The Game of Youth: Forms of Civic Engagement among Youth around the World

Khairol Anuar Kamri[1*] and Aizathul Hani Abd Hamid[2]

Abstract---Civic engagements are important to the democracy sustainable. The forms of its activities is increasing from day to day but the traditional forms of political participant is remains as the most fundamental forms in civic engagement. This article present a variety forms of civic engagement among youth that found in the existing literature about youth civic engagement around the world. The systematic review process is guided by PRISMA Statement review method. The existing literatures were rigorously search by using Scopus as the main database. The result then categorized into nine theme which are organizational membership, volunteerism activities, online participation, electoral and political involvements, social cohesion, training and development, intellectual discourse, decision makers and civic attitude. These nine themes are elaborated to the 38 sub-theme of civic engagement activities. This article is the collection of all themes about civic engagement forms that existed around the world in six years latest research. Previous research usually just focused on the certain theme and may ignore other important forms of civic engagement. The finding from this systematic literature review article discovers varieties forms of civic engagement activities that close to the youth interest. By choosing the right forms, it will help develop good citizen behaviour among youth and lead to the peace building in society. Future literature is recommended by examine the objective of each forms and identified which forms is suitable for each country ideologies.

Keywords---Civic Engagement, Democracy, Forms, Youth

I. INTRODUCTION

This paper identified forms of civic engagement among youth through the systematic literature review approach of six years latest literature. The review found nine forms of civic engagement with 38 sub themes which are organizational membership, volunteerism activities, online participation, electoral and political involvement, social cohesion, training and development, intellectual discourse, decision makers and civic attitude.

Civic engagement is important for democracy [16]. It happened when people work collectively on addressing public and community issues. In order to maintain the healthy democracy, the need of an active citizen especially youth are crucial [72]. A good civic engagement contribute to the developing of democratic values like tolerant when face with different opinion, increasing the awareness in electoral and political involvement, enhance the ability to critically involve in decision making and address problem in community, empower all level of group in a country and

[1]*Universiti Tun Hussein Onn Malaysia. E-mail: khairol@uthm.edu.my*
[2]*Universiti Tun Hussein Onn Malaysia. E-mail: khairol@uthm.edu.my*

control the power of the state. The involvements of youth in civic engagement are not only to attract them in political and electoral matter but to prepare them to be a good citizen as a future leader [25]. However, the way of youth to engage in civic action is different for older people [52]. Youth showed a declined participant in political matter that is a fundamental in civic engagement forms [12]. Fortunately, there were other initiatives forms of civic engagement that youth likely to participate and it still give indirectly good impact to the political participant among youth [76]. Scholar had been discussed about what are the exactly forms of civic engagement that may lead to the good citizen behaviour [22]. Traditionally, civic engagement is measured by political socialization [4]. But recently, the literature about civic engagement recognized wider forms of civic engagement from political activities to the any action that give benefit to other people [13]. This new angle can discover numerous activities that actually linked to the formation of civic society among youth. Therefore, this paper is to identified the activities of youth that can be account as their civic engagement forms which will resulted to the good citizen behaviour and contribute well to the society.This paper were to answer the research question on what are the forms of civic engagement among youth in recent literature around the world.

II.   LITERATURE REVIEW

Numerous scholars had been tried to figure out the exact forms of civic engagement. Verba&Nie (1972) [80] categorized civic engagement into four categories which are voting, campaign, connecting with the public officer and involvement in community activities. Next, Braddy (1999) separated civic engagement into two main categories which are electoral forms and non-electoral forms. Electoral category were consist voting and campaign while non-electoral category divided into conventional (community services and organizational membership) and unconventional (boycott and sign petition activities). Keeter et al (2002) [40] detailed the form of civic engagement into three separated indicator (civic indicator, electoral indicator and indicator of political voice). Civic indicator consist community based activities, organization membership, volunteer in non-electoral organization, participation in leisure activity with community and charity work. For electoral indicators it connect with the citizenship activities like voting, campaign, volunteer for political actor, displaying button badge and attract someone else to join them. And for political indicators, it consists connect the institution, connect the media, write a petition or e-Mel, boycott, buycott and canvassing. In 2003, Pattie et al [60] start to state that civic engagements were actually evolve from personal to the collective action. Pattie et al defined civic engagement were categorized in individualistic forms which are personal social attitude, donation, sign petition, fund raising, voting and button badge display. Second form that stated by Pattie et al were contact category which refer to the contacting the authority activities and the third category are collective action which mean demonstration, campaign and volunteerism.

After that, Teorell et al (2007) [75] said that the civic participant have its own mode that pictured the expression of the community and act as influence medium to the society. The participant mode are divided into five point which are voting, campaign activity, contact, protest and consumer participation that involve donate behaviour, boycott, political attitude and sign petition. Next, Ekman &Amna (2012) came with different approach of civic engagement form with emphasize the function of social element on the political attitude and public relation. Ekman &Amna (2012) also agreed that civic engagement were started form individual level up to the collective action. Their approach in civic

engagement forms framework are formal political participation which include campaign and contact the institution, extra parliamentary activity that differentiate into individual action (sign petition, political involvement) and collective action (demonstration, protests, riots and building squats). The fourth and last approach is social participation which connect to social or political issues awareness and civic action which include volunteering and charity work. This framework was beautifying by Checkoway&Aldana (2013) [16] that suggested four forms of civic engagement among youth for democracy. Checkoway&Aldana stressed the important of grassroots organizing which involve a community program, seminar and public meeting. They also identified citizen participation (voting, public speaking, politic involvement, and formal organization), intergroup dialogue (public dialogue, summer camping program) and socio-political development (community organization, campaign, protest and policy advocacy).

The most recent civic engagement forms were found by Arvanitidis (2017) [3] that believed civic engagement were divided into two level which are individual level and system level. Individual level may influence by personal surrounding [41, 54, 55] which linked to the bonding and bridging in social relation activities, demographic factor [58,61], personal resource and lastly personal value, norms and ideologies. At system level, it linked to the social structure like family, school, community and institution that provide a programme and support the civic engagement action.The contribution of civic engagement to the society should be look at individual approach and also at collective approach. Picking up litter, donate blood, giving behaviour, recycling and obey the law are just good as volunteering, organization membership and political support [81]. When the person which in our case here are youth involve in community, engage with other people, broaden their network it is mean that they are one step ahead in civic engagement [72]. Their participation with other people in their community or certain group is actually increase their sense of belonging or social identification that good for enhance their awareness toward to the community concern [15].

