Supplementary Table S1

Inclusion and exclusion criteria of the scoping review.

Criteria	Justification	Inclusion criteria	Exclusion criteria
Population: Youth who have vulnerabilities/ disabilities	Children, and Youth who have vulnerabilities have been identified as being severely disadvantaged as they transition to independent life (Sanders et al., 2020).	Children, adolescents and youth – aged 10-24 (United Nations, 2009), who are vulnerable – in care/ high risk/ marginalized/ or who have disabilities.	Youth without established vulnerabilities. Children younger than 10 years of age. Youth older than 25 years of age and older.
Environment	Institutions in which children and youth who are vulnerable live or are supported currently maintain the status quo of exclusion of youth from participation in decisions which impact their lives (Plagerson et al., 2019; Shaw, 2017).	Care/ development/ educational institutions responsible for guiding and growing youth who have vulnerabilities. e.g. Child and youth care centers, special needs schools.	Institutions not involved in decision making relating to directly youths' futures.
Stakeholders	Children and youth have a right to participate directly in all decisions relating to their lives (UN Committee on the Rights of the Child, 1989)	Direct stakeholders: - Youth must be direct recipients of the training	Programs targeting indirect stakeholders e.g. care workers, social workers etc.
Intervention program Youth-leadership/ development programs	Programs which focus on the development of leadership skills in youth	A youth leadership/ engagement/ accountability/ development intervention program with a defined curriculum and implementation process.	An ad hoc intervention without an established curriculum or implementation process. Intervention programs for sports leadership. Intervention programs solely focused on health.
Outcome	Child or Youth lead downward accountability or the skills required to facilitate this, for example: engagement with structures responsible for decisions on their futures.	Outcomes relating to youth engagement, participation, accountability, community involvement, empowerment, trust, advocacy and leadership. Youth engaging with government/ governance/ structures which should support their right to be included in decisions regarding their future.	Outcomes relating to isolated skill competence e.g. the ability to speak in public. Youth engaging in discourse not relating to governance or their rights.
Sources	Positive Youth Development theory has been highlighted since the 1990's. However much of the literature stems from post 2000 when this was also described in the field of resilience science (Lerner et al., 2019).	Peer reviewed; published and grey literature. Reference list search. Dated 2000+	Prior to 2000

Supplementary table S2

Program goals, content, outcomes, stakeholder involvement and evaluation.

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
"Down Woodward": A Photovoice Tour	(Aldana et al., 2016)	To examine issues related to race in metropolitan Detroit. To assist youth to develop policy solutions and to actively engage in their community.	Participants were taught about Photovoice and how to use the Photovoice methods. The structure of the program was analysed according to Breton (2017) group empowerment perspectives.	1. Opportunities for community participation - developed the youth's community embeddedness. 2. Opportunities for youth to present their findings to policymakers and community stakeholders. 3. Opportunity to engage with racial and social disparities to make connections between experiences, residential segregation and policy issues.	The program supported youth civic engagement and community embeddedness by providing the youth with continuous opportunities to participate in their community. Additionally, the PAR project provided the youth with opportunities for civic engagement that included sharing their analyses on social issues through educating the community and policy advocacy.	
4H residential camp	(Garst et al., 2011)	Connecting with nature, group living experiences, meaningful engagement, personal growth, skill development.	The camp experience aims to foster a natural growth trajectory Mostly structured activities to promote skills, and more limited unstructured time for social self-confidence and relationships. Experiential learning and choices with appropriate risk taking.	Social and life skills development is common as is personal relationship and civic engagement. Planning, decision making, communication and teamwork.	Trained as frontline leaders, supervision and instruction.	Community Action Framework for Youth Development. Positive youth development frameworks. National 4H toolkit for program planning and evaluation. ACA Youth Outcomes Battery.

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
A High School Theatre Production	(Larson et al., 2005)	To uncover and realise unidentified strengths.	Production of a musical	Development of self-esteem and sense of community.	Adult driven program. Youth provide feedback when asked for this.	
A the ART FOR CHANGE project	(Bentz & Brien, 2019)	To explore how the transformative learning processes can empower youth to engage with a wide range of climate solutions.	The participants were taught to think critically, to generate awareness and to advocate. The program included an experiment with change that involved the adoption of a sustainable behaviour. The students were encouraged to discuss and understand what it means to change. The program involved youth in the planning and development of an art project.	The youth became more aware of climate change and developed a sense of urgency to effect change on a larger scale. The youth gained awareness and critical thinking about climate change. The program aided the youth in the establishment of a sense of empowerment to drive change.	The youth were engaged in climate change action through their experiment with change. The youth were provided with a capacity to drive change and to promote change on a larger scale by engaging in NGOs and charities.	

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
A Youth development program	(C. C. Collins et al., 2020)	To enhance the teens' connectedness to each other and to their community. To enhance the youths' knowledge about access to community resources. To enhance knowledge of health topics and development of healthy living skills. To enhance leadership skills. To enhance skills in advocating for themselves, their peers and their communities.	The program included content in 11 of 15 of Catalano et al. (2004) constructs. This included bonding, resilience, social competence, behavioural competence and so forth. The program addressed health promotion and risk reduction efforts and involved multiple stakeholders.	The youth reported a higher sense of empowerment and improved intrapersonal and interpersonal skills after participation in the program.	Youth participated in weekly activities to enhance their health outcomes. Youth participated as project employees, thus enhancing their civic engagement. The program provided the youth with multiple opportunities for civic engagement while gaining knowledge regarding health, violence prevention, budgeting and college preparation.	A pre-test and post-test survey were utilised to evaluate the program.
An adapted life skills empowerment program for homeless youth.	(Sisselman-Borgia, 2021)	To assist homeless youth to integrate into the community through the provision of life skills training, emotional support, and an awareness of social justice.	The program involved: 1. Mindfulness activity. 2. Reading activity. 3. This was followed by the covering of a topic. Topics covered in the session included: 1. Life-skills 2. Mentor/goal setting 3. Story development	Through program participation, the youth felt supported, with an increased sense of trust and an improved sense of hope for the future.	The program engaged the youth in the program through weekly skill development sessions. The youth were encouraged to share their life stories through the use of exhibitions.	The program was evaluated using quantitative and qualitative methods: 1. Field notes. 2. Convergent analytic approach 3. Focus group data. 4. A survey, The Sense of Coherence was administered to youth at baseline to obtain information about substance use in the past 30 days.

