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Girls Club: The Gender Imbalance of Youth Programs, a Case Study

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Girls Club: The Gender Imbalance of Youth Programs, a Case Study

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PIM 69
A Capstone Paper submitted in partial fulfillment of the requirements for a Master of Conflict Transformation at the SIT Graduate Institute in Brattleboro, Vermont, USA.

July 24, 2011

Advisor: John Ungerleider
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Dedication

This paper is dedicated to all of the amazing and inspiring youth who I have had the honor to work with who are already changing the world. From the strong, beautiful, independent young women of Camp GLOW in Macedonia to the incredible youth of the SIT Youth Peacebuilding and Leadership Programs from Ireland, Serbia, the UK, and Iraq. And, of course, to the passionate and intelligent youth from GICIYA who inspired this paper.

And to my fellow youth programmers- thank you for your support, dedication, voices, ideas, enthusiasm and love. It’s been a true honor and privilege to work with and learn from each and every one of you.
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ABSTRACT

Youth around the world have proven that when they come together and put their energies toward a cause, impactful change can happen. While youth in the US have been involved in social issues for decades, there is a noticeable imbalance in the gender makeup of these groups: In civic engagement programs, social change organizations, and volunteer programs around the country, young women make up the large majority of those involved, creating a gender gap that cannot be ignored. It begs the question- why are so many more females involved in these programs than young men? What is causing this?

This question is examined using the Vermont Governor’s Institute on Current Issues and Youth Activism (GICIYA) as a case study. Using qualitative research methods, GICIYA participants from the 2010 program were asked about their motivations behind being involved in youth activism, their observations of the gender imbalance in GICIYA, and their ideas on how to address this gap. Their insightful input is used to draw conclusions regarding why more young women and less young men are involved in civic engagement, social issues, and youth activism and what can be done to address the issue. As this case study focuses on a very specific population, suggestions for further research are made.
Introduction

If this past spring has taught us anything about the world, it’s taught us of the immense power of youth. In countries like Egypt and Tunisia, youth took to the streets and used their voices to organize revolutions and take down dictators who had been in power for decades. The world can no longer deny the power of youth and their ability to make change, and they’re starting to take notice. Just as emerging governments of decades past instituted gender quotas to ensure representation of women in their new governments, the newly forming governments of this generation are now speaking of instituting similar youth quotas to ensure fair representation of youth’s voices in their governments. The international development world is starting to take notice as well: the US Agency for International Development (USAID) has mainly focused their youth programs on formal education and health. This fall, it will be releasing its first ever policy on youth development as a whole, outlining a new strategy to support and empower youth.

In the United States, youth have been involved in civic engagement and social activism for decades. On any given day in any given town, you can find youth volunteering, voting, educating others about current issues, protesting, and finding other creative ways to be involved in social issues. But when looked at more closely, a disparity can often be found in the gender makeup of those youth who are actively involved. Young women are making up the large majority of these groups.
During the summer of 2010, I worked as a Program Facilitator for the SIT Youth Peacebuilding and Leadership Programs (YPLP). The responsibilities of this position varied from helping set up activities for the summer programs, running topical sessions, facilitating both formal and informal dialogues between the students, paying attention to students’ needs and group dynamics, traveling with students to their home stay visits in other US cities, and maintaining an overall environment of positive energy, open mindedness and fun for all students.

The first program of the summer was the Governor’s Institute on Current Issues and Youth Activism (GICIYA), a 12-day program for mostly Vermont high school students ages 14 to 18 that is run by the Governor’s Institute of Vermont (GIV). While the program did include a small group of international students from Turkey and Ireland, it was mainly focused on issues facing US students (which arguably, are world issues as our society becomes more and more global). A typical day would include current issue group discussions, guest speakers ranging from Vermont politicians to activists and community leaders, teambuilding challenges, leadership workshops, simulations, dialogue, and arts and sports activities such as drumming, campfires, and volleyball (The Governor's Institute of Vermont, 2008).

One would only need about five minutes at GICIYA to notice a large gender gap. The 2010 program consisted of roughly 67 percent girls and 33 percent boys. This wasn’t uncommon at all for GICIYA- these kinds of numbers are fairly typical for this
program. This imbalance is so noticeable that the program director of GICIYA would often schedule a talk entitled, “Where Are the Boys?” to address the issue and allow the participants to explore the reasons why there was such a gender gap in this program and other related activities.

Similar disparities are seen in activities that involve current issues, activism, and social change. The 2009 Peace Corps Annual Report of Volunteer Safety reported that out of the volunteers serving at the time, 60 percent were female and 40 percent were male (United States Peace Corps, 2009). SIT programs across the board see this gender difference as well- the SIT Study Abroad program, which offers study abroad programs for university students, reported the largest gap in 2010 with 75 percent female participants and 25 percent male participants (Wirth, 2011). The SIT Experiment in International Living, a summer study abroad program for high school students, is only slightly more balanced with 63 percent female participants and 37 percent male participants in their 2011 programs (Thompson, 2011). The SIT Graduate Institute saw a similar gap with 68 percent female and 32 percent male enrollment during the 2010/2011 school year (de Courcy, 2011).

These figures can be seen throughout similar programs across the US. More females are choosing to be involved in leadership, social change, and civic engagement programs, whether it is a 2-week summer program or a 2-year commitment to the Peace
Corps. This begs the question, why are so many more females involved in civic engagement and social change programs? What is causing this?

In this paper I will use the 2010 GICIYA program as a case study to determine why young women are more involved in leadership civic engagement and social change programs than young men. I created a simple, open response survey for GICIYA participants to fill out, asking about their involvement with GICIYA and youth activism. Also, staying true to the beliefs of youth development, I asked the students themselves what they thought about the gender gap and what, if anything, needed to be done to correct it. While the 2010 GICIYA participants are not quite representative of society as a whole, it is still my hope that I can take the results of this study and apply them on a larger scale.

Theories

Because the program I am focusing on involves a very specific population—students in the state of Vermont— I first wanted to study the youth demographics of Vermont. As seen in Figure 1, the high school student population of Vermont is relatively balanced with a population of 52 percent females and 48 percent males. These statistics discount the theory that the population of GICIYA, at 67 percent females and 33 percent males, is representative of the Vermont high school student population.
Another theory is that typical gender stereotypes reinforce the idea that girls should be more involved in the “soft sciences,” to be more communal, build relationships, and be caregivers. Women outnumber men in professions such as social work, human resources, and counseling (Wood, 2008), all areas that are much more in line with the values of social change and activism. Even though Western society has progressed far in terms of acceptance of women being successful in other areas such as the hard sciences and business, the stereotype still remains. The reverse stereotype also
still remains for men, who are expected to not be involved in or attracted to the more emotional, caring, communal professions.