While on the other side, the debate of civic engagement is lie on whether it is on politic or non-politic forms [72]. Political forms focused on the empowering youth with the citizenship, involvement in political matter and voice out their opinion about policy or institution at structural level. Non-political forms address to encourage youth to become an active community member through participation in volunteer work, community services, and increase their support and attention to their community. But political and non-political forms are not two different identities[32,84]. They can connected at any point and linked together depends on the articulation of the activities and need. Non-political forms may lead to the political forms for policy change and community problem solving while political forms may use non-political forms of civic engagement to attract and increase the awareness in politics and social issues among public or youth. Non- political forms were used to bring the community issues upward, a medium that respond to the inequalities and injustice that happen at local level or minorities community but at the end of it, they need the interruption of politic forms to correct the situation, to put a serious attention on their issues which finally resulted to the harmony, justice and peace community [38].

III. METHODOLOGY AND LIMITATION

In this part, the method on how the forms of civic engagement that extract from the article is discussed. The reviewer used PRISMA method which contained resources used to collect and filtered the article, eligibility and exclusion criteria which selected for this review, the process of systematic review which includes identification, screening and eligibility and lastly is a process of data abstraction and content analysis.

A. PRISMA

PRISMA Statement guideline (Preffered Reporting Items for Systematic reviews and Meta-Analyses) were used for the review. The PRISMA is used because it can definea clear research question which allows a systematic review process. Second, it can filter the article by using inclusion and exclusion criteria to sort the articles based on reviewer research question and third, it can examined a large database in a short time. By using PRISMA, it permits a rigorous search that related to the civic engagement forms among youth.

B. Resources

The resources for this review come from two main journal databases which are Scopus and Google Scholar. Scopus is the main database used for this systematic review article. It is launched in 2004 and has about more than 10 000 publisher around the world. It covers a wide academic area such as social science, medical science, physical science and agricultural field. For the second database, reviewer is used a Google Scholar as searching site for the article that related to the research question. Google Scholar is a database launched in 2004 that offer a diverse literature from any field. The method that used for the searching article is hand picking article which include the inclusion and the exclusion criteria as same as article that found by Scopus.

C. Eligibility and exclusion criteria

First, only article journal are selected for this review. The review article, book series, book, chapter in book and conference proceeding were not included. Second, the searching only used English publication to enhance the understanding of whole article. By review Non-English publication, the misunderstanding of language and difficulty in translating may occur. Third, because of numerous articles about civic engagement, this review only focuses on a 6 years latest timeline of publication (between 2014 and 2019). This selection of timeline is to ensure the latest pattern of civic engagement that occurs among youth. Next, in order to have wider view of content, article indexed in social sciences and sciences stream article are included. Finally, to observe the pattern of civic engagement among youth around the world, this article review is not limited to specific region or country.

Table 1: The Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Document Type	Articles journal	Review articles, book series,book, chapter in book, conference proceeding
Language	English	Non-English
Publication Time line	2014 - 2019	<2014

D. Systematic review process

First level is identification. In this level, the keyword for search process is identified. By depending on literature review, previous research and thesaurus, the similar and related keywords for civic engagement form were used as table 2 below. At this level, three duplicated article were found and excluded.

Second level is screening process where 503 articles were removed out from 719 articles due the type of literature, language and timeline publication selection. The third level is eligibility where the full articles were examined. After full examination, a total 178 article were removed because they did not have the civic engagement form information, did not have empirical data and not focus on civic engagement among youth. Lastly, a total of 38 articles were included for review result and qualitative analysis.

Table 2: Search String Used in Identification Process

DATABASE	SEARCH STRING
SCOPUS	TITLE-ABS-KEY (("civi* engagement* form*" OR "civi* engagement* pattern*" OR "civi* life" OR "civi* society") AND (youth OR "young adult*"))

IV. DATA ABSTRACTION AND ANALYSIS

Total of 38 article were examined and fully analyse. The analysis was focused on studies that answered the research question for this review. The result were obtained by reading the abstract and then go through the full article for in dept reading in order to obtained the article theme and sub theme of civic engagement form that found in the article. Next, to identify the theme related to civic engagement among youth the content analysis was used in qualitative analysis process.
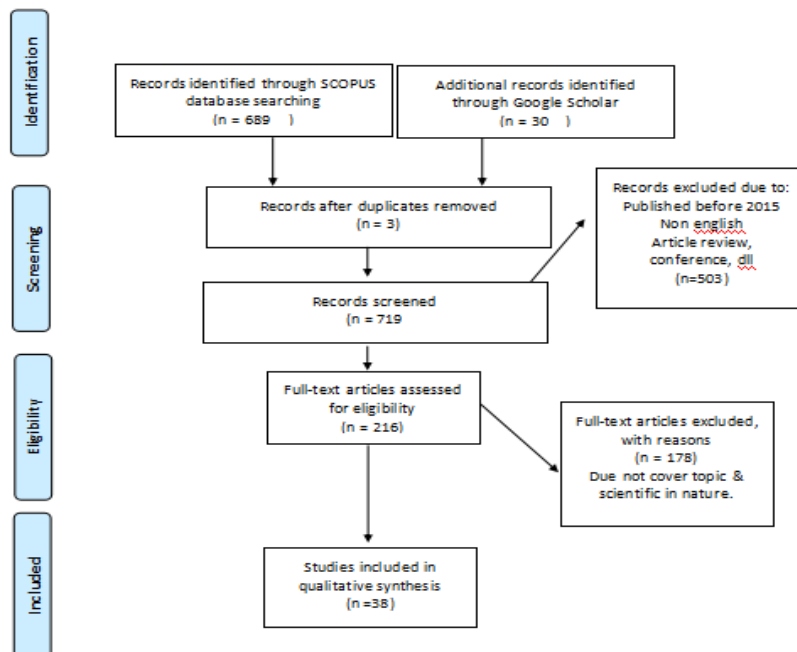

Figure 1: PRISMA Process

V.   RESULT AND DISCUSSION

The review resulted in 9 theme and 38 sub-themes related to the forms of civic engagement. The 9 main themes are electoral and political involvement, organization membership, volunteerism activities, training and development, decision makers, online participation, social cohesion, intellectual discourse and civic attitude.