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
Arkansas FFA Leadership Conference	(Ahrens et al., 2015)	Leadership education To foster personal growth and success in youth through the development of leadership skills through agricultural education.	Students were taught how to be agricultural advocates and to promote the agriculture industry. The curriculum included: 1. Instruction 2. Work-based learning experience. 3. Student leadership organization engagement	The participants reported having only slight or no gains in all youth leadership life skills (YLLS).	The youth were provided with opportunities to engage as advocates for the agricultural industry through supervised agricultural experience and involvement in the FFA.	The Youth Leadership Life Skills Development Scale (YLLSD) was used to measure the scores of youth leadership skills gained through the conference.
ArtThrust Teen Empowerment Program	(Northington, 2018)	To foster healthy self-image and body-image in teenage girls and to aid in the development of leadership skills. The program aims to create transformative change in the LGBTQ community.	Community-based art practices such as yoga, and activities to advance self-understanding. The students are provided with artistic techniques. Uses principles that aid in the understanding of Addresses LGBTQ issues, intersectionality and mental health.	Development of a network of peers and adult mentors. The youth were provided with the space to make their voices heard through art based activities. The program also enhances resiliency and self-discovery.	The program engages youth by involving them in activities in which they are required to spend more time and energy to create art they are proud of. Working in a group setting enabled the youth to voice the issues that were relevant to their lives.	

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
Black Girls United	(Lane, 2017)	To empower adolescent girls through mentorship and networking activities. To investigate relevant historical and contemporary issues faced by African American women and girls. To affect change on an individual and collective level to result in improvements in how the girls experienced schooling.	The program involved : 1. Reading of literature written by women of colour. 2. Positioning the learners as agents of change 3. Collectivity and unity was highlighted through activities - to challenge and empower peers to reconstruct the Black female voice. 4. The girls were provided with the tools to navigate socio-political barriers to their self and community empowerment.	After the program, the girls were able to critically analyse what they saw happening around them. Additionally, they developed a more empowered sense of self. However, some girls were impacted more by the program than others. Additionally, the program assisted the youth in navigating social and academic barriers present at the high school.	The girls engaged with the critical feminist literature and listened to their peers' stories, allowing for them to restructure their views of Black femininity.	
Career Training in the Arts.	(Larson et al., 2005)	To provide youth" with instructive opportunities to develop and improve their skills in a variety of art mediums. Career development in the arts.	Career development through hands on training and internship in the arts.	Art skills. Personal resiliency.	Adult driven. youth input into curriculum during planning. Youth as participants in the classroom during implementation.	

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
Changing the story	(Harvey et al., 2021)	To build young people's capacity to claim greater voice within their communities through participatory arts practices.	Participatory arts to produce materials in areas selected by the youth and use the materials to engage with each other and the community.	Practical decolonialisation by providing unstructured space for young people to play and hang out. The achievement of equality in relationships for brief periods.	Co-producers of participatory artwork.	Individual and collective voice sharing
Chicano-Latino Youth Leadership Institute	(Bloomberg et al., 2003)	To develop leadership skills on the basis of Chicano-Latino youth culture. To establish a network of youth leaders. To include youth in community decision-making. To increase understanding of the Chicano-Latino culture. To prevent alcohol and drug abuse.	The program supports the youth in the planning and implementation of a community service project. The program provides the youth with training workshops and guidance in their communities on a variety of topics that include community service opportunities and career options. Provides the youth with further leadership opportunities.	The participants of the program are more involved in community service activities than their peers. The youth experienced positive changes in their behaviours and aspirations. Improved peer relationships. Improve sense of self-worth due to the development of leadership skills.	The program supports youth civic engagement through the planning and implementation of community service projects. Additionally youth are involved in community decision making. Youth develop leadership skills to effect personal and community change.	A theory-based logic model was utilised to evaluate the program. 6 guiding questions were developed to guide the evaluation.

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
Children's International Summer Villages (CISV) Victoria program: The Youth Executive	(Thorpe, 2007)	To raise awareness on issues of peace and the global environment through the development of activities.	The Youth Executive consists of youth who are responsible for the development and coordination of activities for other youth members to raise awareness of peace and the global environment. The youth were provided with opportunities to develop their leadership skills.	Program participation: 1. Enhanced the youth's leadership and communication skills. 2. Aided youth in understanding group dynamics and the value of civic engagement. 3. Youth exhibited personal growth and development.	The program fostered youth civic engagement through the planning and implementation of a community-based project.	The program was evaluated through the administration of surveys with the youth throughout program implementation.
Congressional Academy for Students	(Owen & Irion-Groth, 2020)	To empower youth by strengthening knowledge and skills to engage in civic life.	Structured interactive academic curriculum, time and support to deepen understanding and build skills for participation.	Civic dispositions were enhanced. Skill development allowing the youth to make arguments, to properly communicate their ideas, to work with others in a team, and to respond to questions from adults.	Youth lead project	Pre-test surveys prior to implementation and post-test tests after completing the program. The researchers conducted semi-structured personal interviews with a sample of participants.
Cyclopedia	(C. Collins et al., 2013)	To empower youth who are vulnerable by promoting physical activity, teamwork, exploration, knowledge development and through self-expression.	The curriculum content focuses on Rochester, NY. Self-expression and evaluation.	Positive impact on reducing health disparities. Promoting youth empowerment.	Cyclopedia used a PYD framework to empower the youth according to predetermined guidelines. The program did not adequately engage the participants. Adjustments are necessary to increase	The program was evaluated for the first 2 years of the program by the researchers.