Lastly, it’s important to take into consideration the idea that being involved in community development, social change, and current issue activities and organizations will make a student more competitive in their college applications. Using this initial theory, one would guess that both young men and young women need to be equally as competitive when applying to college. However, a shift is happening on college campuses across the nation. In the year 2000, women began to make up the majority of enrolled students at colleges in the United States at 57 percent (Ellison, 2010). This number has been slowly but steadily rising to the point where many universities today report a 60/40 split between female and male students. To many experts, this is considered the “tipping point” for universities. More than two-thirds of colleges and universities report that they receive more female than male applicants (Britz, 2006). This gap has started to make many universities nervous as they try to keep their campuses attractive to both men and women; a gender balance is seen by most as a part of that attractiveness (Clayton, 2011). Many schools have started to institute an informal practice of affirmative action for men, admitting more men than women, even when the women applicants are more qualified (Christian Science Monitor, 2007). These trends led to an investigation from the federal Commission on Civil Rights in
What these statistics and trends translate to is that girls need to be even more competitive than boys to obtain admission into college. They need to be more accomplished, more involved, and stand out even more. One way to do this is through extracurricular activities. In a study done with 312 high school sophomores in Louisiana by the University of Southern Mississippi, it was found that there was a significant positive relationship between participation in extra-curricular activities and the perceived value of such participation toward gaining admission to a university. It was also discovered that those who were involved in extracurricular activities valued obtaining admission into a university more than those who weren’t involved (Wyble, 2009).

One way to stand out amongst others would be to attend a well-known leadership or current issues camp. Not only does attending such a program “look good on paper,” but many of the skills gained in a program such as GICIYA empower the students to design and lead civic engagement activities, allowing them to maintain even more qualities that would help them stand out in the college application process.

Furthermore, studies have shown that young women are more likely to be engaged in civic activities than young men. The Center for Information & Research on Civic Learning & Engagement (CIRCLE) conducted a study in 2006 on the civic and
political health of the United States. In this study, they interviewed 1,674 young people ages 15 to 25 on their civic engagement, using 19 core activities as measurement. What CIRCLE found was that young men were more involved than young women in what they considered electoral activities- being a member of a group involved in politics, volunteering for a political candidate or group, donating money to a candidate or party, displaying a campaign button or sign, trying to persuade others in an election, and regularly voting.

![Figure 2: Participation in Electoral Activities among 15-25 Year Olds by Gender (Kirby, Lopez, & Marcelo, 2006)](image)

However, it was found that young women were more active than young men in what they called civic activities, including raising money for charity, running/biking/walking for charity, community problem solving, volunteering,
regularly volunteering for non-political groups, and being an active member of at least one group (Kirby, Lopez, & Marcelo, 2006).

![Figure 3: Participation in Civic Activities among 15-25 Year Olds by Gender (Kirby, Lopez, & Marcelo, 2006)](image)

After a secondary analysis of the survey, it was found that young women feel that being a good citizen means being more active in their community. The authors also reported that young women, more than young men, felt that it was their responsibility as a citizen to be actively involved in their communities (Jenikins, 2005).

Parental influence may also play a role in the types of activities in which young adults become involved. A study surrounding gender and political participation in youth looked at a politically liberal youth-led organization in Portland, Oregon called the Coalition of Student Activists (CSA) between 2002 and 2004 and found significant
differences between the female and the male members. Before the study began, CSA was known to be involved mostly in activities and issues surrounding education and schools. However, during the time of the study, CSA was becoming more involved in more radical and, arguably, riskier anti-war protest activities. While the boys in the organization were very attracted to these types of direct action protests such as sit-ins, blockading streets, and disobeying authority, the girls in the organization were much less interested in such activities. The study found that this was due to the difference in parental influence over the members- while many of the male members were free to participate in the activities they wanted with parental knowledge, the girls were more restricted in their activities as their parents became increasingly concerned about their well being. Those girls who wanted to stay involved in these activities often had to lie to their parents. This led to many of the girls calling for a split in the organization so that they could remain members and focus on the more collaborative, pro-education activities while the boys could pursue their antiwar, direct action activities (Gordon, 2008).

In the end, though, a similarity can be found between this study of CSA and the CIRCLE study: young women were more interested in civic engagement and collaborative activities while young men were more interested in direct action, confrontational, and more political activities. As the CSA study concluded, women’s roles as caretakers, mothers and community members profoundly shapes their
engagement in activism in ways that are both empowering and problematic, as shown by the situation with CSA (Gordon, 2008).

These studies, when examined together, indicate that girls need to be more competitive than boys when applying to college in order to be accepted; they need more attractive and impressive applications. Because being involved in extracurricular activities is seen as a way to increase one’s competitiveness for admission to college, it is logical to assume that girls may use this approach to increase their chances. As shown in the CIRCLE and CSA studies, should girls be involved in extracurricular activities, they’re often choosing activities that involve civic engagement and current issues such as GICIYA.

**Literature Review**

**What is the status of women in general in the US?** In 2010, for the first time, women became the majority of the workforce in the United States (Rosin, 2010). One of the major catalysts of this shift was the recession of 2008, where three-quarters of the jobs lost were lost by men. The worst-hit industries were overwhelmingly male, including construction, manufacturing, and high finance (Rosin, 2010). It is estimated that over the next ten years, over 15 million jobs will emerge. The 12 job titles expected to grow during this time include construction worker, accountant, teacher, registered nurse, home health aide, and customer service representative. Only two of these jobs
(construction worker and accountant) are dominated by men while the rest are heavily represented by females (Dokoupil & Romano, 2010).

This dramatic shift sparked a flurry of what I call “end of men declarations” in major news magazines. The Atlantic started the avalanche of articles, declaring that the end of men and masculinity in the US, as we knew it, was upon us (Rosin, 2010). Another identified driving force of this shift in gender and the workforce is the feminist movement. For decades, women have been pushed to do things once considered against their nature, such as work on Wall Street or as a CEO, while men have not received a similar support to pursue “non-masculine” activities. There is a lack of encouragement for men to do things considered against their nature such as nursing or teaching. As Hanna Rosin states, “The range of acceptable masculine roles has changed comparatively little, and has perhaps even narrowed as men have shied away from some careers women have entered…And with each passing day, they lag further behind.” (Rosin, 2010)

Newsweek dedicated the front page story in their September 10, 2010 issue to the end of men discussion. In their cover story, entitled “Men’s Lib,” Andrew Romano and Tony Dokoupil discuss the shift in workforce but point out that gender imbalances still remain in much of American society. The average wife still does roughly double the housework of the average husband and spends 400 percent more time with the children if both parents are working (Dokoupil & Romano, 2010). The authors point to public
policy as the way to help eliminate some of these gender imbalances, using Sweden as a prime example of smart public policy that produced personal changes that eventually led to societal changes. By passing legislation that stated that couples would lose two months of leave unless the father was the one who took it, now more than 80 percent of Swedish fathers take four months off for the birth of a new child, up from just four percent ten years earlier. The authors conclude by offering hope that such policy could be enacted in the US (Dokoupil & Romano, 2010).