A total of 12 studies focused on United Stated civic engagement forms [42,Blanford, A., Taylor, D., &Smit, M., 2015; 27,28,39,20,26,34,Bisafar, F.I., Martinez, L.I., & Parker, A.G., 2018; 53; Christen, B.D., Byrd, K., & Peterson, N.A., 2018; 49]. Meanwhile, there are 2 studies focuses on civic engagement form for each country which are Europe [30,5]Rusia [71,64], Czech Republic [8,50] and China [73,36]. Futher more, one study about civic engagement forms for each country which are Greece [3], London [6], Turkey [7], Finland [44], Chile [43], Colorado [51], Bosnia and Herzegovina [56], South Wales [59], Malaysia [2], South Africa [14], Singapore [72], Czech Roma [68] and West Virginia [46]. Gray, C.L., et al, 2016 [29] has discovered the forms so civic engagement in five cities which are Cambodia, ethiopia, Hydrebad, Kenya and Nagaland while Sika, N., 2018 observed the civic engagement forms in selected Middle East Country which are Tunisia, Moroco, Palestine, Lebanon and Egypt. Leek, J., 2019 [46] also identified the civic engagement forms in England, Italy and Lithuania while Kurtenbach, S. &Pawelz, J., 2015 [43] found those forms in Guatemalo and TimurLeste.

In addition, 17 studies were carried out in qualitative approach and 16 studies were carried out in quantitative approach. Meanwhile, only 5 studies used mixed method approach (qualitative + quantitative). For the years published, two articles was published until Jun 2019, 10 articles were published in 2018, only three papers published in 2017, 14 studies were published in 2016, seven articles published in 2015 and lastly two paper published in 2014.

Table 3 show the whole of 38 study result on systematic literature review of civic engagement forms among youth in 6 years latest literature around the world. Generally, table 3 showed that most research discovered a pattern of civic engagement that focus on three top themes which are organization membership, volunteerism activities and electoral and political involvement. While the least pattern of civic engagement forms that discovered by previous research are training and development, decision makers and civic attitude. Next is table 4 that show how many research were discovered that particular civic engagement forms in their study. Roughly, three top sub-themes in this review paper are community services in volunteerism activities category with 22 studies, political support in electoral and political involvement category with 18 studies and community based organization in organization membership category with 15 studies. In addition, the lowest civic engagement forms that discovered by previous research are patriotism in civic attitude category.

Table 3: Result of Civic Engagement Forms

Author/Year/ Country	Electoral & Political Involvement					Organization Membership						Volunteerism Activities					Training & Development			Decision Makers				Online participant			Social Cohesion		Intellectual Discourse				Civic Attitude					
	PS	PRO	CAMP	EXP	SP	COO	LOO	EOO	ROO	POO	LUO	SER	DON	CHA	EDU	ENV	SEM	PRO	TRA	AM	PAS	PS	PC	SHA	JOI	CRE	BRI	LIN	PDT	PFM	PDG	DIS	LEA	ACC	CON	SEF	PAT	TOL
Arvanitidis, 2017 (Greece)		/	/	/	/	/	/	/	/	/	/				/																							
Baglioni, 2016 (Europe)	/					/			/	/	/																											/
Ballard et al, 2015 (London)	/											/	/	/	/	/																						
Bee &Kaya, 2016 (Turkey)		/				/	/	/	/		/																											
Blanford et al, 2015 (USA)								/				/																										
Christen et al, 2018 (USA)		/			/															/	/																	
Beilman et al,2018 (Czech Republic)	/	/	/	/	/								/	/										/	/	/	/											
Hoskin et al, 2015 (Europe)	/	/										/	/	/	/	/																					/	
Gray et al, 2016 (Cambodia, Ethiopia,Hydrebad, Kenya, Nagaland	/											/											/					/										
Rakhimova et al, 2016 (Russia)																					/						/	/			/	/						
Collins et al, 2016 (USA)						/																							/	/	/		/					
Engbers, 2016 (USA)	/		/			/	/	/	/	/	/	/	/	/	/	/								/														
Jacobsen & Casalapi, 2016 (USA)	/		/				/					/				/				/	/							/										
Laitinen. 2018 (Finland)						/	/	/	/	/	/	/	/	/	/	/																						
Kanacri, 2016 (Chile)	/					/						/	/															/										
Luthra, 2018 (USA)				/		/		/				/		/										/	/	/							/					
Macphee, 2017 (Colorado)						/						/							/		/			/	/	/			/	/	/		/		/	/		
Micihski, 2016 (Bosnia & Herzegovina)	/					/	/	/	/	/	/							/	/																	/		
Sika, 2018 (Middle East)	/	/	/	/	/	/	/		/	/	/	/	/						/		/			/	/	/		/		/			/					
Silvan2015 (Russia)						/	/	/	/	/	/						/	/	/																			
Spires, 2018 (China)						/	/		/			/						/																		/	/	
Muddiman et al, 2019 (South Wales)		/										/	/	/													/											
Ahrari et al, 2014 (Malaysia)	/		/			/	/	/	/		/	/	/	/			/		/	/	/		/	/	/			/			/		/					
Bisafar et al, 2018 (USA)	/											/				/								/	/	/												
Bosch, 2016 (South Africa)																								/	/	/												
Coe et al, 2015 (Ecuador & Peru)																					/												/	/				/
Gaby, 2015 (USA)	/	/	/		/							/																										
Gordon et al, 2016 (USA)																															/							
Sim & Chow, 2018 (Singapore)	/	/	/	/	/							/							/		/				/		/				/		/					
Jiang & Kontauts. 2018 (China)												/												/	/	/												
Karakos et al, 2016 (USA)												/	/	/	/	/																	/					

589

	PS	PRO	CAM	EXP	SP	CO	LO	EO	RO	PO	SER	DON	CHA	EDU	ENV	SEM	PRO	TRA	AM	PA	PS	PC	SHA	JOI	CRE	BRI	LIN	PDT	PFM	PDG	DIS	LEA	ACC	CON	SEF	PAT
Kupchik & Catlaw, 2014 (USA)	/										/	/	/	/	/																					
Kurtenbach & Pawelz, 2015 (Guatemalo & Timor Leste)	/		/			/	/		/	/									/																	
Leek, 2019 (England, Italy, Lithuania)											/	/		/														/	/	/	/	/		/		
Machackova & Serek, 2017 (Czech Republic)	/	/	/	/	/																		/	/	/	/						/				
Marchi & Clark, 2018 (USA)																							/	/	/							/				
Serek & Machackova, 2015 (Czech Republic)	/			/							/	/	/	/	/								/	/								/				
Wray-Lake et al, 2016 (West Virginia)	/	/									/			/					/				/			/						/		/		/