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
					participant engagement.	
Deaf Teen Leadership camp	(Kamm-Larew & Lamkin, 2008)	Empower deaf or HOH youth, foster personal growth, encourage confidence, create personal and community change.	Interactive camp, outdoor educational learning	Youth empowerment Self-esteem development Community inclusion	Youth included as facilitators of the camp.	
Family Wellbeing Program.	(McCalman et al., 2009)	To encourage the youth to embrace their cultures through the development of youth projects. To support and empower youth through the establishment and implementation of the youth projects. To provide the youth with a voice. To improve the overall wellbeing of youth		Increased confidence, social cohesion, recognition of the youths' talents and behaviour changes through the youth projects empowered the youth participants over time.	The youth participated in the program as facilitators who were trained in the participatory action methods and program principles in order to run the youth projects. Additionally, youth from the community participated in the youth projects as participants.	Revolution (respect, enthusiasm, vision, ongoing, lived, unique, transform, integrity, open, never-ending)
Freedom School	(Shimshon-Santo, 2018)	To use music and poetry to amplify the experiences and value of children's lives. To develop multiple	Art lessons guided in a PAR manner to encourage voice and self-solving of problems.	Youth were able to express their voices in the classroom.	Active participants, decision makers.	

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
		literacies in music and writing, and activated platforms for voice on personal and social issues.				
Girls on the Move' Leadership Program	(Taylor, 2016)	To develop female sports leaders and to provide young girls with opportunities to engage in sport and physical activity.	The provision of sport and dance leadership courses to develop skills to increase opportunities for girls to participate in physical activities.	Developing young female leaders through leadership and sports programs has the potential to positively impact individuals, the community, and can address issues of social justice. Youth leadership in community sport is essential to grow community sport and activity for females.	The program fostered engagement in the program through participation in sport and dance leadership courses.	The Leadership Program was evaluated over 4 years using an eclectic evaluation approach including: 1. Quantitative methods (pre-test and post-test surveys) 2. Qualitative methods (interviews, group discussions and observations).
Harlem RBI	(Berlin et al., 2007)	To provide youth with opportunities to learn and develop, in order to recognize their true potential and to realize their dreams.	The program includes academic, enrichment and sports programs. The enrichment and academic programs provide opportunities for youth development The sports program involves playing on a baseball or softball team.	Participating in the program has been reported to enhance academic performance and social skills development in the youth participants. The program participants demonstrate continuous engagement in the program.	The program engages the youth on a continuous annual basis. The youth are engaged in group sporting activities on a weekly basis.	The program is evaluated on an ongoing basis using a participatory approach whereby staff members evaluate the design, implementation and analysis of the program using: 1. pre-test and post-test surveys 2. Focus groups 3. Data collection

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
Healthy Initiative Collaborative: Community University Partnership	(Arches & Fleming, 2006)	To encourage youth to become community researchers and problem solvers. To engage the youth to meaningfully engage in their community.	The program aided youth in the identification of relevant issues in their community. Youth were encouraged to discuss these issues with their community. Youth developed project ownership. Youth developed a proposal, a petition and fund raising mechanisms.	The program fostered youth development and the development of skills. The youth were motivated and encouraged to advocate for themselves and for their community.	The program supported youth civic engagement through participation in their communities and through the establishment of a social action project to enhance their community and to effect social and community change.	
HEAR Indiana Youth Leadersh in Camp	(Kamm-Larew & Lamkin, 2008)	Develop leadership and assertiveness skills. Positive coping skills	Outdoor environment camp	Youth empowerment Self-esteem development Community inclusion	Youth included as facilitators of the camp.	
Homeward Bound (HB)	(Quinn & Nguyen, 2017)	To empower youth and their communities in their pursuit of liberty and dignity.	Curriculum included: 1. Oral history lessons and critical dialogues on racial, political and sociocultural problems . 2. Opportunities for reflection and to take action to affect positive change. 3. Training to conduct oral history interviews with family members. 4. Encouraged to interview members of their communities to gather data about the	The program provides the youth with opportunities for skill development necessary for civic engagement. The program assisted the youth to identify intra- and inter-community issues and to develop plans to affect community change.	Adult lead youth implemented project (youth as partners).	The program was evaluated through the conduction of open-ended, semi-structured interviews with the program participants. Two staff members were also interviewed.

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
			living conditions and experiences of Vietnamese immigrants living in Philadelphia.			
Hoops and Leaders Basketball Camp (HLBC)	(Berlin et al., 2007)	To allow for the campers, mentors and guest speakers to interact with each other. To improve the lives of at-risk youth using basketball to provide them with leadership skills, mentors and exposure to different educational and career paths.	Introducing and reinforcing various leadership themes. Each session includes themed basketball practices and drills, guest speakers, dinnertime discussions, and camp-wide community service projects.		The youth are engaged daily basketball practices and drills to enhance their development. The youth engage in discussions which enables them to develop leadership skills.	The program does not possess the resources, staff, or infrastructure to do proper evaluations.
Inland Congregations United for Change (ICUC) for youth	(Christens & Dolan, 2011)	To engage individuals in community change through faith based institutions.	The program involved youth in: 1. Program implementation through relationship building with fellow youth and through conducting research. 2. Policy change by starting a campaign to change community views of youth. 3. Institution building through the establishment and participation in a youth council.	Community Outcomes: 1. Policy change 2. Institution building Individual Outcomes: 1. Youth-adult partnerships 2. Relationship-building across racial and ethnic boundaries. Youth development outcomes: 1. Psychological empowerment 2. Leadership development 3. Socio-political development.	The program allowed for youth civic engagement through the establishment of relationships with other youth, through program implementation, and through advocating for the rights of youth.	Youth evaluated their organizing work through the provision of feedback.

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
Intentional Leadership Identity Development Program.	(Bailey et al., 2017)	The program aimed to reinforce leadership behaviours and skills and to aid the youth in identifying themselves as leaders.	The program involved the implementation of a leadership toolkit with the learners. The youth were taught leadership skills through a process consistent with the six-stage leadership identity development (LID) model (Komives et al. 2005).	The program was effective and assisted the development of leadership identity in the young girls. PAR was an effective mechanism for creating the program.	The program supported the development of leadership identity in the youth. Additionally, the youth developed self-efficacy in their leadership skills.	
Kicking Goals Together	(Pink et al., 2020)	To enhance diverse social connections between the youth during an inclusive sporting experience.	The program involves the football competition. The 'Skill-up' project covers topics that include networking and communication, problem solving, interview skills and c.v. development.	The program facilitated new friendships and meeting new people, the development of youth-adult partnerships and relationships. Positive youth development outcomes included: 1. Increased confidence. 2. Enhanced networking abilities 3. An understanding of diverse cultures. 4. Improved communication. 5. Enhanced leadership skills.	Youth as participants	Semi-structured interviews were conducted with program participants to evaluate the program. A semi-structured interview guide was produced with the Holt et al. (2017) positive youth development model.