**Gender and college.** Both articles also look to the shift in college enrollment as a contributor to this shift in the workforce. For every two males that earn a Bachelors degree, three females will. Women also earn 60 percent of master’s degrees (Rosin, 2010). Many universities across the US are either at or close to a 60/40 split of female to male students, creating a much sited “tipping point” (Britz, 2006). This tipping point is making many universities nervous that they won’t be as attractive to students without an equal gender balance. Some universities are responding by changing their marketing campaigns to be more masculine while others are trying to improve stereotypically male-centric programs such as sports, engineering and science (Clayton, 2011).

More controversial moves are being made as well as some universities are starting to institute a kind of informal affirmative action to allow more boys to be
accepted into their schools. One admissions counselor at a university in Ohio claims that because men are rarer, they are more valued applicants (Britz, 2006). A study done in 2003 of selective liberal arts schools found that being male raised the chance of college acceptance by 6.5 to 9 percentage points (Rosin, 2010).

As mentioned above, this means that girls have to be more competitive and have more attractive and impressive college applications than ever before. In the aforementioned study of high school sophomores and their perceptions of extracurricular activities and the role they play in college acceptance, there was a very significant positive relationship between the participation in extracurricular activities and the perception that such participation will be valued in a college application. It’s presumed that admissions counselors perceive such activities as indicators of an applicant’s drive, versatility, and commitment to personal growth (Wyble, 2009).

**What are the gender trends seen in youth programs and civic engagement?** While many articles and studies have been published regarding these larger gender trends both in the workforce and in US universities, there is a lack of information regarding gender issues in youth programs. One very thorough study from the Carnegie Council on Adolescent Development’s Task Force on Youth Development and Community Programs analyzed both single-sex and coeducational youth programs and identified strengths and weaknesses in both types of programs. In this study, youth development
programs were considered as “structured activities and opportunities sponsored by organizations other than schools and offered outside of school hours.” The author, Heather Johnston Nicholson, did an in-depth review of the history of youth organizations, stating that many of today’s youth programs were established as organizations for boys with a similar but separate organization for girls being established later. Such examples include The Boy Scouts of America and Girls Scouts of the USA, YMCA and YWCA, and Boys Clubs of America and Girls Clubs of America (Nicholson, 1992).

Nicholson then separated all youth programs into six models: Coeducational organizations that have not been self-conscious about gender issues (4-H Club), organizations that developed when it was assumed that girls and boys needed different preparations for adult responsibilities (Boy Scouts of America and Girls Scouts of USA), organizations that develop affirmative action approaches to services for girls (Girls Incorporated), organizations that make deliberate moves to be coeducational (Camp Fire Boys and Girls), organizations that were once separated by gender but have since merged (Big Brothers/Big Sisters of America), and recreational sports organizations that do not have a parallel organization for girls (Little League Baseball, Inc) (Nicholson, 1992).

While this study is slightly outdated, it still provides the most in-depth and holistic review of the history of youth programs in the US and the role that gender has
played. Nicholson then goes on to identify the different types of single-sex organizations and their strengths and weaknesses. She also gives recommendations for developing and delivering gender-equitable programs, both co-educational and single sex. Her recommendations for coeducational programs, which GICIYA already practices, include:

- Involve adults who have examined their own beliefs about gender
- Involve adults who expect significant performance of girls and boys based on each individual’s level of skill and confidence
- Give participants the space and freedom to be themselves and to practice decision-making and problem-solving while watching for male dominance to appear
- Provide structured interaction focused on overcoming gender discrimination
- Notice and encourage behavior that goes contrary to gender stereotypes
- Encourage cross-sex friendship and cooperation while discouraging flirtation and romantic relationships during the program
- Facilitate discussion groups that discuss issues important to young teens including those involving gender such as family responsibilities, sex, dating, relationships, gender expectations, etc.
- Develop systems of grouping in skill-based activities that cut across gender stereotypes (Nicholson, 1992)

In terms of youth involvement in civic engagement, Nickki J. Pearce and Reed W. Larson provide insight into what motivates students to become involved in civic activism. The two authors studied an organization in Chicago called Youth Action, whose mission was to help youth address injustices in their lives, particularly in their schools. They interviewed student members both new and old, attended meetings held by the students, and spoke with the founder and director of the organization. What they found was that all of the youth who became involved did so to earn required
service-learning credit hours for their schools (Larson & Pearce, 2006). Their initial entry was seen as very extrinsic. However, as the youth became more involved in the activities, they were able to make a personal connection to the mission of the organization. The students began to personally identify with the issues that the organization was addressing (Larson & Pearce, 2006).

The final stage saw the students shifting from a passive attendance to becoming active participants. Once they were able to feel personally connected and identify with the cause, their motivation turned from extrinsic to intrinsic- the work they were doing was energizing and rewarding to them. The authors concluded that there are three stages to youth becoming engaged in youth development programs- first feeling a welcoming climate from peers and the leader of the organization, then discovering a personal connection to the program’s mission, and finally developing a self-sustaining engagement in the work of the program (Larson & Pearce, 2006).

This study does not necessarily apply to GICIYA participants, as they are already intrinsically motivated and involved in civic engagement and activism, as is illustrated by the fact that they must apply to GICIYA and show an already established interest in such issues. However, this study does provide insight into why youth may initially become involved in civic activism and what that process looks like.
Finally, Hava Rachel Gordon provides a look into the gender differences in teenage political participation. The importance of doing such a study, Gordon states, is because:

“Without a consideration of how gender affects teenage political participation, gender-neutral strategies to engage youth in social justice campaigns will fail by overlooking the particular ways in which girls’ and boys’ possibilities to emerge as public, political actors are strongly and differently tied to their structural positions in their families, schools, and other institutions (Gordon, 2008).”

