

BLOOMSBURY EDUCATION AND CHILDHOOD STUDIES

YOUTH ARTICLE OUTLINES

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Age range: from the age of 13 to the age of 21

Word count: 1000 – 1500 words

All articles for the YOUTH section need to be written in accordance with:

1. [Guidelines for Contributors](#)

Please refer to this separate document supplied with your contract.

2. Relevant Article Outline

Please refer to the relevant outline in this document and cover the themes listed using the prescribed subheadings in the order they appear in the outline. If you feel some themes/topics are more relevant than others to your region, please write more or less under each subheading as appropriate. If you feel that there are themes not listed in the description that should be covered in your article, or that the structure does not work well for your region, please contact your Regional Editor.

- [Overview](#)
- [Agency and Rights](#)
- [Ethnicity and Race](#)
- [Gender](#)
- [Government, Policy and the Role of the State](#)
- [Health, Wellbeing and Welfare](#)
- [Historical Context](#)
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- [Work and Unemployment](#)

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OVERVIEW

The overview needs to provide a state-of-the art sketch of the field of youth studies in your country, and detail the experiences of young people from a country perspective. Your focus should be on illuminating how young lives are lived, and your article must include studies and data on youth experiences and perspectives.

Your article should include quantitative trends from large statistical studies, as well as qualitative data such as narrative and visual data. Where possible, you should include current data on the social contexts that impact youth such as education, employment, social and income inequality and poverty, politics and citizenship.

Your Overview of Youth in your country should map out:

1. **Important concepts and areas of research for youth:** What are the areas that are the most often studied about youth in your country? These areas could include, for example, health, mental health, education, well-being, transition or youth justice.
2. **Theoretical approaches to the study of youth:** Regarding theory in youth studies, there has been a movement between cultural approaches and transitional approaches. What are the most common frameworks now used in your country and how do they relate to each other? How do you know that these are the most important theoretical frameworks?
3. **Youth policy and practice landscape:** What are the main policy and practice issues relating to youth in your country? How do you know that these are the most important policy and practice issues?
4. **Methodologies:** What methodologies are used to explore youth in your country? What is the state of the art in using research methods with, for and by youth, rather than just “about” youth? How do you know that these new methods are being used?

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AGENCY AND RIGHTS

Agency and rights are both key concepts in youth studies. New ideas about agency have prompted researchers and practitioners to think about the many ways in which youth are active and have rights in their social spheres (politics, online, school, work and so forth). Your article relating to agency and rights will draw upon the important theoretical turn towards understanding the agency side of the structure/agency dualism in the lives of youth in your country of focus.

Your article on Agency and Rights in Youth in your country should cover:

1. **Agentic experiences of young people:** The article should illustrate the range of ways in which youth have, themselves, shaped the social world at school, in politics, online and in communities. For example, what are the most cited studies that explore the agency of youth? Include qualitative, narrative and/or visual data where possible.
2. **Understanding of “human rights”:** The article should refer to the *UN Convention on the Rights of the Child* as a starting point for the ways in which youth rights discourses and practices have led to youth agency in your country. Has your country ratified the UNCRC? What has this meant to the policy and practice of youth in your country?

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ETHNICITY AND RACE

Your article should explore the ways in which racism is experienced in the lives of youth in your country. It should address the ways in which race and ethnicity remains important social and educational organizing process in the lives of youth.

Your article on Ethnicity and Race in Youth should:

1. **The effect of race and ethnicity on the social lives of young people: Explore how race and ethnicity affect the educational and social lives of young people in your country.** What are the most promising ways in which racism is being addressed in schools, communities and in digital spaces?
2. **Trends in youth race relations: Discuss trends in youth race relations.** It should also include experiential data relating to how youth are negotiating difference, marginalization and “otherness” in your country.
3. **Indigenous and tribal youth:** *If this topic is not relevant to your region, please omit this subheading.* Where appropriate, be explicit about indigenous and tribal youth in your region. If relevant, it will include a brief overview of colonization and its impacts and any current attempts to address such in the lives of youth.
4. **The influence of adults and peers on the development of attitudes and prejudice:** Discuss the influence of both adults and peers on the development of attitudes and prejudice towards racial and ethnic groups. This should begin at the age of 13 and become more complex among secondary and post-secondary youth.

