement

Instructional approach is cited as a key ingredient for increasing student engagement (Willms, 2000, 2003; Brewster & Fager., 2000; Finn, 1993; Jones, Valdez, Nowakowski, & Rasmussen, 1994). Although some national research suggests that school and/or class

size can influence student engagement, it appears that "good instructional approaches" matter more (Willms, 2000, 2003). Not surprisingly, teachers also influence student motivation, and play an important role in making learning activities fun, engaging, and effective for students at all levels (Anderman & Midgley, 1998; Dev, 1997; Skinner & Belmont, 1991, cited in Brewster & Fager, 2000, p 2).

Jones, Valdez, Nowakowski, & Rasmussen describe the environment and activities that are conducive to engaged learning:

> "In order to have engaged learning, tasks need to be challenging, authentic, and multidisciplinary. Such tasks are typically complex and involve sustained amounts of time. They are authentic in that they correspond to the tasks in the home and workplaces of today and tomorrow. Collaboration around authentic tasks often takes place with peers and mentors within school as well as with family members and others in the real world outside of school" (Jones, Valdez, Nowakowski, & Rasmussen, 1994).

Engaging instruction often includes inquiry- or project-based learning activities (Thomas, 2000). In a review of the research on project-based learning, Thomas notes that students and teachers frequently report improvements in attitude and increased engagement (2000). For example, in one study, it was reported that 82% of the students "agreed that projects helped motivate them, and most (93%) indicated increased interest in the topics involved" (Thomas, 2000, p. 19).

Some research suggests that opportunities to connect out-of-school and in-school environments can also enhance student engagement (Brewster & Fager., 2000; O'Brien & Rollefson, 1995).

4. Literature on Educator Activities and Outcomes

There is substantial literature on teacher professional development, and a growing interest in professional development for afterschool staff and youth development workers.

Educator professional development includes a wide range of activities and models. These can vary in structure and duration, from one-day workshops to longer trainings or institutes, and from mentoring and learning circles to ongoing discussion groups (Out-of-School Time Resource Center; Guskey, 2000; Villegas-Reimers, 2003). Professional development also varies in content, and may be focused on teaching and instruction or on specific academic subjects such as science or technology (Villegas-Reimers, 2003; Maldonado, 2003). In understanding and describing professional development, the literature notes that it is important to "examine the content of the experiences, the processes by which the professional development will occur, and the contexts in which it will take place" (Villegas-Reimers, 2003, p. 11).

Links between educator and student outcomes

The goal of educator professional development is to improve educator practice, and thereby improve student experiences and outcomes (Weiss, Klein, Little, Lopez, Rothert, Kreider, et al, 2005/2006; Supovitz & Turner, 2000; Guskey 2000). Harvard Family Research Project offers a logic model or theory of change that articulates the connection between professional development and improved student outcomes (Weiss et al, 2005/2006). According to the logic model, staff professional development, along with inputs such as organizational capacity and policy, leads to increased knowledge, skills and competencies for educators. This in turn leads to improved practice and increased professionalization, both of which contribute to higher quality experiences for children and youth, which then lead to improved outcomes for children and youth (Weiss et al, 2005/2006, p. 3).

There is limited research, however, that demonstrates a causal relationship between educator professional development and improved student outcomes (Guskey 1998, 2000; Villegas-Reimers, 2003). Historically, research on professional development has focused on the experience and satisfaction of the educator, and only in the past ten to fifteen years has the question of impact on students come to the fore (Guskey 1998, 2000; Villegas-Reimers, 2003).

There are a few studies that do cite a positive correlation, as well as a few studies that find that highly rated teacher practice can predict student success (Villegas-Reimers, 2003; Wisconsin Center for Education Research, 2003). One study in press found such connections: "A recent study examining the evidence of effectiveness for training after school staff in a participatory learning model found evidence that participation in training led to higher program quality rankings and more positive outcomes for program participants" (Weiss et al, 2005/2006, p. 4). Another study by the University of Virginia

used an evaluation system to assess teacher quality and found that higher ratings on the teacher quality scale predict higher performance by children on standardized tests (Pianta, 2005/2006, p. 8).

A report titled *What Matters Most: Teaching for America's Future*, published by the National Commission on Teaching and America's Future in 1996, cites two studies that indicate a connection between educator practice and student achievement. One of these studies, on investments in education, "concluded that every additional dollar spent on more highly qualified teachers netted greater improvements in student achievement than did any other use of school resources" (National Commission on Teaching and America's Future, 1996, p. 6). The second study found that when looking at the differences between high-achieving and low-achieving schools, "differences in teacher qualifications accounted for more than 90% of the variation in student achievement in reading and mathematics" (ibid, p. 8). The Commission's report recommended investments in teacher professional development as one of five strategies to improve and reform education.