Gordon takes a very specific look at two different organizations on the West Coast: the Coalition of Student Activists (CSA) from Portland, Oregon and United Youth (UY) from Oakland, California. Given the regional difference as well as the difference in race and class makeup between the two cities, it is hard to compare the two organizations against each other. However, there are still general takeaways that can be found. Gordon argues that gender politics in teenagers are in part exacerbated by the gendered relationships teens have to parental power. When interviewing the students, Gordon found that many of the girls spoke of their parents’ acceptance or disapproval of their involvement in youth activism. Those that had parents who were less accepting of their involvement, or who had concerns about their safety, had a harder time staying involved and keeping up with the changes of the organization. Many admitted to lying to their parents in order to stay involved, leading to added emotional stress for the girls. If girls from CSA missed out on meetings or direct actions, they were viewed as uncommitted by the boys. The fact there was no adult supervision in this organization
only exacerbated parents’ worries. However, it was found that parents of boys were less worried about their safety and more accepting of their actions. The chasm that this caused between the female and male members of CSA continued to grow as the organization sought out more radical activities, and eventually, most of the girls chose to leave the organization (Gordon, 2008).

Because UY had adult leaders with the students at all times, parents were found to be less concerned about their daughters’ safety. This safety net of adult supervision kept the organization from experiencing the same gender divide as CSA saw. While parents were still more concerned about their daughters’ participation than their sons’, the presence of adults kept them from outright forbidding their daughters to participate (Gordon, 2008).

While this study provides insight into some of the gender issues of political participation, there are many other variables that need to be considered, such as the regional differences as well as the racial and socio-economic differences between the two organizations: CSA was made up of mostly white, middle class students and UY was made up of a more racially mixed, lower class group. These variables could also have an effect on the participation of the students, regardless of gender. Furthermore, both organizations are located in very urban areas- can the same conclusions be found in more rural areas? Regardless of its limitations, the study does still provide insight into the effects that gendered parental relationships have on a young adult’s
participation in civic activism.

**GICIYA studies.** One article by Ange DiBenedetto and John Ungerleider specifically examines GICIYA and its model of youth empowerment. After going into a brief history of GIV and other state institutes, the authors identify GICIYA’s conceptual framework of youth empowerment that includes intellectual challenge, emotional nurturance and shared power. Intellectual challenge, the explicit purpose of GICIYA, is provided through simulations and presentations about current issues. Emotional nurturance is demonstrated through the encouragement of inclusive friendships rather than cliques. Shared power is instituted by soliciting student input into the creation of program policies, activities, and classes.

This model is expanded to include many other aspects of the program, as illustrated in Figure 4 (DiBenedetto & Ungerleider, 1997). As a former staff member of this program, I can confirm that all of these aspects do exist within the curriculum of GICIYA.
The authors then utilize surveys of previous Institute graduates, written evaluations from the 1996 program, and the final report of a community action project initiated by the 1996 program to assess the long-term impact this model of youth empowerment has on students. These surveys showed an emergence of dormant leadership skills from the students during their time at GICIYA. Students reported how the skills they developed at GICIYA assisted them in creating social action projects in their own communities. To others, GICIYA served as a validation of the feelings and passions that students were already exhibiting, helping clarify those beliefs. In the end, the students gained a sense of personal empowerment and encouragement that helped
blossom the potential already existing inside of them. The article concludes with suggestions on how teachers outside of GICIYA can utilize this same model of youth empowerment to support their own students (DiBenedetto & Ungerleider, 1997). It would be interesting and beneficial to the youth development community to do a follow-up study using the same methods of measurement and surveying 15 years later to see if GICIYA has had a lasting effect on these youth, who are now adults. Furthermore, it would be interesting to do a similar survey with today’s groups of GICIYA participants to analyze if the program is still having the same effect on the next generation of youth leaders.

**Case Study: GICIYA**

Now we’ll be taking these larger ideas of gender and youth and narrowing them down to one particular program, the Governor’s Institute on Current Issues and Youth Activism. The Governor’s Institute of Vermont (GIV) is a non-profit with a mission to “enrich the lives of motivated high school students by providing intensive, hands-on educational opportunities on Vermont’s college campuses.” It was established in 1982 with the intention to address the deficiency in arts education in public schools (The Governor’s Institute of Vermont, 2008). While many states have similar institutes, GIV is the only one that is an independently-run nonprofit organization (DiBenedetto & Ungerleider, 1997). The first Arts Institute began in 1983 with other Institutes being
added throughout the years. There are now seven Institutes, including Arts, Asian Cultures, Engineering, Information Technology, Mathematics, Environmental Science and Technology, and of course, Current Issues and Youth Activism (The Governor’s Institute of Vermont, 2008).

The Institute on Current Issues and Youth Activism began in 1985 as the Public Affairs Institute and has been held at the SIT campus in Brattleboro for 22 years. It is a 12-day institute that examines the connection between current issues, policy, and the political process. Participants work with the faculty to explore how youth can become involved in critical issues at all levels- local, state, country, and world (SIT Graduate Institute, 2009). A typical day at GICIYA consists of intensive issue groups such as Global Children, Leadership, and Environment, seminars with local politicians and activists, leadership and skill building workshops, simulations, sports, arts activities, and evening social activities (SIT Graduate Institute, 2009). Students are also given the opportunity to practice their activism at the annual Brattleboro 4th of July Parade, as GICIYA always marches with protest signs and chants of various causes that the students create themselves.

Unlike other Governor’s Institutes, GICIYA has always seen a large gender imbalance with a majority of female participants and not many male participants. The 2010 program saw a 67/33 female to male ratio. It was this experience with GICIYA that led me to want to further investigate why it was that there were so many more female
participants. This wasn’t my first time noticing such a gender gap— as stated in the introduction, these gaps were also seen in the SIT Graduate Institute as well as Peace Corps and a number of other similar social change programs.

In following the theories and beliefs of youth programs and youth empowerment, it was important for me to involve the students’ voices as much as possible during my study. In asking the students what they thought the reasons were behind the gender gap and what they felt the solution should be, I was honoring their student voice. This youth empowerment practice can range from youth sharing their opinions of problems and potential solutions, to collaboration with adults to address the problems, to youth taking the lead on seeking change (Mitra, 2006).

Methodology. By using qualitative research as my survey methodology, I was able to gain an in-depth understanding behind the students’ connection to youth activism, GICIYA, and gender. Instead of just discovering the “what” of the questions, I was able to delve deeper into the “why” and “how.” My survey group consisted of the 46 participants from the 2010 GICIYA program. As many of these students were still under the age of 18, I was able to apply a Student Release Form that each student’s parent had signed when they were accepted into the program, giving permission to have the students’ opinions of GICIYA solicited (see Appendix A). I created an open-ended survey for the students to fill out online at their leisure. I wrote an introductory
letter explaining my capstone topic and the importance of their input and emailed the letter to each participant with a link to the survey (see Appendix B). Weekly reminders were sent to all of the participants for a month, as I assumed many were quite busy with their regular extracurricular activities.