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
Kids for Action	(Gullan et al., 2013)	To promote positive development in urban, minority adolescents. To empower the youth to design and complete a community service project.	Structured according to Zimmerman's empowerment model 1. Intrapersonal: Identification of personal strengths and application of skills to design and execute the project. 2. Interactional: Teaching strategies to acquire resources and access systems of power. 3. Behavioural: Allowing youth to participate in decisions and facilitate successful completion of the community service project.	The participants who experienced the program as empowering experienced enhanced self-efficacy, sense of civic responsibility, ethnic identity, and a general engagement and enjoyment of the program.	The program fostered youth civic engagement through the design and implementation of a community service project. The program fostered engagement in the program by engaging the youth in weekly sessions that facilitated skill development and experiential learning.	The program was evaluated by the youth and their parents using pre-test and post-test surveys. Additionally, post-intervention surveys of the program acceptability and process empowerment were also completed. The measure of process empowerment evaluated the extent to which the participants experienced the program.
LEAD	(Shelton, 2008)	To reduce the risk of minority youth involvement with the juvenile justice system. To reduce the risk factors identified as predictors of problem behaviours.	The program involved developmentally appropriate creative arts and instructional activities and the use of empowerment techniques and education strategies.	The program supported youth engagement through an expressive arts curriculum that empowered the youth to use their positive values to modify negative ideologies to guide their decisions and future behaviour.	Youth as participants. (listeners)	

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Leadership, Education, Achievement and Development	(Panosky & Shelton, 2015)	To reduce the risk of minority youth involvement with the juvenile justice system.	The program used therapeutic arts and coping skills strategies to enhance resilience. Topics included: 1. Coping skills 2. Self-identity activities 3. Anger management 4. Networking activities 5. Self-talks and affirmations	The program was feasible for some. Barriers to participation that included parent/guardian permission, environmental challenges, and availability or non-attendance.	Adult lead with youth asked to express themselves	The Program Session Satisfaction Scale was provided to the participants to rate and evaluate each session's activities.
Lexington Youth Leadership Academy (LYLA)	(Otis, 2012)	To aid youth in becoming more effective and inclusive leaders in their communities.	Three phases: 1. Personal development and capacity building 2. The application of new skills in peer mentoring and hypothetical settings 3. Using skills to affect community change.	The program was successful in its ability to positively and meaningfully engage the youth in their communities.	Participation in a community change agent project. The project was youth-led.	
Local Enterprise and Skills Development Program (LESDEP)	(Ile & Boadu, 2018)	To facilitate the acquisition of skills (entrepreneurial, technical, vocational, specialised) for youth.	The program curriculum included 15 modules that included farming, photography, driving, organising etc.	Constraints in part of the program implementers were found in the ability to empower the youth. The youths' involvement in the program however improved their well-being.	Empowering and engaging the youth through youth-oriented initiatives. The program supported the youth in participating in decisions that pertain to their lives. The program promotes participation in policy cycles.	The program was evaluated by providing the program participants with a survey and by interviewing the program officials.

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
LOOK to Clermont	(Corboy et al., 2019)	To promote workforce preparation and networking with peers and organization or business leaders to prepare the youth for leadership and to instil a sense of community.	The LOOK to Clermont program follows a similar model to FFA and 4-H by including classroom leadership experience, service learning, and experiencing their community through 10 theme days.	The program enhanced the youths' desire to return to their communities to live and work - this will contribute to revitalising the community.	The program empowers youth to engage in their communities when provided with the necessary resources to guide their learning. Skill acquisition through experiential learning assists to properly engage the youth in their communities.	A theoretical framework was applied to evaluate the program. Place-based programs result in enhanced learning and community engagement for youth, engaging them through experiential learning experiences.
Movimento Al Exito (MAE)	(Farley et al., 2019)	To challenge the existing narratives regarding Latino youths' experiences by empowering youth to explore Latina/o history in Iowa and document their own histories through testimonials.	The program curriculum included: 1. Reflection of intersectional identities. 2. Understanding how we navigate across different social worlds. 3. Learning the history of Iowa communities. 4. Identifying and articulating the identity of a Latino/a youth in Iowa. 5. The youth could record their testimonials.	The youth learned about their place in Iowa and developed their own testimonials. Youth were empowered to advocate for themselves and others through participation in the program. The program continues to exist due to expansion the following school year.	The program fostered youth civic engagement by empowering the youth to advocate for their communities by challenging existing narratives about the Latina/o community.	
Operation Fresh Start	(A. K. Scruggs, 2007)	To provide youth with opportunities that will lead to self-sufficiency through the attainment of an education, the	Each participant is on an individualized plan to the individual in order to meet educational, job	The program resulted in 25% of the participants entering construction-related fields, with other	The program facilitates community engagement through participation in community service	

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
		provision of opportunities to acquire employment skills through the building of affordable houses, and through community service projects.	training and community service goals. The program facilitates skills development in: 1. Construction industry 2. Living skills 3. Job skills training 4. Work maturity 5. Knowledge of the construction industry curriculum.	participants entering other industries like healthcare and high-tech manufacturing. The program resulted in the development of trusting relationships between the staff and the participants.	projects. The youth are engaged in the program through participating in construction projects that include the building of affordable houses for low-income community members.	
Planning a Day Camp for 4th Graders	(Larson et al., 2005)	To develop young people's potential for leadership, personal growth, and career success through agricultural education.	A youth-lead project	How to successfully organise work both individually and as a team.	Fully youth driven.	
POWER	(Goossens et al., 2016)	To enhance the youths' coping strategies and level of control over their environments in order to eradicate or minimise problem behaviours.	The program consists of three elements: 1. A culturally sensitive empowerment group course 2. A course for parents 3. A community approach - the involvement of local organizations in the program. Themes addressed include cultural identity, relationships, sexuality, dealing with feelings of frustration,	The POWER program enhanced the youths' time spent on hobbies, sports and casual jobs. There were however no effects on involvement in social relations and problem behaviour or on a sense of mastery and coping strategies.	The program supported engagement in activities that included sport, hobbies and casual work. The program empowered the youth to take more control over their lives and over decisions that affect them. The program supported the youths' ability to cope with daily stressors in their environments and to	A cluster randomized controlled trial that included a pre-test and post-test to evaluate the program.