Promising practices and challenges

Despite the limited research on links to student outcomes, there are some commonly recognized and established practices in educator professional development that are shown to improve teaching practice (Wisconsin Center for Education Research, 2003; National Staff Development Council, 2001; Villegas-Reimers, 2003). The National Staff Development Council has published standards for quality professional development that address many areas. High-quality professional development should: offer a context that includes learning communities, supportive leadership, and relevant resources; incorporate feedback and learning from student data and other professional development evaluations; include appropriate learning strategies, research on how people learn, and collaboration skills; and prepare educators to address issues of equity, standards and assessment, and family involvement (National Staff Development Council, 2001).

Studies conducted as part of an evaluation of the Eisenhower Professional Development Program identified six dimensions of effective professional development that are more specific and prescriptive:

1. Use of a reform approach (study groups or teacher research centers) instead of a traditional approach (conferences, workshops);
2. The duration, both in terms of the number of hours of the activity and the length of time over which it takes place;
3. Collective participation of educators from one organization or school;
4. Active learning so that educators are engaged in "meaningful analysis of teaching and learning;"
5. Coherence so that the experience is appropriate for the educator and relates to standards and other aspects of their practice;
6. The level of content knowledge emphasized (WCER 2003, 1-2).

Other literature on promising practices in teacher professional development echo both the above aspects and the NSDC standards, and emphasize collaboration, organizational support, ongoing activities, and active or applied learning (Weiss et al, 2005/2006; Little, 2005/2006; Huang, 2005/2006; Goodman, 2003). Goodman's book on youth media stresses the need for teacher professional development that includes not just training and workshops, but regular, ongoing time for discussion, reflection, and documentation (Goodman, 2003, p. 109). Literature that pays particular attention to training educators in the use of technology emphasizes hands-on technology use, curriculum-specific applications, collegial learning, active participation, ongoing process, sufficient time, and technical assistance and support. This literature also highlights the challenge of supporting educators in learning not just how to use technology, but how to integrate it into learning activities in a thoughtful way (WCER, 2003; Rodriguez & Knuth, 2000; Villegas-Reimers, 2003).

Common differences between educators in formal and informal settings, such as previous training and experience, organizational capacity and support, and expectations in what improved student outcomes looks like, play a role in professional development (Maldonado, 2003; Out-of-School Time Resource Center; Huang, 2005/2006; Little, 2005/2006). As interest and investment in afterschool has grown, so has attention to the professional development of afterschool educators. The National Center on Out-of-School Time identifies four promising strategies: 1) Coaching and on-site technical assistance; 2) Providing evidence of concrete change: tangible, physical changes in addition to training (i.e. new materials); 3) Engaging young people in staff development efforts; and 4) An organizational mindset that values and supports professional development (Little, 2005/2006, p. 16).

When looking beyond the borders of the United States, the role of context comes clearly to the fore. A literature review on teacher professional development conducted on behalf of UNESCO describes challenges that arise when implementing a professional development model in a new context, such as transferring a model from the U.S. to a country with a different historical, social, and economic context (Villegas-Reimers, 2003). The review cites a study on a professional development program in South Africa, which found that "Northern/western ideas about teacher change and development are poorly suited to modeling practices and challenges for those who were historically disadvantaged. The environments in which teachers work – physical, social and political – act to select a more limited repertoire of behaviour than those providing in-service [professional development] might imagine" (Johnson, Monk and Hodges, 2000, p. 179 as cited in Villegas-Reimers, 2003, p.122). Similarly, another study within the UNESCO literature review described a program that brought educators from Egypt to London for professional development. The educators, upon their return, were unable to put their new skills into practice "due to the fact that the systems, the schools, the curriculum and the expectations of colleagues, administrators and parents had not evolved to accommodate the new teaching styles and the new content of their teaching" (Villegas-Reimers, 2003, p. 123).

Evaluating professional development

Historically, professional development evaluation consisted of end-of-day satisfaction surveys given to workshop attendees (Guskey, 1998, 2000). In the past 10 years, models have been developed to help improve the evaluation of professional development. The most frequently cited model is by Thomas Guskey. This model evaluates professional development through five categories of indicators:

1. Participants' reactions
2. Participants' learning
3. Organizational support and change
4. Participants' use of new knowledge and skills
5. Student learning outcomes

A literature search conducted by the Out-of-School Time Resource Center found that little is being done to evaluate professional development and connect it to program quality. They note three main indicators of quality of teacher training: 1) positive student outcomes; 2) teacher improvement; and 3) program improvement. However, these indicators are difficult to measure, especially in the out-of-school time or informal learning contexts (Maldonado, 2003).