Electoral & Political Involvement
PS : Political Support
PRO : Protest
CAM : Campaign
EXP : Expression
SP : Sign Petition

Organization Membership
CO : Community Organization
LO : Leisure Organization
EO : Education Organization
RO : Religious Organization
PO : Political Organization

Volunteerism Activities
SER : Services
DON : Donation
CHA : Charity
EDU : Education
ENV : Enviroment

Training & Development
SEM : Seminar
PRO : Programme
TRA : Training

Decision Makers
AM : Attend Metting
PA : Public Advocacy
PS : Public Services
PC : Public Complain

Online Participant
SHA : Sharing
JOI : Joining
CRE : Creating

Social Cohesion
BRI : Bridging
LIN : Linking

Intellectual Discourse
PDT : Public Debate
PFM : Public Forum
PDG : Public Dialogue
DIS : Discussion

Civic Attitude
LEA : Leadership
ACC : Accountability
CON : Construction
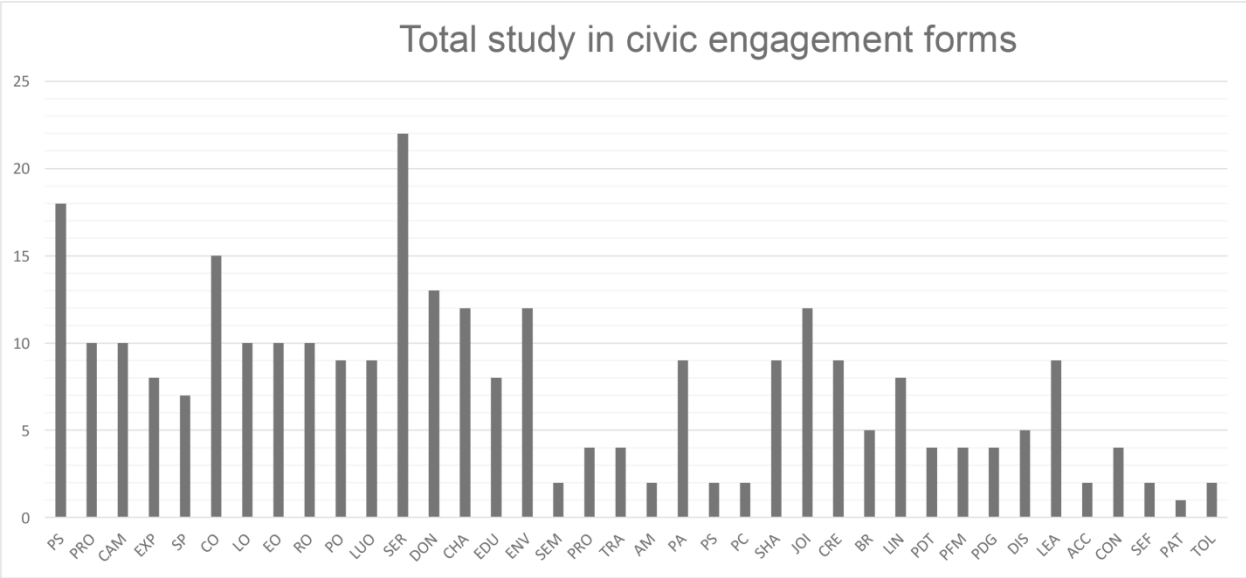SEF : Self-efficacy
PAT : Patriotism

Figure 2: Total Study in Civic Engagement forms Among Youth

VI. DISCUSSION

This paper is a systematically review of six years latest literature on civic engagement forms that existed among youth around the world. Civic engagement is a collective action where people care about community and responsibility to their country. The important of civic engagement are significant for the democracy, peace building, conflict prevention, state reconstruction (Paffenholz&Spurk, 2006) and many more. A rigorous searching of literature has been done from Scopus and Google Scholar databases which finally end up with 38 articles. The forms of civic engagement are extracted in these 38 articles which resulted in nine themes of civic engagement forms and 38 sub-themes. The main five theme are organization membership, volunteerism activity, online participation, political movement and civic social cohesion while the others four are intellectual discourses, civic attitude, training and development and the last theme is decision makers.

According to this review, a lot of forms and activities of civic engagement were found. Nine main themes were discovered with 38 sub theme as table 3. Organization membership is seemed to be the most popular activities among youth that counted as civic engagement forms. Organization membership also is the easiest way to increase the civic engagement value among youth[16,69]. The most popular sub-theme under organization membership are community based organization with 15 articles identified it as one of forms of civic engagement in their study.

So, what is organization? Organization is a group of people who want to achieve the same objectives by joining the group [67,17,23]. The member of organization can be consists at least two people and can go up to thousands of people. An organization also can be either profit or non-profit organization according to their objective, vision, mission, value and strategies on how to achieve their aims. Organization is a big term that can include into formal and non-formal type, governmental or non-governmental, political or non-political and other. But in term of civic engagement, the participant in civil society organization (CSO) is more connected in civic development among youth.

According to the UN Guiding Principles Reporting Framework, CSO is a non-government and non-profit organization that establish by volunteer people that free form state and market influences. CSO can be in very wide forms based on interest and objectives as can be found in these reviews which are community based organization, leisure organization, politics organization, religious organization, education organization and labour union organization. By be a member in CSO organization, youth have chances to voice out community need, helping people, joining an activities and make connection with other people. The most important role of organization in civic engagement is to encourage youth to take part in social causes together with the other people [79]. It is because by involve in collective action in activities, it is actually is a process of preparing youth in building a good democracy institution [7].