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
			employment opportunities etc.		prevent marginalization.	
Project Citizen	(Owen & Irion-Groth, 2020)	To empower youth with grassroots participation knowledge. The develop skills to monitor and influence public policy.	A group project to identify a community problem, problem solve and develop a public policy proposal.	1. Enhanced civic and public policy knowledge. 2. Improved participatory skills and political knowledge. 3. Enhanced problem-solving skills. 4. Enhanced civic communication skills. 5. Enhanced participation in the political process.	Adult lead but with active youth engagement in activities.	Independent evaluations were conducted with the participants of the program.
Revolution	(McNae, 2010)	The program aimed to enhance leadership skills in the young girls.		leadership skills	The youth co-constructed the program.	The program was evaluated by the young girls in which improvements for the program were suggested.

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
Sariling Gawa	(Luluquisen et al., 2012)	To provide youth with the support and opportunities to realize their potential for growth, civic engagement and community participation. To foster teamwork in the youth while addressing issues that most affect youth.	1. The provision of youth leadership development for youth: training in directing NGOs, leading groups, peer mentoring, role modelling and community mobilization. 2. Youth development with an emphasis on skill development and participation in Filipino culture and community. 3. The programs partnerships with other Filipino community organizations to encourage Filipino youth to participate in projects and cultural events.	Fostered the development of leadership skills. Aided youth in achieving a positive ethnic identity. Provided the youth with a familiar cultural context as they transition into American culture and society. Facilitated community capacity building - enabling the youth participants to become leaders in a variety of Filipino civic and community organizations. Fostered the development of community-level social networks.	The youth were involved in the program as facilitators The youth were also involved as program participants whereby they were facilitated to develop skills necessary to engage in their communities. The program facilitated youth civic engagement in community service projects throughout Hawai'i.	

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Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
Snowsports Outreach Society	(Berlin et al., 2007)	To help disadvantaged youth through the experience of being on snow.	The program includes the following activities: 1. Discussion on the core value. 2. Provide an example of the core value in action. 3. Adults encourage the participants to think about the impacts of these values on their daily decisions.	An overall enhancement in resiliency skills was reported.	The youth are engaged through snowboarding activities and are encouraged to apply core values to the daily activities.	The program is evaluated using the Individual Protective Factors Index (IPFI): A Measure of Adolescent Resiliency. This is used as a pre-test and post-test measure.
Social and mental Empowerment Program (SMEP)	(Asanjarani & Asgari, 2020)	To improve the well-being of youth, to foster the development of social and personal skills, and to prevent drug abuse.	Topics related to empowerment: 1. The importance of health 2. Self-awareness and self-esteem 3. Risk-taking 4. Decision-making 5. Problem-solving 6. Stress coping strategies 7. Anger management 8. Effective communications 9. Interpersonal relations 10. Assertiveness	Participation in the SMEP resulted in reduced difficulties and higher pro-social behaviours. The SMEP is an effective preventative program and feasible in low-resource settings.	The program supported active participation of students.	

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
Stand Up Help Out (SUHO)	(Bulanda & McCrea, 2013)	To develop youths' ability to relate with peers, adults and younger children.	The program provided youth with opportunity to teach and mentor children, to create a documentary regarding responding to community violence and updating their resumes. The program encouraged the youth to work in unison. The SUHO program provided the youth with counselling.	The program resulted in enhanced mutual relationships with peers. The program allowed for the development of youth-adult relationships. The program resulted in the development of empathy in the youth.	The program supported personal engagement by enhancing the youths' experiences of autonomy, competence and relatedness.	Criteria for a qualitative program evaluation were used to evaluate the program. Youth evaluated the programs through interviewing each other. A round table discussion was held weekly to discuss the running of the program and to receive feedback from youth.
Summer performing arts program	(LeMire et al., 2017)	To promote and educate students in lifelong skills that include teamwork, cooperation, conflict resolution, tolerance and good character.	The youth are provided with a student handbook. The handbook includes a section on leadership, aimed at enhancing leadership development in the youth. The youth participate in a number of performances in which they are provided with opportunities to lead themselves and others.	Participation in the program resulted in enhanced leadership skills in the youth through performing arts activities.		Elements of a servant leadership model were used to assess potential impacts of a SPA program on leadership skills development. The program was evaluated using a pre- and post-survey that included leadership questions.

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
Summer Youth Institute	(Glisson, 2013)	To develop community leadership about racial matters of healing and equity. To address social segregation in the community.	Teaching the participants to create a SWOT analysis of their community. This information was used to design and implement project to improve their communities.	The youth were empowered to become agents of change in their communities. The youth designed and implemented projects to enhance their communities in various ways.	The program supports youth civic engagement through the design and implementation of a project to enhance communities.	
Teen Tech Mentors	(Dowds, Halpin, Snow, et al., 2017)	To provide youth with opportunities for teens to learn and utilize software and to teach it to their peers. To provide the youth with job opportunities.	The program curriculum involves the following: Field trips to visit local tech companies and other technology centres. The youth assisted in the presentation of workshops for their peers. Skill development in problem solving, communication, collaboration, leadership and technology skills.	The youth enhanced their leadership and communication skills.	The youth were involved in the program as mentors to engage with their peers through the development of leadership and communication skills.	

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
Tenacity	(Berlin et al., 2007)	To provide children with a safe, productive and healthy after school environment.	2 sub-programs: STRP provides the youth with daily tennis instruction and reading to promote an interest in reading and the acquisition of reading skills. ASEP provides youth with a 3 year academic program for at risk youth. It includes a literacy program called KidzLit.	The program facilitated the enhancement in areas important to learning and academic performance. Additionally, participants exhibited outcomes with regards to attendance, retention and graduation rates.	The youth are engaged through regular sporting activities and through interactive literacy programs.	The program is evaluated using a comprehensive outcomes measurement program to assess student progress due to participation in ASEP.
The All Starts Project, inc.	(Lobman, 2017)	To develop youth and their communities to impact on the damaging effects of generational poverty.	The program builds stages that include credit/debit workshops that support participants to play and perform and through these activities, develop and learn. The activities conducted include community talent shows.	An approach to the activities as performances provided the participants with a way to practice being who are not, a way to understand their own development and a way to create a developmental environments for themselves and others.	The youth engaged in the program through participation in the play and performance activities.	The program was evaluated by the researcher to gain a qualitative understanding of the performance methodology of the program and its impacts on the participants.