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GENDER

Your article should take into account the ways in which gender and sexism are experienced in the lives of youth in the country. It should address the ways in which gender remains an important social and educational organizing process in the lives of youth.

Your article on Gender in Youth in your country of focus should:

1. **Gender and sexism in the educational and social lives of young people:** Explore how gender and sexism figure significantly in the educational and social lives of young people in your country. What are the most promising ways in which sexism is being addressed in schools, communities and in digital spaces?
2. **Trends in youth gender relations and participation:** Discuss trends in youth gender relations and participation in their everyday lives (school, family, work, and so forth). It should also consider how youth are negotiating difference, marginalization and “otherness” when it comes to gender and transgender. Include both quantitative statistics and also experiential data, where available.
3. **The ongoing development of gender identity during youth:** Cover the ongoing development of gender identity during youth and its changing impact on the lives of youth in your country. This must include the ways in which gender identity operates in online and digital realms and consumer culture.

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GOVERNMENT, POLICY AND THE ROLE OF THE STATE

Your article on this topic will outline both the structure of government and state policy aimed at youth and the agency of youth to speak back to the state policies; both in political participation and other forms of activism. Your article on Government Policy and the Role of the State in the lives of youth in your country should:

1. **Key Legislation:** Outline any key legislation for youth in the past 10 years in your country.
2. **Enforcement of global youth policy:** Outline the enforcement of global youth policy (for instance the UN Convention on the Rights of the Child) in your country. What is the place of youth rights as human rights and which of your country's policies best uphold the UNCRC's principals?
3. **Political issues:** Provide an overview of the most pressing political issues as seen from the perspectives of adults and young people in the country.
4. **Quality of institutions:** Consider the quality of the institutions in your country that are meant to educate, serve and provide support to youth. How is your country currently monitoring these institutions and their quality/efficacy as serving youth?
5. **Youth activism and participation in politics and government:** Consider youth activism and participation in politics and government. To what extent and how are youth politically active? To what ends is youth activism and political participation recognized in the country? What are the trends in youth citizenship/participation/activism in politics and how is this covered in schools and in government? Address youth online and digital participation and activism in political issues.

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HEALTH, WELLBEING AND WELFARE

The health and wellbeing of young people is affected (both positively and negatively) by the range of global, national and local policies and programs. For example, data from UNICEF, World Health Organization and United Nation's Sustainable Development Goals provide international comparison data for youth. In addition, these guiding documents speak to the models of health and wellbeing (physical, mental, spiritual) that are currently use to measure health and wellbeing in relation to the social determinants of health (poverty, income inequality, equity in education, and so forth) .

The overall aim of the article is to provide an overview of the state of the holistic health and wellbeing of young people in your country including the experiences of wellbeing as told by young people both in and out of the health system(s) that they navigate. Your article on Health Wellbeing and Welfare of youth in your country should:

1. **Current data about youth health and wellbeing:** Report any current data from UNICEF, World Health Organization and UN's Sustainable Development Goals about youth health and wellbeing in your country. Compare this to the ways in which youth health and wellbeing is measured in your country. What does this mean for young people in your country?
2. **Research on youth health and wellbeing:** Discuss research relating to youth health and wellbeing in your country. Report on research that uses medical models vs. holistic or contextual models (such as the social determinants of health) of what it means to be well. What are the main social factors that impact youth health in your country?
3. **Key challenges of health and wellbeing for youth:** Consider **the key challenges of health and wellbeing** for youth in your country. How has your country attempted to address these issues over the last 10 years? Discuss victimization, violence, mental health, exploitation (trafficking and labour) and environmental disasters.
4. **Youth agency in health and wellbeing:** Consider **youth agency in health and wellbeing:** How are young people and their families navigating and negotiation their own health and health care systems? What policies and practices are in place to assist them?
5. **Indigenous and tribal youth:** *If this topic is not relevant to your region, please omit this subheading.* If relevant, report any data and/or alternative models of youth health and wellbeing that are used in your country to address **indigenous and tribal youth**. How does their health and wellbeing and the ways in which it is measured compare to other youth in your country.