But at the same time, Van Ingen also stated that organization membership can be either passive or active membership. Active members mean they are not just paying fee and register for the organization but also involve in its activities, take responsible in the organization and participate the decision make discussion [10]. While passive members are a member who just pays the club fee to be acknowledge as members [79]. In CSO participation trend, youth are more likely to join in leisure time organization rather than other forms of organization [44]. The participation of youth in certain organization also influence by how the organization attract the youth to join them based on their

advertisement and what activities that they can offer to the youth. In contrast, youth show less interest in political organization because they picture the politic as boring, address the same thing again and again, and burdensome [7]. Even tough political organization were not at the top of youth interest, but the involvement in other forms of CSO is still give an impact on youth political attitude. In Turkey, their increasing CSO formation were leaded to the youth protest in 2013 called the Occupygezi[7]. It is because, by be a member in CSO it give the member a social identity, a sense of belonging. The can recognize themselves based on their organization membership, increase their pride and confidence and make they feel they are someone who can change the world [51].

However recently, youth are likely start to less interest in joining in an organization especially to be as members and are more willingly in short-term volunteerism commitment activities[44,69]. According to the U.S. labour department, about 61 million people agree that volunteer is a great form of activities that benefit them [21]. Volunteering is non-traditional civic engagement that youth like to participate frequently [52]. It is because by participate in volunteering activities especially in community services, youth feel they are more responsible, useful to the community, gain more skill, have high chances to get a job, large social circle and higher awareness and sensitivity towards other people [45]. Another advantages that can youth get by volunteering are learning a lifelong new skill, strengthen the network between youth and the community, have a wider experience, get to know different people at any age, job and status which can help youth to build a wider network for future [21].

Volunteering also connected with giving behaviour such as donation and charity work [37,62,66]. Putnam (2000) found that those who are like to volunteer are more likely to give. Both are good for community care, community engagement and public awareness. Giving are more on personal resource that focused on civil society development because it is motivate by shared norms of helping people [37]. On the other side, volunteering are more connected with community participant that close to the public good. It is because, it linked to the relationship of youth with other people by face to face relationship and resulted in good social interaction in the community [61]. On the other hand, volunteering and giving are related to religious matter [33] because youth feel they also done their religion practice by involve in volunteer, giving and help other people [2]

Electoral and political involvement as a form of civic engagement is very traditional discussion over a long time [12]. Studies also show the decline of participant in traditional electoral and political activities among youth such as voting and contacting to the politician [52; Siisiainen&Blom, 2009; 1,Blais&Loewen, 2011, 76). But the alternative activities that attract youth in electoral and political involvement are increasing like campaign, demonstration, protest, sign petition and expression [76, 63] because they thought it is more meaningful to them. The lower voting activity among youth were linked to the less interest of governance in addressing youth issues like education, youth occupation and their rights [57]. Another factor that influence this trend are lack of politic education [11], no interest in politic matter [52] and have trouble in access for voting and contact the politician [52]. Even the rise of other civic engagement forms like organization membership, volunteerism activities, non-traditional electoral and politician involvement is in a positive way, voting is a fundamental to a democracy country [19] and most important, it is the main responsible as a citizen [63]. So as the solution to this problem, Blandford et al (2015) [12]found that informed youth can be one of the solutions. By giving the enough education, spreading information among youth and control the shared information can make youth more aware about their main responsible.

That information was likely to be access by youth in online platform. This make online participation among youth as a new trend of civic engagement forms and it is rising from time to time [36, 53,Serek&Machackova, 2015). Online participation has been proved give a good benefit toward the increasing of civic engagement among youth. It help to strength the youth status, increase the social capital among youth, attract them to the political issues and empower them with civic education that can be access through online platform [9, 31]. Online platform serve as promotion medium to the civic engagement [48]. In online participation theme, this review was found a numerous activities that can be acknowledge as civic engagement forms. But the basic of all these activities were categorized into three sub themes which are joining, sharing and creating activities. Joining is an action when the youth join the discussion on online, sign online petition, read online news or article or even by see the video that connect with the political and social issues. Sharing is an action when the youth share the information that they got to other people through share button on social media platform, hashtag campaign, repost or retweet or put a link site to their profile page. While creating is an action when the youth by their own initiative create a civic content issues to their profile to attract other people join them and have an attention to that matter too. This action include by update a status, quote, making a short video, making an online live streaming to their civic activities like youth event or attend a community meeting.

Online participation also showed a positive linking to the building of trust in bonding and bridging social capital among youth [85]. This related to the social cohesion theme that addresses the bridging and linking social capital as forms of civic engagement that found in this review. Bridging is representing the connection between youth with other community while linking is representing the connection between youth with the institution. Bridging can be performing by joining an activity that have foreign participant and compete with other neighbourhood in football competition [18,50]. While linking can be perform by contact a politician through an e-mail, report to the police officer and meet the local official [70, 82]. Social capital gives a good benefit to the community to function well by build a community relationship through civic institution. This relationship of social cohesion that builds among them will encourage them to work together and finally strengthen their civic engagement [62]. Linking is specially focused on the ties with the formal institution or authority person [74]. Linking social capital may lead to positive effect as a medium for community development and also may lead to negative effect that may cause a rise in corruption and favouritism [65].

Another theme that account as civic engagement forms among youth in this review are training and development, intellectual discourse, decision maker and civic attitude. Training and development, intellectual discourse and decision makers were actually can be found in volunteerism activity, working in an organization, involve in political campaign and others. Training and development consist activities like seminar, programme and training session while intellectual discourse consist activities like public debate, public forum, public dialogue and discussion that happened among youth. In can be either in offline and online forms [83]. Decision makers theme is about when youth have courage to voice out their opinion to the structural forms by attend meeting, make a public advocacy like write an essay about political and social issues and publish them to get focus group (politician, minister) attention, obey to join a public services and make a complain through authority channel about community problem or injustice that happened to them. This themes are related at the system level that suggested by Arvanitidis (2017) [3]. At system level, social

structure like families, education institutions, communities and public institution have a big influence on civic engagement. These social structure are responsible in organize a training and development programme, an intellectual discourse activities that can attract the participant of youth and a policy that support the participation of youth in decision making. These theme only can be successfully perform if they were supported by the norms and value that permit and promote the civic engagement development in their social system like by governance or by the local community [47,Xu et al, 2010). Civic attitude theme that found in this review has very low frequency than others. It is because civic attitude were actually can be gained as a benefit to the civic engagement. But according to Uslaner (2003) [77, 78], personal attitude can be a form of civic engagement at individual level. The civic attitude that found in this review are leadership, accountability, constructive, self-efficacy, patriotism and tolerant. This attitude were a part of social values that have a significant role to increase the responsible as citizen among youth, to enhance their interest in helping people [35,Begerlein&Vaisey, 2013) and increase their skill and self-belonging among youth so they do not feel marginalized from the institution [57].