The students were asked the following questions:

1. Please state your gender.
2. Why did you apply to GICIYA? Please be as specific as possible.
3. How did you hear about GICIYA? What attracted you to it?
4. The 2010 class of GICIYA students consisted of 70% females and 30% males. Why do you think there is such a gender imbalance in GICIYA or in youth activism in general?
5. What would you suggest (if anything) to be done to help make GICIYA more gender equal?
6. If you are open to be contacted for follow-up questions, please leave your name and email address below. (see Appendix C)

After a month, I received a total of 19 responses. After receiving the answers and doing an initial review, I contacted the 12 students who offered to be contacted for follow-up questions with the following:

1. Did any of you consider how GICIYA would look on a college application? Or, did any of you apply to GICIYA partially because you knew it would make you more competitive when you apply to college?

Assumptions. Given the research I had done, I had a few assumptions of what the majority of respondents would say. My strongest assumption was that when asked about why they attended GICIYA, many of the female students would mention something about GICIYA looking good on their college applications. I also expected
there to be some talk from both the female and male respondents of social change and youth activism to be more of an accepted practice for girls, and less accepted for boys. I was most interested in hearing their ideas of what should be done to address the gender gap at GICIYA.

**Survey Results**

I received a total of 19 responses to the survey. Of those 19 respondents, 16 were female and 3 were male, giving an 85% to 15% female to male split; a slight deviation from the 67% to 33% ratio of all 2010 participants.

**Motivations behind applying to GICIYA and involvement in current issues.** In terms of motivation behind applying to GICIYA and what attracted students to the program, there was an overarching theme of being encouraged by a former participant, parent, or teacher. Many also cited that the program looked interesting and/or fun. Another general theme found was a prior involvement in current issues: almost all of the students mentioned that they were already involved in current issues and wanted to meet others with similar interests and passions or to gain more skills in these areas. One female student replied, “I was attracted to it because all the kids that were there wanted to be there. All the kids that were there wanted to make a difference in their world.”
Regarding their general involvement in youth activism and current issues, I saw an overarching theme of students wanting their student voice to be heard and valued: many students mentioned the desire to make a positive change in the world, to have their voice heard, and to help those less fortunate than themselves. There were many sentiments of, “We are the future,” and allusions to the fact that they soon will be able to vote and will be responsible for making larger decisions. Given that students must actively apply and pay a large tuition fee to attend GICIYA, I was not surprised to see such a high amount of intrinsic motivation and already established commitment to youth activism.

There was not a highly discernable difference between the responses of female and male participants regarding these motivations behind applying to GICIYA or their general involvement with youth issues, although one male respondent did mention multiple times his desire to become a stronger leader, a stereotypical male trait, while no other respondents mentioned that aspect. Interestingly, another male student mentioned that he had not been involved in youth activism before GICIYA, but that it sounded interesting and, “I needed something to do.” This respondent was the only one who identified as not being involved in current issues and youth activism before attending GICIYA. This influence is easily identified in most of his answers.

**College applications.** What was most surprising was that only one female student
mentioned anything about college and wanting to be a more competitive college applicant. No other students, male or female, mentioned anything that would imply that they considered how GICIYA would look on a college application. Because of this, I contacted those who volunteered to answer follow-up questions and asked point-blank if any of them were motivated to apply to GICIYA because of the positive impact they perceived it would have on their college application. Out of the eight responses I received (two males and six females), the majority of female students stated that while they considered the fact that GICIYA would look good on their college application, it wasn’t a motivating factor. Just one female, the same as the one who originally mentioned college as a reason she applied, confirmed again that college was her primary motivation for attending.

The most surprising of this was that both males affirmed that part of their motivation to applying was because they knew it would have a positive influence on their college applications. One male reluctantly admitted to this and also mentioned that he regretted that this was a motivating factor:

“I don’t like to admit it, but yes. One of the reasons I applied to GIV was because I thought and other people told me that it would ‘look good’ on the college application. Part of me regrets that thinking, but I am also grateful that it made me have such a wonderful experience.”

Given that research has shown that many universities are favoring male applicants over female applicants, I was surprised to see that both male respondents mentioned college
as a primary motivating factor for attending GICIYA. One explanation of this could be that males are generally still more competitive than females, regardless of whether the competition actually exists or not. Furthermore, because many of the universities who are integrating affirmative action for males are doing it quietly so as not to face accusations of gender discrimination, it’s possible that young men are not aware that they are being favored by universities. It’s also just as possible that female participants are also not conscious of this bias towards male applicants and are not yet aware that they will need to be more competitive to be accepted into universities.

**Gender imbalance and what respondents think should be done.** The main themes surrounding why a gender imbalance exists were gender stereotypes and stigmas. Every respondent, regardless of gender, mentioned this when speaking about why there are so many more female participants than male. Many of the respondents identified a stigma against males being involved in social causes, stating that it’s considered “uncool” for males to care about issues and more acceptable for females to be idealistic and caring. Some mentioned the idea that boys were more interested in sports or video games and less interested in social issues. One female respondent reinforced the gender stereotype of females being more emotional, empathetic, and caring, while males are less in tune with the attitudes and emotions surrounding them. One male respondent stated that he believed that young women were stereotyped to be
much smarter than young men, and thus seen and encouraged to be more capable of handling world issues.

Many of the students confirmed what research has been saying recently regarding the “end of men,” the increase in opportunities for women and decrease in opportunities for men in the workforce, and the increase in competitiveness amongst young women entering college. One of the male respondents astutely stated:

“It seems that this is a general trend in that in our society that males seem to be underachieving more and more. This imbalance can be seen in transcripts and college attendance records across the country, as well as through other metrics. Likely there is a societal issue here.”

Along those same lines of echoing what research has shown, one female alluded to the idea that young women need to be more competitive by saying, “I think that females realize that they cannot become complacent or too comfortable.” Another very perceptive female respondent stated:

“I think that over the last half century the ‘Girl Box’ has become increasingly larger, growing to encompass the sciences, sports, law and business in addition to those more traditional female pursuits. The ‘Boy Box,’ on the other hand, has shrunk to include sports.”

Another very interesting observation that was made by many of the female respondents and one male respondent was that the female population has always been more interested in social causes and activism because they have been discriminated against for so long. As one female student posited:

“I feel like females are far more aware of youth activism, as the female gender has been discriminated against for centuries. This
isn't to say that males aren't aware of such discrepancies, it's more that females are more comfortable with fighting in order to get their voices heard.”