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HISTORICAL CONTEXT

General concepts: The study and treatment of youth has changed dramatically over time. It is important to know the general concepts and metaphors that have been used for young people to place the contemporary data and policy in context.

Historical timeline: The articles relating to historical context will sketch the history of youth for each country or region. The historical timelines will be those most commonly used in the country or region defined. For example, in North America, it is typical to begin a historical context for youth studies with ancient Greece and Rome and move through epochs. The historical timeline for your country may include up to three periods but should include at least one traditional (pre-industrial) and one modern (post-industrial).

Representations, models, treatment and policy implications for youth: In each historical time period, the representations, models, treatment and policy implications for youth are to be provided. Data is to be drawn from across disciplines and include trends and qualitative (historiographical, narrative and experiential) data. The reasoning behind the choice of historical epochs should be clear and grounded in the country/region. State clearly the narrative arc that has occurred and the best way to encapsulate the current moment for youth.

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INCLUSION AND MARGINALIZATION OF YOUTH

Your article on Inclusion and Marginalization of Youth in your country should:

1. **Marginalization and inclusion of youth:** Define marginalization and inclusion of youth in your country. Which groups of young people are currently made most marginal to your society and how? Provide both statistics and narrative/experience perspectives of young people on the ways in which they are made marginal in society. Include data on indigenous and tribal youth where available.
2. **Age discrimination:** Consider age discrimination, as young people continue to be discriminated against in many countries. Provide data on age discrimination and outline any policies or practices that are in place to offset it in your country. What are the policies and practices that directly address marginalization and inclusion of youth? What are some of the most promising practices to address marginalization of youth in your country? What, if anything, is stopping these practices from being scaled-up?
3. **Early school leavers:** Discuss youth who leave school without completion of diploma/degree and the reasons that they provide for not doing so. How is early school leaving related to further marginalization in the lives of youth in your country? Which youth continue to be excluded from success in school and why? Do young people have a more central place in developing more inclusive schools?
4. **The reproduction of marginalization and discrimination in digital and social media:** Explore the reproduction of marginalization and discrimination in digital and social media. How is your country currently measuring and monitoring the ways in which young people are marginalized by adults and/or youth people online? What are the main risks of online peer to peer interaction for ongoing discrimination and marginalization of youth (for example, bullying, violence, sexting, and so forth)? Is this a substantial youth policy issue in your country?

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MIGRATION AND MOBILITY

The current movement of the world's populations from country to country is generating social, political and economic issues and upheavals for families and youth. Your article on Migration and Mobility of youth in your country should:

1. **Patterns of immigration and emigration:** Map out the patterns of immigration and emigration into/from your country over the past 10 years for immigrant, refugee and emigrant groups. Where possible provide numerical data as well as qualitative description of specific numbers of young people that are mobile in each case (immigrant, refugee and emigrants)?
2. **Social, educational, health and economic impacts for youth immigration:** Detail the social, educational, health and economic impacts for youth immigration, both positive and negative. What are the experiences of immigrant and refugee youth who have arrived in your country? What are the experiences of the young people who have left your country?
3. **Policies and practices for immigrant and refugee youth:** Detail the policies and practices in your country that can benefit immigrant and refugee youth. Particular attention is to be given to educational, health and employment policies and practices as they impact young people who are experiencing migration first hand.