Table 4: Civic Engagement Forms that Work on Individual Level and System Level

Individual level				
Civic attitude - Leadership - Accountability - Constructive - Self-efficacy - Patriotism - Tolerant	Social Cohesion - Bridging - Linking	Electoral and Political involvement - Political Support (Voting, donate for political party and other) - Protest, boycott etc - Campaign - Expression - Sign Petition	Decision Markers - Public Hearing - Attend Meeting - Public advocacy - Public services - Public complain	Online Participant - Sharing - Joining - Creating
System Level				
Organization Membership - Community Organization - Leisure Organization - Education Organization - Religious Organization - Politic Organization - Labour Union	Volunteerism Activity - Community Services - Donation - Charity - Education - Environment	Training and Development - Seminar - Programme - Training	Intellectual Discourse - Public Debates - Public Forum - Public Dialogue - Discussion	Decision Makers - Public Hearing - Attend Meeting - Public Advocacy - Public Services - Public Complain

VII.   CONCLUSION

This systematic review has identified the forms of civic engagement among youth around the world. It recognized the recent forms of civic engagement were not only focused on the political participant only but has wider the concept to the personal behaviour on values and norms. The civic engagement forms must be understood at individual and system level which both are benefit to the democracy sustainable. Based on systematic review conducted, youth have nine theme of civic engagement which is organization membership, volunteerism activities, online participation, electoral and political involvement, social cohesion, training and development, intellectual discourse, decision makers and civic attitude. The finding also showed that organization membership, volunteerism, online participation is the most popular forms that have been as the youth choice. Even there is a studies that showed the decline in electoral and political involvement among youth, the review also showed that the country that involve in this review were take a serious attention on the electoral and political involvement among youth in their country. This review paper were only recognized the forms of civic engagement among youth. Future literature on civic engagement may identify the objective of each form that suitable for different country ideologies.

ACKNOWLEDGEMENT

REFERRENCE

[1]   Adsett, M. (2003). Changes in political era anddemographic weight as explanations of youth 'disenfranchisement' in federal elections in Canada, 1965-2000. *Journal of Youth Studies*, 6(3), 247-264.

[2]   Ahrari, S., Othman, J. B., Hassan, M. S., Samah, B. A., &D'Silva, J. (2014). Understanding meaning and characteristics of civic development in higher   education. *Asian Social Science*, 10(16), 50.

[3]   Arvanitidis, A.P., (2017). The concept and determinants of civic engagement. *Human   Affairs*, 27, 252-272.

[4]   Bachen, C., Raphael, C., Lynn, K., McKee, K., & Philippi, J. (2008). Civic   engagement, pedagogy, and information technology on websites for youth.   *Political Communication*, 25(3), 290-310.

[5]   Baglioni, S. (2015). Multi-Level Governance, the EU and Civil Society: A Missing Link?.*In Multi-Level Governance: The Missing Linkages* (pp. 163-182). Emerald Group Publishing Limited.

[6]   Ballard, P. J., Malin, H., Porter, T. J., Colby, A., & Damon, W. (2015). Motivations for civic participation among diverse youth: More similarities than differences.   *Research in Human Development*, 12(1-2), 63-83.

[7]   Bee, C., & Kaya, A. (2017). Youth and active citizenship in Turkey: Engagement, participation and emancipation. *Southeast European and Black Sea Studies*, 17(1), 129-143.

[8]   Beilmann, M., Kalmus, V., Macek, J., Macková, A., &Šerek, J. (2019). Youth in the   Kaleidoscope: Civic Participation Types in Estonia and the Czech Republic.   *Sociálnístudia/Social Studies*, 15(2).

[9]   Beyerlein, K., & Vaisey, S. (2013). Individualism revisited: Moral worldviews and civic engagement. *Poetics*, 41(4), 384-406.

[10]   Billis, D. (2010). *Towards a theory of hybrid organizations.* In D. Billis (Ed.), Hybrid organizations and the third sector. Challenges for practice, theory and policy (pp. 46–69). Basingstoke and New York: Palgrave Macmillan.

[11]   Bishop, G. and Low, R. (2004). *Exploring young Canadians' attitudes toward government, politics and community*. Canadian Democracy: Bringing Youth back

[12]   Blandford, A., Taylor, D., &Smit, M. (2015, November). Examining the role of information in the civic engagement of youth. In Proceedings of the 78th ASIS&T Annual Meeting: Information Science with Impact: *Research in and for   the Community* (p. 21). American Society for Information Science.

[13]   Bobek, D., Zaff, J., Li, Y., & Lerner, R. M. (2009). Cognitive, emotional, and behavioral components of civic action: Towards an integrated measure of civic   engagement. *Journal of Applied Developmental Psychology*, 30(5), 615–627.

[14]   Bosch, T. (2017). Twitter activism and youth in South Africa: The case of#   RhodesMustFall. *Information, Communication & Society*, 20(2), 221-232.

[15]   Brady, H. (1999). Political participation. In J. P. Robinson, P. R. Shaver, & L. S. Wrightsman (Eds.), *Measures of Political Attitudes* (pp. 737-801). San Diego: Academic Press.

[16]   Checkoway, B., &Aldana, A. (2013). Four forms of youth civic engagement for   diverse democracy. *Children and Youth Services Review*, 35(11), 1894-1899.

[17]   Christens, B. D., Byrd, K., Peterson, N. A., & Lardier, D. T. (2018). Critical hopefulness among urban high school students. *Journal of youth and adolescence*,   47(8), 1649-1662.

[18]   Coe, A. B., Goicolea, I., Hurtig, A. K., & Sebastian, M. S. (2015). Understanding How young people Do activism: youth strategies on sexual health in Ecuador and   Peru. *Youth & society*, 47(1), 3-28.

[19]   Cohen, A.K. and Chaffee, B.W. (2012). The relationshipbetween adolescents' civic knowledge, civic attitude, and civic behaviour and their self-reported future   likelihood of voting. *Educations, Citizenship and Social Justice*, 8(1), 43-57.

[20]   Collins, M. E., Augsberger, A., &Gecker, W. (2018). Identifying Practice Components of Youth Councils: Contributions of Theory. *Child and Adolescent   Social Work Journal*, 35(6), 599-610.