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
The Canadian SNAP-Boys Youth Leadership Services (SB-YLS) and The Summer Leaders in training (LIT) Program	(Sewell et al., 2020)	To enhance protective factors or developmental assets in youth.	The youth are provided with opportunities to lead others in the following ways: 1. Facilitate sports activities. 2. Organize theme days. 3. Mentor younger campers. The youth are thereafter provided with the opportunity to move onto paid part-time positions as camp counsellors.	The program provided the youth with positive experiences, which increased motivated to participate in the program. Fostered the development of positive relationships with peers and staff. Facilitated skill development and personal growth .The program facilitated positive, social and psychological development in the youth.	Youth as participants and leaders of others.	The program was evaluated using quantitative self-report behavioural measures to direct a more individualized program.
The Creating Opportunities for Personal Empowerment (COPE) Healthy Lifestyles Thinking, Emotions, Exercise, and Nutrition (TEEN) Program.	(Mazurek Melnyk et al., 2007)		The program focused on: 1. Healthy lifestyles 2. Self-esteem 3. Goal setting 4. Stress and coping 5. Emotional and behavioural regulation 6. Effective communication. 7. Barriers to goal achievement 8. Heart rate 9. Food groups and healthy body 10. Nutrients to build a healthy body	The teens who participated in the program lost weight across the program, which was well received. Although teens were interested in partaking in the program, it was difficult to obtain a group of parents willing to commit to the study. Participation in the program enhanced communication between the youth and their parents.	The youth engaged in the program through participation in educational and physical activities on a twice weekly basis.	The program participants evaluated the program using a program evaluation questionnaire at the end of the study.

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
			11. Portion sizes 12. Social eating 13. Snacks 14. Integration of knowledge 15. Pulling it together			
The Cultural, Economic, Political, and Social Youth Leadership Development Program (CEPS)	(Brown & Albert, 2015)	To enhance growth in cultural, economic, political, and social areas. To establish youth empowerment.	The program teaches youth in four areas: 1. Cultural Aspect 2. Economic Aspect 3. Political Aspect 4. Social Aspect Each component of the CEPS program includes physical, spiritual, mental and emotional aspects. The youth are provided with opportunities to develop leadership skills - through the election of a youth chief.	The program empowered the youth and fostered meaningful engagement with their communities. The program was effective for disengaged youth, positively altering their perspectives. The youth were provided with knowledge that strengthened their overall well-being. The programs developed the youths' agency.	This program empowered the youth to positively change their lives. Youth are encouraged to engage meaningfully in their communities by creating partnerships with the resources available in their communities.	Evaluation of the program occurred 60-minute personal interviews were conducted to explore the youth and facilitator experiences.
The GIRRL Program	(Forbes-Genade & Van Niekerk, 2018)	To engage and empower poor and marginalized young girls.	The program was designed to engage youth through participating in capacity building sessions focused on providing critical information and skills - to improve their resilience to disaster risk.	1. The girls were engaged in decision-making and participation. 2. The girls acquired knowledge regarding vulnerability and risk. 3. The girls' actively participated in risk reduction. 4. Improved	The program supported engagement, allowing the girls to examine existing practices and policies, to reflect on and improve on strategies to improve their life conditions. The girls were engaged in decision-making and participation.	

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
			The program involves the following stages: 1. Planning 2. Action 3. Reflection 4. Evaluation	management of a girl-led process. 5. Risk reduction through the girl-led activities.		
The Michigan Youth Policy Fellows (MYPF)	(Aldana et al., 2016)	To enhance the youth's ability to engage in cross-cultural exchanges to foster social analysis and social action. To disrupt segregation by involving youth of diverse backgrounds in youth PAR To raise awareness regarding segregation, to identify issues within the community, and to develop an action plan for policy advocacy.	An empowerment project that involves youth in policy advocacy and antiracism activism. The program drew from intergroup dialogue pedagogical principles.	Youth were provided with opportunities to openly discuss and explore issues that affect the metropolitan region, allowing for enriching group discussions. The group settings and the use of the intergroup dialogue pedagogy empowered the youth to engage in their communities to effect community change, and to advocate for themselves and others.	By involving the youth in PAR, they were provided with opportunities to engage with their community, allowing them to document and critically assess the social conditions that affect their lives. Civic engagement through dialogue - allowing for the critical analysis of their socio-political environments. Intergroup engagement in social change.	
The National FFA Organization	(Horstmeier & Ricketts, 2009)	To create opportunities for youth to engage in a range of activities in order to develop leadership skills and to allow for positive youth development through the provision of a variety of interactions.	The program involved the youth in the development and execution of a community project.	The youth gained leadership skills participation in civic engagement projects. The program fostered the development of adult-youth partnerships.	The program supports youth civic engagement through the planning and implementation of a community project.	

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
The Peer Ambassadors Program	(Case, 2017)	To reduce problem behaviours To increase prosocial behaviours To increase the youth's ability to navigate through challenging situations To support the development of leadership skills.	The program involved experiential learning techniques whereby the youth learned while doing. The program involved structure community engagement. This involved presenting workshops to youth at the local juvenile detention centre and conducting focus groups to identify their needs.	The youth graduated high school or completed a GED. 90% of the youth enrolled in college or university as a result of the program. All the youth completed at least one advanced placement course. None of the youth re-entered the juvenile system.	Youth had voice in their community engagement. Youth were provided with opportunity to advocate for youth and improve opportunities for youth in their communities.	
The Philippine Minorities Program (PMP)	(Ty, 2011)	To develop minority leaders with a commitment to enhancing civil society.	Curriculum includes: 1. Human rights, justice, tolerance and conflict management 2. Advocacy skills development and the development and implementation of community projects. 1. An understanding of one's context. 2. A human rights education program. 3. Strategic planning and the development of a community project. 4. Implementation of a community project	After the program is concluded, the youth are encouraged to implement the community projects they proposed. All the stages of the program lead to overall social change.	The program fosters youth civic engagement through the development of direct action community projects. The program supports engagement in strategic planning exercises to learn to develop community action plans. Youth lead adult guided.	