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POVERTY

Poverty is one of the most important factors in the development of youth. It is the most pervasive and most insidious factor affecting young lives in educational, social, health and wellbeing spheres. Poverty and income inequality have been well measured and studied as they affect youth. Your article on Poverty in Youth in your country will:

1. **Trends in youth poverty:** Discuss recent (up to the last 10 years) and current trends on the extent of youth poverty, income and social inequality, and socio-economic status in your country. Where possible include numerical data. How has poverty and income inequality affected education, social development, health and wellbeing of young people? Are more youth being pushed into poverty now than in the past?
2. **Poverty amongst different youth groups:** Consider which groups of youth are most likely to live in poverty. How is poverty and classism socially organized for these youth in your country? What accounts for differences in poverty rates for different groups of youth in your country? If relevant, provide data on indigenous and tribal youth as available.
3. **The impact of poverty on educational and social lives:** Consider how the experiences of young people who are living in poverty relate to their educational and social lives.
4. **Social mobility for young people:** Present data on social mobility for young people and the pathways by which they are able to become mobile and move out of poverty. What are the opportunities for social mobility for the youth in the country?
5. **Policies and practices:** Discuss the policies and practices that best address poverty and income/social inequality for youth in your country. How do they compare and relate to global policies on youth poverty?

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RELIGION, FAITH AND SPIRITUALITY

Your article on this topic will discuss trends and statistics that point to youth engagement in the world's religions, faith and spiritual practices of today's youth in your country. It will:

1. **Trends for youth engagement with religion:** Discuss recent (up to the last 10 years) and current trends in engagement in the world's religions by youth in your country.
2. **Youth experience of religion, faith and spirituality:** Explore the experiences and decisions of youth to engage with religion, faith and spirituality. How do youth define and speak about these aspects of their lives?
3. **Inclusion/exclusion of religion, faith and spirituality in education:** Discuss the ways in which educational systems (secondary and post-secondary) govern and include/exclude religion, faith and spirituality and the views of young people on the situation.
4. **Experiences of indigenous and tribal youth:** *If this topic is not relevant to your region, please omit this subheading.* Where relevant, include data and experience from indigenous and tribal youth as available. What are the perspectives and worldviews of indigenous and tribal peoples living in each country? How does these worldviews relate to faith and spiritually and as understood by young people?

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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Your article will review and discuss research regarding the lives of young people with special needs and/or disabilities as contextualized in families, schools and communities. It will:

1. **Trends for youth special educational needs and disabilities:** Describe the youth who require special education and/or have disabilities requiring accommodation in your country. Where possible, include the relevant numerical data. What are the recent (up to the last 10 years) and current trends one can observe in this data?
2. **Policies and practices around inclusion and special education:** Explore whether your country developed coherent policies and practices around inclusion and special education. What challenges exist for the uptake and further development of these policies and practices? What are the greatest assets operating that are assisting these youth and their families?
3. **Experiences of young people with special educational needs and disabilities:** Include the perspectives, stories and experience of young people who have special educational needs and/or disabilities. How have these needs and disabilities impacted their educational and social lives? What are the main challenges they face?
4. **Interaction with families, schools and communities:** Discuss how youth living with special needs and/or disabilities adapt to and enrich their everyday lives as well as the lives of those around them in families, schools and communities. Provide stories of struggle, courage, relationships and resilience.

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SEXUALITY AND SEXUALIZATION

Your article on the topic of youth sexuality and sexualization will take into account the ways in which sexuality is experienced in the lives of youth in your country. It will:

1. **Trends and perceptions of sexuality and sexual identity:** Discuss youth trends and perceptions of sexuality and sexual identity for all youth, including LGBTQ2 categories. Provide both trends in youth sexuality as well as experiential data relating to how youth are negotiating difference, marginalization and “otherness” when it comes to sexuality and sexualization.
2. **Role of sexuality in the social and educational lives of youth:** Consider the ways in which sexuality remains an important **social and educational organizing process** in the lives of youth in all categories, including LGBTQ2 youth. What research has been completed about the processes and mechanisms by which youth sexuality is a positive and negative influence on their social and educational lives?
3. **Sexuality, sexualization and sexism in education, digital media and social lives:** Consider how significantly sexuality, sexualization and sexism figure in the educational, digital media (e.g. mobile phones, social media, internet) **and social lives** of young people today. What are the main promises and problems relating to sexism and sexualizing for youth in schools, online and in social relationships?
4. **Policy and practice:** Discuss how homophobia, sexism and sexualization of youth are being addressed in policy and practice in your country. What are the rates of early school leaving, suicide and violence against, for LGBTQ2 youth? Refer to data on schools, communities and in digital spaces.