[21]   D'Archangelo, M. (2009). Doing Good—The Benefits of Volunteering for Your Life,   Your Career, Your World. *Laboratory Medicine*, 40(3), 146-150.

[22]   Davies, I. (2010). Defining citizenship education. In L. Gearon (Ed.), *Learning to teach citizenship in the secondary school* (2nd ed., pp. 22–33). USA: Routledge.

[23]   Delgado, M., & Staples, L. (2008). *Youth-led community organizing: Theory and   action*. New York, NY: Oxford University Press.

[24]   Diamond, L. J. (1999). *Developing democracy: Toward consolidation*. Baltimore, MD: The John Hopkins University Press.

[25]   Ekman, J., &Amna, E. (2012). Political participation and civic engagement: towards   a new typology. *Human Affairs,* 22(3), 283-300.

[26]   Engbers, T. A. (2016). Building community? The characteristics of America's most   civic cities. *Journal of Public Affairs*, 16(1), 50-56.

[27]   Gaby, S. (2017). The civic engagement gap (s): Youth participation and inequality   from 1976 to 2009. *Youth & Society*, 49(7), 923-946.

[28]   Gordon, E., Elwood, S., & Mitchell, K. (2016). Critical spatial learning: participatory   mapping, spatial histories, and youth civic engagement. *Children's geographies*,   14(5), 558-572.

[29]   Gray, C. L., Pence, B. W., Messer, L. C., Ostermann, J., Whetten, R. A., Thielman, N. M., &Whetten, K. (2016). Civic engagement among orphans and non-orphans   in five low-and middle-income countries. *Globalization and health*, 12(1), 61.

[30]   Hoskins, B., Saisana, M., &Villalba, C. M. (2015). Civic competence of youth in Europe: Measuring cross national variation through the creation of a composite   indicator. *Social Indicators Research*, 123(2), 431-457.

[31]   IrannejadBisafar, F., Martinez, L. I., & Parker, A. G. (2018, April). Social Computing-Driven Activism in Youth Empowerment Organizations: Challenges   and Opportunities. *In Proceedings of the 2018 CHI Conference on Human   Factors   in   Computing Systems* (p. 183). ACM.

[32]   Ishizawa, H. (2015). Civic participation through volunteerism among youth across   immigrant   generations. *Sociological   Perspectives,* 58(2), 264–285.

[33]   Jackson, E., Bachmeier, M., Wood, J. R., & Craft, C. (1995). Volunteering and charitable giving: Do religious and associational ties promote helping behavior? *Nonprofit and Voluntary Sector Quarterly,* 24(1), 59-78.

[34]   Jacobsen, R., &Casalaspi, D. (2018). If Someone Asked, I'd Participate: Teachers as   Recruiters for Political and Civic Participation. *Journal of Adolescent Research*,   33(2), 153-186.

[35]   Jankowski, R. (2007). Altruism and the decision to vote explaining and testing high voter turnout. *Rationality and Society*, 19(1), 5-34.

[36]   Jiang, J., &Kontauts, A. (2019). How Social Media Affect Youth Civic   Participation   In   China. *Regional   Formation   and Development Studies*,   27(1),   36-44.

[37]   Jones, K. S. (2006). Giving and volunteering as distinct forms of civic engagement: The role of community integration and personal resources in formal helping.   *Nonprofit and Voluntary Sector Quarterly,* 35(2), 249-266.

[38]   Kahne, J., &Westheimer, J. (1996). *In service of what?: The politics of service   learning. The Phi Delta Kappan*, 77(9), 592–599.

[39] Karakos, H. L., Voight, A., Geller, J. D., Nixon, C. T., & Nation, M. (2016). Student civic participation and school climate: Associations at multiple levels of the school ecology. *Journal of Community Psychology*, 44(2), 166-181.

[40] Keeter, S., Zukin, C., Andolina, M., & Jenkins, K. (2002). *The civic and political health of the nation: A generational portrait.* New Brunswick, NJ: Center for Information and Research on Civic Learning and Engagement.

[41] Kelly, D. C. (2006). Parents' influence on youths' civic behaviors: The civic context of the caregiving environment. Families in Society: *The Journal of Contemporary Social Services*, 87(3), 447-455.

[42] Kupchik, A., &Catlaw, T. J. (2015). Discipline and participation: The long-term effects of suspension and school security on the political and civic engagement of youth. *Youth & Society*, 47(1), 95-124.

[43] Kurtenbach, S., &Pawelz, J. (2015). Voting is not enough: youth and political citizenship in post-war societies. *Peacebuilding*, 3(2), 141-156.

[44] Laitinen, H. (2018). Empowering New Agents of Civil Society or Fostering Good Citizens? Framing Youth Participation in Finnish Youth Organizations. *Journalof Civil Society*, 14(4), 328-345.

[45] Latham, M. (2003). *Young volunteers: The benefits of community service.* University of Nevada-Reno.

[46] Leek, J. (2019). Teachers perceptions about supporting youth participation in schools: Experiences from schools in England, Italy and Lithuania. *Improving Schools*, 1365480219840507.

[47] Lewis, V. A., MacGregor, C. A., & Putnam, R. D. (2013). Religion, networks, and neighborliness: The impact of religious social networks on civic engagement. *Social Science Research*, 42(2), 331-346.

[48] LuengoKanacri, B. P., González, R., Valdenegro, D., Jiménez-Moya, G., Saavedra, P., Mora, E. A., &Pastorelli, C. (2016). Civic engagement and giving behaviors: The role of empathy and beliefs about poverty. *The Journal of social psychology*, 156(3), 256-271.

[49] Luthra, S. (2018). Sikh American millennials at work: Institution building, activism, and a renaissance of cultural expression. *Sikh Formations*, 14(3-4), 280-299.

[50] Machackova, H., &Šerek, J. (2017). Does 'clicking' matter? The role of online participation in adolescents' civic development. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 11(4).

[51] MacPhee, D., Forlenza, E., Christensen, K., & Prendergast, S. (2017). Promotion of civic engagement with the Family Leadership Training Institute. *American journal of community psychology*, 60(3-4), 568-583.

[52] Mann, R.M., Abbas, S., Burton, M., Gauder, G., Jones, M., &Lafleur, R. (2009). *Exploring voter turnout in the 2008* federal election among University of Windsor

[53] Marchi, R., & Clark, L. S. (2018). Social media and connective journalism: The formation of counterpublics and youth civic participation. *Journalism*, 1464884918807811.