5. Analysis

Upon conducting this literature review, we have asked ourselves a number of questions about how Adobe Youth Voices fits in with this literature. What is notable about Adobe Youth Voices' program design? What are areas in which Adobe might be positioned to make claims and contributions to the literature?

We have identified five aspects of the Adobe Youth Voices initiative that present opportunities for new understanding for programs and organizations working towards positive youth outcomes.

Youth media as an approach

As noted in our review, there are ongoing discussions as to whether youth media is a field, an approach, a program, or an activity. Campbell et al discusses this issue in depth:

> "In spite of all the diversity within Youth Media programs, the programs themselves and their goals seem to fall into two broad categories. In one, Youth Media is a tool to be used by those involved in youth development, media literacy, career development or other areas to reach program goals… It would appear that in these cases, programs would not be funded as Youth Media programs, but rather as youth development, media literacy or career development programs…. The second category for Youth Media programs is quite different. It applies to programs and goals where the focus is specifically on Youth Media, on getting youth voice out and on using that voice to impact audiences and the media in general. In these cases, Youth Media is the primary, and in many cases, the only way to reach program goals." (Campbell et al, 15)

Adobe Youth Voices uses youth media as an approach in a wide range of contexts. Through AYV, youth media activities will take place against new and changing backdrops and in the midst of other learning experiences. It will be informative to learn what happens when youth media activities are brought to these new arenas.

Process vs. product

As was also noted in our review, there is considerable debate and discussion within the youth media community about the role of process and product in youth media activities and outcomes. Similarly, the literature defines youth voice from the perspective of both the producer and the audience.

As the youth media approach is implemented in new contexts, it is inevitable that the organizations, schools and programs within which Adobe Youth Voices takes place will bring their own values to the process vs. product question. In addition, these sites will be

influenced by values brought to bear by the program partners and youth media mentors, as well as the needs and interests of the participants.

Adobe Youth Voices values both the process and the product and provides opportunities to showcase and learn from both. The *engage* and *exhibit* activities of the program will offer insight into the impacts of process as well as products. In addition, Adobe Youth Voices can provide valuable information on how youth voice is manifested as an approach, goal and outcome.

In-school and out-of-school

The literature describes the variations and challenges that arise when youth media programs are implemented during the school day instead of in out-of-school time and by independent organizations.

As we discovered in the literature review, youth development programs traditionally take place during out-of-school time. Also, afterschool programs are noted for being conducive to project-based learning. They may, therefore, have greater flexibility in supporting youth media that addresses a wide range of topics and allows youth free reign over content.

The structure and time constraints of the school day, on the other hand, will likely affect in-school youth media projects, as will each educator's comfort with the youth development asset-based approach. These same educators are likely to be more highly trained as teachers than their counterparts in informal learning environments, and school-based projects will have a captive group of participants with a particular set of motivations and incentives, such as grades.

In both environments, the support, capacity, and culture of the site will have a significant impact on the educators, young people, and products. Just as Adobe Youth Voices will lead to new understanding of youth media as an approach, the project will shed light on the strengths and challenges of in-school and out-of-school youth media activities.

Practitioner focus

Adobe Youth Voices has a practitioner focus, rather than an organizational focus. As the youth media approach is brought to new contexts, Adobe Youth Voices recognizes the important role that professional development and support for educators plays in successful program implementation.

Our review of the literature has surfaced a number of issues that will be important to consider:

- Differences in professional development needs and experience for in-school and out-of-school educators;
- The role of organizational capacity and support;
- The degree to which educators participate in on-going discussions and opportunities in the program; that is, how much support do they receive for how long;
- The idiosyncratic support and experience offered through local media mentors.

International scope

Adobe Youth Voices is ambitious is supporting youth media activities around the world, and has the opportunity to explore how the program translates, literally and figuratively.

While EDC has more to learn on the issues relevant to each particular country, the literature reviewed already offers some insight. The literature on youth media and professional development that addresses international programs highlights the role that culture, including social and cultural attitudes towards youth and youth voice, social and political climate, and infrastructure can play in the success of a program.

Adobe Youth Voices will offer new ideas on how a program can adapt to these changing circumstances, and also new appreciation for the impact of implementing a program on a global scale.

In Conclusion

The literature we have reviewed in the fields of youth media, youth development, 21st century skills, student engagement, and educator professional development highlights the potential impact and outcomes that may result from the Adobe Youth Voices program. Adobe, Inc. and the program partners can also learn from the promising practices highlighted in the literature as they continue to implement the program.

The literature lays a foundation upon which EDC can build the evaluation. We can learn from the evaluations of other programs, and will make an effort to connect indicators and outcomes with established measures and methods for understanding this work. In addition, EDC has surfaced a number of exciting and innovative ways that both the Adobe Youth Voices program and its evaluation can contribute to the practice of youth media.

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