Many stated that it’s only natural for females to be more involved in social activism because they themselves have been fighting for their own rights for generations; they have a higher degree of connection, understanding, and empathy with other social causes. The connection that these students made between this specific gender gap within GICIYA and the larger women’s rights movement is a strong indicator of their deeper awareness of social issues in general and, frankly, not terribly surprising considering their already established involvement with current issues and youth activism.

Regarding what should be done to make GICIYA a more gender equal program, the general consensus was marketing. Most respondents echoed many of the ideas that US universities are pursuing to attract more males to their schools, identifying targeted male-centric marketing campaigns as a solution and suggesting that GIV highlight more of the stereotypically male activities at GICIYA such as sports. Others wanted to take it further and suggested introducing more stereotypically male-centric activities and topics into the program curriculum, such as business, hard science, and more sports. One male respondent suggested highlighting “how much fun it is and what a great experience that comes from it.” Others suggested using the male alumni as spokesmen to attract other males. This idea would have to be actively employed, however, as one
female respondent stated, “Boys are, in my experience, less likely to gush and be excited about a summer camp.” Identifying male alumni who would be able to speak to other males about the program could attract more male participants, or at least illustrate that young men also enjoy learning about leadership and social issues. Other respondents pointed towards the need for high schools to be more encouraging of males to apply.

One male respondent reinforced the idea that activism is seen as more female than male, stating that by dropping the word “activism” from the title of the program, more male students would be interested in applying.

Some of the most interesting responses suggested that nothing be done at all. One female respondent claimed, “I don’t think that there is anything the program needs to do to change it. The mindset of the people is what needs to change.” Another female respondent recalled a very specific experience from one of the activities of the program:

“I vividly remember the first night of program: we were doing the mock congress, and in our group were two boys and four or five girls. When asked to discuss and modify the climate bill, the two boys started a lively and intelligent conversation while the girls, still shy and unsure of themselves, sat clam-like. I use this example to say that I think the boys held their own. Their scarcity made their presence and input all the more powerful and valuable. I recognize the gender gap, but think it is a given and doesn’t need to be intentionally and artificially changed...Perhaps change the cultural norms prevalent in America and make it acceptable for boys to be human?”

Both these respondents acknowledged that the problem is much larger than just GICIYA and, just as many pointed to cultural gender stigmas and stereotypes when
describing why there were more female participants, pointed to a much larger societal issue that needs to be challenged/changed. One male respondent claimed that he felt the program was gender equal already. It should be noted, however, that this is the same respondent who was not involved in youth activism before attending GICIYA. Perhaps because he has not been involved with social issues for very long, he is not as aware yet of the gender issues surrounding this program.

**Conclusion**

Why are so many more young women involved in civic engagement and social change youth programs than young men? The results of this survey indicate gender stereotypes and stigmas still exist amongst today’s young adults, even amongst those who are more aware of stereotyping and social issues. It appears that it is still more acceptable in society for young women to be involved in these issues than young men. Young women are allowed to care about the world and be passionate about social causes, but young men are still taught to think that it is feminine and unacceptable for them. These stereotypes were also seen in the suggestions for how to attract more male participants to GICIYA: many suggested highlighting or including more of the stereotypical masculine activities such as science, business, and sports. For young men, it’s still generally seen as “uncool” to care about the world and social issues. And while this isn’t keeping all young men from being involved in youth activism, it’s keeping
many from considering it as an option. Not only is it keeping young men from considering alternative options; it’s also continuing to support the same worn-out gendered paths and expectations that have been perpetuated for decades.

A secondary conclusion as to why young women are more involved in these issues is their connection with the women’s rights movement. Many female respondents referenced this connection- that because they themselves are part of a social issue, are part of a community that has faced discrimination, they feel more empathy and connection towards others who also struggle and feel more driven to be involved. While I have been unable to find research to support the idea that young women are more attracted to social causes and civic engagement because they themselves are part of a social cause, I believe it is a very important observation that should be examined more deeply, especially since so many respondents referred to it.

What are the generational impacts of the women’s rights movement in regards to female participation in other social issues? Does the fact that women have been historically discriminated against influence them to be more involved in other social issues and activism in general? And, as women gain more and more rights and equal footing as men, will this inclination towards other social issues disappear?

What is clear is that it is generally not the attractiveness of one’s college application that is drawing young women towards these activities. While some students did mention this in their reasons behind being involved with GICIYA, it was
both male respondents and only one female respondent. While this runs contrary to what research is showing as an increase in competitiveness amongst young women applying to college, there is the possibility that students in high school are not yet aware of these current trends towards favoring males in the college application process.

**Suggestions for future programs.** I am hesitant to encourage GIV or similar programs to introduce more stereotypically male activities or to even highlight those already present in the program, as this would just perpetuate the stereotypes that are already heavily influencing this gender imbalance in the first place. It would also have an opposite effect on young women and actually *discourage* them from being involved, which would just create a gender imbalance in the other direction. I believe that if GIV wants to make GICIYA or other Institutes more gender balanced, then they should enlist the help of male alumni (or, for Institutes that are predominantly male, female alumni) to serve as spokespeople for these programs. Program alumni are already a proven influence—many of the students spoke of how they initially learned of GICIYA through a former attendee. If former male participants were more vocal about their experience, it may assuage the fears or misconceptions that GICIYA is supposed to be for girls because of its subject matter. Once more young men see that this program is beneficial to them and that other young men are involved and interested in such issues, they may be more inclined to pursue it, especially if they hear it from their own peers.
Programmatically, I think that GICIYA should continue to focus discussions on the gender imbalance that exists in the program as well as in other activities in which the students are involved. As was illustrated by the responses I received, these students already have incredibly insightful and perceptive opinions about the gender imbalance, why it exists, and what should be done about it. Many already recognize that it is a much larger issue than that of just GICIYA. By continuing this conversation, perhaps both male and female participants can identify ways to address the issue, either at the specific program level, or at the larger societal level. These youth have shown that they have the power and ability to make change happen, and by continuing to encourage them to examine these gender issues, they can make impactful, long-lasting change at a societal level.

**Limitations.** There are admittedly some limitations to this research. First and foremost, I recognize that this study was done on a very specific population of Vermont high school students. With this small population comes a certain regional culture that may not be applied to the youth population as a whole in the US. Also, as noted in the Vermont Department of Education statistics, the population of Vermont high school students is 93% Caucasian (Vermont Department of Education, 2010), a statistic that is reflected in the GICIYA student population. Furthermore, there is a tuition fee to attend GICIYA, and while some students are granted scholarships or assistance, many pay the
entire fee, reflecting a more middle to upper class economic status. All of these variables (geographic region, race, and socio-economic status) should be taken into consideration when analyzing these results.