[54] McClurg, S. D. (2006). Political disagreement in context: The conditional effect of neighborhood context, disagreement and political talk on electoral participation. *Political Behavior*, 28(4), 349-366.

[55] McLellan, J. A., &Youniss, J. (2003). Two systems of youth service: Determinants of voluntary and required youth community service. *Journal of Youth and Adolescence*, 32(1), 47-58.

[56] Micinski, N. R. (2016). NGO Frequent Flyers: Youth Organisations and the Undermining of Reconciliation in Bosnia and Herzegovina. *Journal of Peacebuilding & Development*, 11(1), 99-104.

[57] Milan, A. (2005). Willing to participate: Political engagement of young adults. Canadian Social Trends.Statistics Canada Catalogue No. 11-008 into the Political Process. *Centre for Research and Information on Canada*, 6-8.

[58] Moy, P., Manosevitch, E., Stamm, K., &Dunsmore, K. (2005). Linking dimensions of Internet use and civic engagement. *Journalism & Mass Communication Quarterl*y, 82(3), 571-586.

[59] Muddiman, E., Taylor, C., Power, S., & Moles, K. (2019). Young people, family relationships and civic participation. Journal of Civil Society, 15(1), 82-98.

[60] Pattie, C., Seyd, P., &Whiteley, P. (2003). Citizenship and civic engagement: Attitudes and behaviour in Britain. *Political Studies*, 51(3), 443-468.

[61] Putnam, R. D. (2000). *Bowling alone: America's declining social capital. In Culture and politics*(pp. 223-234). Palgrave Macmillan, New York.

[62] Putnam, R. D., & Feldstein, L. (2009). *Better together: Restoring the American community*. Simon and Schuster.

[63] Queniart, A. (2008). The form and meaning of youngpeople's involvement in community and political work. *Youth & Society*, 40, p. 203-223.

[64] Rakhimova, D. I., Kolpakova, G. V., Kuznetsova, T. I., Litvinov, A. V., &Samokhvalova, A. G. (2016). Management of civil position's formation of the student youth. *International review of management and marketing*, 6(2), 339-344.

[65] Schneider, J. A. (2008). Social capital, civic engagement and trust. *Anthropologica*, 50(2), 425-428.

[66] Sector, I. (2002). *Faith and philanthropy: The connection between charitable behavior and giving to religion*. New York: Independent Sector.

[67] Sen, R. (2003). *Stir it up: Lessons in community organizing and advocacy*. (Vol. 16). Wiley.com

[68] Šerek, J., &Machackova, H. (2015). Predicting Online and Offline Civic Participation among Young Czech Roma: The Roles of Resources, Community Perceptions and Social Norms. *Journal of Ethnic and Migration Studies,* 41(13), 2173-2191.

[69] Siisiäinen, M., &Blom, R. (2009). Associational activeness and attitudes towards political citizenship in Finland from a comparative perspective. Journal of Civil Society, 5(3), 265–281

[70] Sika, N. (2018). Civil Society and the Rise of Unconventional Modes of Youth Participation in the MENA. *Middle East Law and Governance*, 10(3), 237-263.

[71] Silvan, K. (2015). Defining civil society in contemporary Russia: a case study from Youth Forum Seliger 2013. *Russian Journal of Communication*, 7(1), 53-64.

[72] Sim, J. B. Y., & Chow, L. T. (2018). The Development of Civic Participation AmongYouth in Singapore. *The Palgrave Handbook of Citizenship and Education,* 1-19.

[73] Spires, A. J. (2018). Chinese youth and alternative narratives of volunteering. *China Information*, 32(2), 203-223.

[74] Szreter, S., &Woolcock, M. (2004). Health by association? Social capital, social theory, and the political economy of public health. *International journal of epidemiology*, 33(4), 650-667.

[75] Teorell, J., Torcal, M., & Montero, J. R. (2007). Political participation: Mapping the terrain. In J.W. van Deth, J. R. Montero, & A. Westholm (Eds.), *Citizenship and involvement in European democracies: A comparative analysis* (pp. 334-357). London: Routledge.

[76] Turcotte, A., Anthony, L., Anderson, K., Hilderman, J., Loat, A., Philips, A., et al. (2013). Lightweights? Political participation beyond the ballot box (Samara Democracy Report #6). Ontario, Canada: Samara. undergraduates: A qualitative study. Qualitative Methods, 48-310-01.

[77] Uslaner, E. M. (2003a). Civic engagement in America: Why people participate in political and social life. Unpublished paper. Retrieved from http://illinois-online.org/krassa/ps410/Readings/Uslaner,%20why%20people%20participate%20in%20social%20life%202013.pdf

[78] Uslaner, E. M. (2003b). Trust and civic engagement in East and West. In G. Badescu& E. M. Uslaner (Eds.), *Social capital and the transition to democracy* (pp. 81-94). London: Routledge.

[79] Van Ingen, E. J. (2009). *Let's come together and unite: Studies of the changing character of voluntary association participation.*Ridderkerk: Ridderprint.

[80] Verba, S., &Nie, N. H. (1972). *Participation in America*. Chicago: University of Chicago Press

[81] Westheimer, J., &Kahne, J. (2004). What kind of citizen?: The politics of educating for democracy. *American Educational Research Journal*, 41(2), 237–269.

[82] Wray-Lake, L., Metzger, A., &Syvertsen, A. K. (2017). Testing multidimensional models of youth civic engagement: Model comparisons, measurement invariance, and age differences. *Applied Developmental Science,* 21(4), 266-284.

[83] Xu, Q., Perkins, D. D., & Chow, J. C. C. (2010). Sense of community, neighboring, and social capital as predictors of local political participation in China. *American journal of community psychology*, 45(3-4), 259-271.

[84] Youniss, J., Bales, S., Christmas-Best, V., Diversi, M., McLaughlin, M., &Sibereisen, R. (2002). Youth civic engagement in the twenty-first century. *Journal of Research on Adolescence*, 12(1), 121–148.

[85] Zhong, Z. (2014). Civic Engagement among Educated Chinese Youth: The Role of SNS (Social Networking Services), Bonding and Bridging Social Capital. *Computers & Education*, Vol. 75, p. 263–273.