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
The Philippine Youth Leadership Program (PYLP)	(Ty, 2011)	To develop youth into leaders by engaging them in community activism.	The curriculum includes: 1. Volunteer community engagement 2. Leadership development 3. Diversity 4. The development of a community service action plan. The program focuses on: 1. Understanding of one's context. 2. Human rights education. 3. Strategic planning and the development of a community project. 4. Implementation of a community project	After the program is concluded, the youth are encouraged to implement the community projects they proposed. All the stages of the program lead to overall social change.	The program fosters youth civic engagement through the development of direct action community projects. The program supports engagement in strategic planning exercises to learn to develop community action plans. Adult lead youth guided.	
The Teaching Empowerment through Active Means (TEAM) program	(Redivo & Buckman, 2004)	To teach youth social and coping skills that include decision-making, healthy interpersonal boundaries, managing unfairness, communication and listening skills.	The program involved: 1. A discussion of the programming goals, themes of competence, courage and success and provided the youth with the opportunity to develop goals. 2. A stretching/yoga routine 3. A group activity - How to accomplish goals within a team.	The program fostered the development of communication skills in the youth. The youth developed skills that enabled them to work in a team.	The youth are involved in the program through discussions regarding gaining competence and success and through the development of personal goals to be achieved.	A standardized social skill questionnaire was used to measure the effectiveness of the program.

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
			4. A closing huddle up session			
The Teen Empowerment Program	(Pearrow, 2008)	To train youth to affect institutional and social change. To provide youth with opportunities to participate in community decision-making. To provide youth with opportunities to analyse issues in school and community settings.	Work was conducted through the behaviour contract System to: 1. Develop group and individual relationships. 2. Identify important issues in the community or school. 3. Visualise these issues within a larger context. 4. Develop and execute projects to address the identified issues. 5. Provide a space for feedback and the	Fosters youth civic engagement. Fosters youth civic engagement	Adult guided youth lead program.	The program evaluates its impact after each session through a feedback session. It is however important that the program is evaluated in order to determine the short- and long-term-impacts of this program of the youth, their caregivers, and the community.
The Teen Gaming Specialists	(Dowds, Halpin, Snow, et al., 2017)	To provide youth with opportunities for teens to interact with others with a passion for video games and computer software.	Panels with professionals from a variety of careers. The career readiness programs include: interview skills	The youth enhanced their leadership and communication skills. The development of computer skills.	The youth were involved in the program as gaming specialists to engage with their peers through the development of	

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
		To provide youth with job opportunities.	workshops, resume building etc.		leadership and communication skills.	
The Teen Leadership Breakthrough (TLB) program	(Hindes et al., 2008)	To create changes in youth through experiential learning experiences, direct instructions and feedback for leadership development.	The program consists of strategies for: 1. Relaxing and focusing. 2. Receiving and giving feedback. 3. Enhancing public speaking abilities. 4. Self-reflection Additionally, the program involved the youth in activities that made them accountable over their own actions and decisions.	The program resulted in enhanced emotional intelligence and self-concept abilities. The program enhanced various intrapersonal and interpersonal skills.	The program supported youth engagement through the various self-reflection activities, through the development of leadership skills and through enhancing accountability for their actions and decisions that affect them.	The researchers evaluated the effectiveness of the TLB program by comparing the treatment and comparison groups.
The Urban Youth Scholars Fellowship Program (Urban Youth Scholars)	(Allen-Handy et al., 2021)	To foster youth leadership development towards justice in and out of the Northeast community. To support the development of critical scholar identities for youth.	A scaffolded approach was utilised to discuss the intersections of historical, political, racial, and economic contexts of urban communities. The youth were taught to dismantle normative conceptions of who a scholar is. The youth were also taught about critical	Grounding the program with a SJYD framework allowed for the students to reflect on their identities and experiences to understand how various interconnected aspects in their lives impact them directly. This allowed the youth to form deeper connections across	Critical engagement in research to develop as global leaders and to interrogate the systems that impede justice.	

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
			race theory and critical race feminism.	contexts and communities		
The Washington Leadership Conference (WLC)	(Stedman et al., 2009)	To define authentic leadership and relationship building to evaluate ethical decisions and serving communities.	The program includes content: 1. Character development. 2. Healthy lifestyles. 3. Relationship building. 4. Problem solving. 5. Civic engagement.	Youth could identify the stages of relationship building and the concepts of the objectives. They were unable to practice the skills taught for authentic leadership and character development. Youth were able to explain the community problem solving approach but could not identify short-term questions. With regards to servant leadership, the youth were able to identify the components but were unable to put skills into practice.	The program fosters civic engagement through informing youth of the importance of authentic leadership. Some of the participants were also engaged in the program as volunteer participants.	The researchers evaluated the impact of the WLC on the following: 1. Describe authentic leadership and define character. 2. List the stages and discuss problem solving in leadership. 3. Describe methods of being an involved citizen. 4. Define the model for building relationships. Evaluation occurred through the administration of the FFA WLC impact assessment to the participants. The questionnaire

Name of Program	Authors	Program goals	Program content	Outcomes of program	Stakeholder involvement in program	Evaluation of program
						included eight distinct sections.
The Western Bulldogs Community Foundation (WBCF)	(Puxley & Chapin, 2020)	To provide the youth with opportunities in leadership, teamwork, and communication.	The program involved the following: Assisting the youth to identify an important issue in their community. The design and implementation of a community-based social impact project.	The program enhanced individual leadership and interpersonal skills in the youth. Enhanced decisiveness, preciseness and confidence. Youth were empowered to use their voice to address relevant issues in the community, to attend meetings and to design community projects.	Adult guided youth lead project.	The program was evaluated by the youth using The Youth Leadership Life Skills Development Scale and The Developmental Assets Profile (DAP).
Texas Statewide Youth Leadership Forum Summer Training Event	(Grenwelge, 2010)	To guide and support youths' acquisition of leadership and self-advocacy skills.	The program presents information on: 1. Disability history 2. Leadership style 3. Team building techniques 4. Careers and employment 5. Volunteerism 6. Disability Rights and legislative action	The program positively impacted self-advocacy, with the greatest effect for individuals with developmental disabilities.	The program fostered program participation through activities and mentoring by older youthindividuals with disabilities.	A pre-post questionnaire was administered to participants. The questionnaire probed knowledge of self, knowledge of rights, communication and leadership in order to produce a self-advocacy score.