The students who did respond to the survey were self-selected. This indicates a bias of students who are still connected enough to their experience in the program to be willing to dedicate time to providing feedback about it. Also, because I worked with these students and established positive relationships with them, there is a chance that they may have tried to be less critical of the program and the gender issues that exist in an effort to be kind to someone they viewed positively. Furthermore, those who did provide their names and contact information for follow up knew that I would be able to connect their answers to them, which may have caused a certain amount of self-censoring that comes when one is aware that they are not anonymous.

It is my intention to share these results with GIV in an effort to help them further understand the makeup of the participants beyond their demographic information. It will also provide insight into the reasons behind the gender gap that exists in GICIYA (and likely in other Institutes as well). By providing the survey results to GIV, they will gain a better understanding of why students attend GICIYA and what they feel the issues are behind the gender gap, as well as provide specific suggestions for ways GIV can try and increase male attendance. These suggestions have a certain weight to them as they are coming from the population to which GIV is marketing and should be taken
into account in GIV’s marketing strategies.

**Recommendations for further research.** There are many ways in which this topic can be further researched and discussed. First, it would be beneficial to look further into the past at the beginning of GICIYA to see if there were similar gender trends amongst the first classes from 25 years ago. Additionally, in keeping within the context of GICIYA, it would also be beneficial to do a larger survey of the students, studying their influences, their family life, their other extracurricular activities, and their opinions on related topics to see if there are other motivations behind why they are involved in youth activism and GICIYA. Furthermore, I think it would be beneficial to study the marketing strategy of GIV. Is their marketing strategy somehow more attractive to young women than young men? Is there something in the way GICIYA is presented to the public that gives the impression that it the program is intended more for young women than young men? It would also be helpful to speak to students who did not apply to GICIYA but who may be involved in youth activism to see if similar traits and trends exist regarding gender gaps and stereotypes. Lastly, as stated above, I believe more research should be done on the impact of the women’s rights movement on young women’s involvement in social issues and civic engagement. Is there a lasting effect that encourages those who are members of a social cause to be involved in other social causes? Furthermore, is it strictly limited to the women’s rights movement and the
higher female involvement in civic engagement, or is this increase in involvement in other social issues seen in other communities who face discrimination based on race, ethnicity, sexual orientation, religion, etc?

This study could be expanded to include other states’ governor’s institutes or even national youth activism programs such as the Hugh O’Brien Youth Foundation or the National Youth Leadership Council. It would also be interesting to see the gender breakdowns in other similar programs in different parts of the US. It is my estimation that one would find a similar gender disparity in other programs. Furthermore, the research of gender gaps in youth programs could be expanded to an international level. SIT itself does youth leadership and peacebuilding programs with students from many other countries including Turkey, Serbia, Cyprus, the UK and Iraq. It would be interesting to study whether such a gender gap exists on the global level of youth activism and, if so, what the reasons are behind it. Are some of these gender stereotypes that were found in this study universal? Do other countries see more young women applying to post-secondary institutions than young men? Is civic engagement seen as a more feminine activity globally?

***

While this is one case study of one particular program, it is my strong hope that this study may provide insight into the general gender disparity in youth activism and civic engagement and start the conversation of how to make youth social issues more
gender inclusive, regardless of the specific cause. By starting this conversation now and encouraging youth to affect change now, it is my hope that they will be able to begin to banish the stereotypes and stigmas that they will face in the adult world, whether in college or the workplace or in their family lives.

The importance of involving more youth in social issues and civic engagement is paramount- as so many of the students aptly stated, they are the future. One female respondent put it best when she said:

“Without youth involvement our society has no future. We are the future- and in the ever-changing world we (teens) need to step up to the plate now in order to create our own future as well as one the following generations.”

With such wise youth coming out of programs all over the world such as GICIYA, it gives me hope that these perpetuated gender stereotypes and stigmas can be eliminated and that all youth, male or female, can recognize their potential as positive change agents in their world and have their voices be heard, regardless of gender.
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Appendix A: Student Release Form

GOVERNOR'S INSTITUTE ON CURRENT ISSUES & YOUTH ACTIVISM

JUNE 28 – JULY 9, 2011   SCHOOL FOR INTERNATIONAL TRAINING   Brattleboro, Vermont

STUDENT CONTRACT AND PHOTO PERMISSION SHEET

I. I agree to adhere to the following rules during my stay at the Governor's Institute on Current Issues and Youth Activism. (students will be briefed on all rules during orientation)

1) The use of alcohol, tobacco and drugs is not permitted under any circumstances. There is absolutely no smoking during the institute.

2) I will respect the rights of other students and staff, regardless of their political opinion, ideology, race, grade level, gender, ability, nationality or faith.

3) I will respect, protect and not misuse personal, private or public property.

4) I will follow the daily schedule of the Institute, attending all required functions, and I will not leave the campus on my own.

5) I will abide by the rules of conduct established by the faculty and residential assistants of the Institute.

6) I understand and will respect the rule that there be no boys allowed in girls’ rooms at any time, and vice versa, no girls allowed in boys rooms.

7) I understand and will respect the rule that due to the intensive, short-term nature of the program, no outside guests are permitted to visit me during the program.

8) I will immediately report any health problems to Institute personnel.

Misbehavior or failure to adhere to these rules and others may lead to dismissal from the Institute.

Print Name:________________________________________________

Signed:___________________________________ Date:_______________________

Student Signature

If you have an e-mail address, please write it clearly:______________________________________
GIV takes very seriously the importance of providing for all of its students and employees a working and learning environment based on mutual respect and one that is safe, comfortable, and free from intimidation, hostility or other offenses. Therefore, no forms of harassment as defined and otherwise prohibited by state and federal law, whether visual, verbal, or physical, between or among GIV students and/or employees will be tolerated.

II. I give my permission to allow the Governor's Institutes to use photos and quotes of my son or daughter to promote the Institutes' programs, and to post pictures of my daughter or son on the Institute’s daily update webpage.

________________________________________   Date: ________________________________

Parent's Signature

Please mail this by JUNE 3 to: Simon Norton, SIT Youth Programs, P.O. BOX 676, Brattleboro, VT 05302
Appendix B: GICIYA Survey Instructions

Dear GICIYA Graduates,

Greetings from SIT! It’s been almost a year since we all met each other in Brattleboro at GICIYA 2010. I hope you have all had an amazing year at your respective schools and have been able to incorporate much of your experiences and growth from GICIYA into your lives. I know I still think fondly on our 10 days together and am still so inspired by all of you and your energy, passion, and dedication.