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TECHNOLOGY AND DIGITAL MEDIA

The format of technology and digital media is changing rapidly. In many countries, the use of digital media and mobile devices are nearly ubiquitous for youth. There is no doubt that understanding the lives of youth (social, educational, health and mental health) has now been linked to the length of time and manner in which they connect to technology each day. Your article on Technology and Digital Media in Youth in your country will:

1. **Usage of technology and digital media by youth:** Discuss the usage of technology and digital media by youth over the last 5 years, and provide relevant data where available. Which forms of digital media are being used over time and to what extent? Where available, present quantitative data and statistics from national and local sources as they relate to youth.
2. **Meanings and impacts of the use of technology and digital media:** Discuss the meanings and impacts of the use of technology and digital media in the lives of youth in your country. What are the impacts of technology and digital media on the work, education, leisure and social lives and experiences of youth? Explore the themes of technology, its impact on the environment and its human impact in current youth-based research.
3. **Trends in youth spending on technology:** Discuss trends in youth spending on mobile phones, computers, apps and software in your country, including data where available. Discuss the brands and companies whose products are most used in your country (for example Apple, Microsoft, Alphabet, Fitbit, Facebook, Amazon or Snapchat).
4. **Media literacy policies, initiatives and practices for youth:** Outline the media literacy policies, initiatives and practices that have been developed for youth at national and local levels. These should relate to use in educational (secondary and post-secondary settings) as well as in the workplace and community.
5. **Privacy, surveillance and ethics:** Engage in the debates on privacy, surveillance and ethics of young people being online in your country.
6. **Youth resistance of technology:** Where available, report on research that speaks to the ways in which young people are resisting technology.

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TRANSITIONS

Transitions and rites of passage are central experiences in the lives of youth. There has been a great deal of cross-cultural and anthropological research on the importance of these rituals and journeys that youth make. Transitions and the process through which they are made influence the quality of life, social development and educational attainment of youth. Your article on Youth Transitions in your country will:

1. **Common transitions in youth:** Outline and describe the most typical transitions that young people make in moving toward flourishing adulthood in your country. Transitions through public education, to post-secondary school, from school to work, and from familial home to independent living are some of the most important to discuss. Discuss these and all others of importance in your country.
2. **Common models of transition for youth:** Provide the most common models, metaphors or pathways of transitions for youth in your country. For whom are these transitions most problematic and why? Provide data on indigenous and tribal youth as available.
3. **Policy and practice for youth transition:** Provide an overview of current policy and practice in youth transition for your country. What is your country doing to ensure successful transitions by age, social class, race, ethnicity, sexual identity and cultural group?
4. **Experiences of youth transitions:** Describe the experiences that youth share in making the most typical youth transitions. What are the main barriers and facilitators that they encounter? What would young people like to see your country do to better to assist them in making their transitions?

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WORK AND UNEMPLOYMENT

Finding and securing meaningful and decent employment is one of the most significant transitions that young people make. Whether it is a first job outside the home, work within the home or securing longer term employment, transitions to work and the process youth go through influence the quality of life, social development and experience of the world beyond home and school. Your article on Work and Employment in Youth in your country should:

1. **Changing experiences of youth work:** Address the changing experiences of youth work in your country. Trends in youth employment, unemployment, NEET (not in education, employment or training), and precarious work should be discussed. Differentiate part-time work and full-time employment and provide rates and trends for each.
2. **Supply and demand side of the youth labor market:** Detail the supply and demand side of the youth labor market as well as the policy debates around “training” and “soft skills” for youth in secondary and post-secondary education.
3. **Youth employment and unemployment:** Discuss how your country is addressing youth employment and unemployment. What is the state and educational system (secondary and post-secondary) response to youth work and employment? Are these institutions addressing this transition in a meaningful way? The links between school and work should be addressed.
4. **Youth experiences of work and the work place:** Explore youth experiences of finding work and being in the work place. Both part-time jobs and full-time employment should be discussed, and relevant data included where available. What are the ways in which young people feel they could be better supported in finding and keeping meaningful and decent work? What types of work do they wish to be doing?