I am writing to all of you now as a researcher. I am currently writing my capstone paper for my Masters degree at SIT. My topic is gender and youth programs, specifically GIV. I’m hoping you’ll be able to help me in this study, as your opinions are what really matter! I’ve created a short survey that asks questions about you, your experiences, and your ideas of gender. It should only take about 20-30 minutes, and if you’re interested, you can let me know if you’d like to be contacted for a follow-up interview.

Your insight is what’s really going to inform my paper in terms of gender and youth programs. Also, I will be sharing this information with GIV so that they can better understand their participants and how their programs, especially GICIYA, are viewed.

Please note that this survey is completely confidential and anonymous. I will have no way of knowing who provides answers unless you willingly give your contact information for a follow-up interview. If you do give your name, I will only use it to follow up with you and will not use it in any way to identify you in the actual paper.

Furthermore, I will be happy to share my results with you when the paper is finished. I think it will give everyone a better idea of the makeup of GICIYA and the thoughts and opinions of your fellow participants. It will also give you a chance for self reflection and inspection.

And as always, I am available at any point for any questions or clarifications or thoughts you’d like to share with me directly. You can contact me at Shayne.bell@gmail.com or at 847-212-2295.

Thank you in advance for your cooperation, your time, and your help!

Peace,
Shayne
Instructions

This survey will take 5-10 minutes to complete. Please take your time in answering these questions and answer them to the fullest ability. If you do not feel comfortable answering a question, please feel free to skip it. If you are interested in being contacted for a follow-up interview, please leave your name and contact information below.

Thank you!
Shayne Bell
Shayne.bell@gmail.com
847-212-2295
Appendix C: GICIYA Survey

GICIYA and Gender Survey

This survey will take about 10 minutes to complete. Please take your time in answering these questions and answer them to the fullest ability. If you do not feel comfortable answering a question, please feel free to skip it. If you are interested in being contacted for a follow-up interview, please leave your name and contact information below.

Thank you!
Shayne Bell
Shayne.bell@gmail.com
847-212-2295

Please state your gender here.
□ Male
□ Female
□ Prefer not to say

Why did you apply to GICIYA? Please be as specific as possible.

How did you hear about GICIYA? What attracted you to it?
The 2010 class of GICIYA students consisted of 70% females and 30% males. Why do you think there is such a gender imbalance in GICIYA or youth activism in general?

What would you suggest (if anything) to be done to help make GICIYA more gender equal?

If you are open to be contacted for follow-up questions, please leave your name and email address below.
# Appendix D: GICIYA Schedule

## Vermont Governor's Institute on Current Issues and Youth Activism: 2009 Daily Schedule

<table>
<thead>
<tr>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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<td>28-Jun</td>
<td>LOD: Kathleen;</td>
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<td>LOD: Belle;</td>
<td>LOD: Melissa;</td>
<td>LOD: Sergio;</td>
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<td>Chelsea, Hayley, Kelly P,</td>
<td>Cori, Carly, Brittany R</td>
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<td>Rachel</td>
<td>Katherine, Kerri</td>
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<td>Julie, Kelly, Jake H</td>
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<td>Climate with Alan &amp; John:</td>
<td>11:00 - 12:30</td>
<td>TOPICALS PART 1:</td>
<td>TOPICALS PART 3: 11:00 - 12:30</td>
<td>Greg Prince</td>
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<td>Pardalos with Tim:</td>
<td>Anna Mullany</td>
<td>U.S. High Schools</td>
<td>Learning in Question Authority</td>
<td>TOPICALS PART 3:</td>
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<td>Counter Recruiting In</td>
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<td>ALL STAFF, ALL DAY</td>
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<td>2:00 TEAMBUILDING 2:00</td>
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<td>2:00 - 3:30: TWO ACTIVISTS:</td>
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<td>Activity with Activists 101</td>
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<td>Jeff Ureicki</td>
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<td>with Tim</td>
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<td>4 LEADERSHIP &amp; ACTIVISM</td>
<td>Wages in Vermont?</td>
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<td>3:30 - 4 BREAK</td>
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<td>4:00</td>
<td>4:00 Orientation</td>
<td>4:15 - 5:45</td>
<td>4:00 - 5:30</td>
<td>3:45 - 5:00</td>
<td>3:45 PARADE Prep</td>
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<td></td>
<td>Ratch 108 or Boyce Lawn</td>
<td>WISDOM TREES</td>
<td>FORUM THEATER</td>
<td>WISDOM TREES</td>
<td>Sign Making</td>
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<td>WISDOM TREES</td>
<td>KICK OFF</td>
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<tr>
<td>5:00</td>
<td>Dinner</td>
<td>Dinner with your Alfahy/LOD group</td>
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<td>7:00</td>
<td>Ratch 108</td>
<td>Sports/Freetime</td>
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<tr>
<td>7:15</td>
<td>&quot;MOCK CONGRESS&quot;</td>
<td>7:00 - 7:30</td>
<td>8:00</td>
<td>8:00</td>
<td>FORUM</td>
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<td>8:00</td>
<td>Plus Issue Group Sign Ups</td>
<td>8:00</td>
<td>SPECIAL EVENING PROGRAM:</td>
<td>IMPROV &amp; DRAMA NIGHT</td>
<td>THEATRE</td>
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<td></td>
<td>Hand Drumming WORKSHOP</td>
<td>TO BE ANNOUNCED</td>
<td>Exploring Current &amp; Social</td>
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<td>with Steve Leichach</td>
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<td>Issues through Theater</td>
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<td>9:30 Dorm Orientations</td>
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<td>with Stephen Shearns</td>
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<td></td>
<td></td>
<td>&quot;TOWN COUNCIL&quot;</td>
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<td>New England Youth Theater</td>
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<td>7:45 - 9:15</td>
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<td>10:15</td>
<td>In Dorms</td>
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<td>10:30</td>
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51
### Vermont Governor's Institute on Current Issues and Youth Activism: 2009 Daily Schedule

<table>
<thead>
<tr>
<th>SATURDAY</th>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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<td>4-Jul</td>
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<td>7-Jul</td>
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<tr>
<td>LOD: Bethany &amp; Zach:</td>
<td>LOD: Kim</td>
<td>LOD: Joanna</td>
<td>LOD: Anne Galli:</td>
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<td>Ben E. Alison, Ailsa, William</td>
<td>Edith, Brittany H, Helen, Zachary, Elly, Josh</td>
<td>Simone, Georgia, Alexis O, Jordan</td>
<td>Laura, Monica, Hannah</td>
<td>Emily D., Lucas, Shawn, Julia, Chris, Ian, H.</td>
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<td>Lurie, Dylon, Jamie</td>
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