The Western Bulldogs Leadership Project	(Park hill et al., 2018)		To enhance leadership skills and to allow youth to explore their personal and group identity within a group setting.	Leadership skill development Fostering community engagement Encouraging prosocial behaviour Development of resilience skills The program also involves the planning and implementation of a community project within a group.	The program empowered the youth to lead others and to positively influence people around them. Supported the development of wellbeing and pre-leadership skills. Fostered a sense of group belonging in the youth. Provided youth with strategies to cope with challenges in their lives. Enhanced the youths' understanding of leadership and leadership styles.	The program supported youth civic engagement through the development and execution of community projects.	In-depth interviews were conducted with the participants in order to evaluate the program in order to understand the youths' individual and group experience in relation to the development of leadership and pre-leadership skills.
The Young Empowered Sisters (YES!) Program	(Tho mas & Mcad oo, 2008)	The program was founded on Freire's philosophy of critical pedagogy framework. Additionally principles of holistic learning were also incorporated into the framework.	To instil in youth a healthy view of themselves as Black individuals. To promote a collectivist orientation. To enhance awareness of racism. To encourage youth participation in	Curriculum involved: 1. Cultural Values: Discussions on Black unity and how to bring about unity amongst African Americans. 2. History: Discussion on the historical experiences of all Black people in the	The program enhanced the participants' ethnic identity, stronger sense of communalism, enhanced awareness of racism, and enhanced awareness of and participation in	The program fostered youth engagement in discussions on activism in order to affect social change.	The program was evaluated through the administration of a pre-test survey that included questionnaires to be completed over the 10-week intervention. The pre-test survey was followed by the completion of the same

			liberatory youth activism.	United States. 3. Contemporary Culture: Discussion on the current experiences and risk-factors encountered by African Americans in the US. Philosophical orientations were incorporated to achieve the goals of the intervention.	liberatory youth activism.		questionnaires completed before.
The Youth Empowerment Solutions for Peaceful Communities (YES)	(Franzen et al., 2009)	Empowerment theory provides the conceptual foundation that guided the development of the YES program. The program was also developed on principles of the ecological developmental theory.	To empower youth to plan and complete community improvement projects with adult advocates. To increase community engagement and to foster the development of intergenerational partnerships.	The program included three components: 1. Youth empowerment 2. Adult capacity building 3. Community development The sessions focused on self-esteem, the acquisition of citizenship skills, team building, ethnic identity, the development of community change projects.	Increased positive experiences in the second year of implementation. The process evaluation was effective in improving the program for the second year.	The program supported youth civic engagement by involving the youth in meaningful community activities. The youth were empowered to form relationships with adults and to practice civic engagement behaviours in a supportive environment.	A youth evaluation questionnaire was provided to youth to evaluate the first year of the program.
The Youth Media Practic a Pilot	(Chan & Holos	The program was developed using a pedagogical	This program empowers youth to express their voice	The program included the following three	The program was found to enhance the youths' self-	The youth engaged in the program through ongoing	The program was evaluated using a

	ko, 2020)	framework for YMP.	through various media tools.	stages: 1. Engagement: This involved engaging the youth with the program, through explaining the program content and discussing confidentiality issues. 2. Production: This involved the sharing of images on social media, followed by a dialogue with trained moderators. 3. Presentation: This involved a presentation by the youth of all photos posted.	esteem and decrease their levels of close-mindedness to the world. The youths' essentialist views of their ethnic identity reduced as a result of the program.	reflective conversations. The program engaged the youth through the creation of a blended and diverse social media platform.	one-group pre-test-post-test design.
This is my body, hidden girls, the nobody girls	(Levy, 2012)	Therapeutic media empowerment	project to enhance self-esteem	Group work and individual work. emotional maps Collage work Self-reflective writing Film	Self-expression, feelings of empowerment	Participants, developers of content for the next program.	Interviews with participants.

Uganda Training Program	(Crave & El Sawi, 2001)	Principles of youth development were used in the development and implementation of the youth program.	To meet four major needs identified by the youth: 1. To enhance public leadership skills. 2. To provide employment opportunities. 3. To provide youth with the knowledge to manage their finances. 4. To provide youth with leadership skills to effect community change.	A Trainer-of-Trainers workshop was designed with the following curriculum: 1. Leadership and community development 2. Project management 3. Entrepreneurship and training skills	The program enhanced the youths' skills and confidence in their ability to lead community projects. Through participation in the program, the youth started businesses, received funding for development projects and continuous training.	Youth were engaged as contributing partners at all stages of the program and activity planning, implementing, monitoring and evaluating. The youth developed skills through experiential learning. The youth acquired skills to aid them in the development of their community.	The program was evaluated on a Likert-type scale of 1-5.
Unique Grace Commando Unit (SAHI)	(Einat & Michaeli, 2016)		To foster youth in their participation in a range of voluntary altruistic activities.	The program involved two activities: 1. Discussion of values and encouraging unity within the group. 2. The secret distribution of food to hundreds of poor families.	The youths' desire to give anonymously is related to feelings of empowerment, satisfaction, and achievement. The youth perceived their new behaviours as related to personal growth and abstention from crime.	The youth engaged with their peers through weekly discussions. The youth engaged with their communities through the secret distribution of food to poor families.	

United Future Leaders (UFL)	(Kostina-Ritchey et al., 2017)	The program was founded on the Ecological Model (Brofenbrenner, 1979) and Positive Youth Development model (Lerner et al. 2009).	To support adolescents through the transition from elementary school to middle school.	The program includes experiential activities that centre on enhancing leadership development in the youth. The program staff aim to build relationships with the youth while facilitating their transition to middle school.	The evaluation of the program indicated that not only high-asset students selected to participate in the program.		The ANOVA was used to evaluate the program.
Vila Paciencia Initiative	(Becker et al., 2005)	The program was developed using participatory methodologies.	To empower individuals and communities. To challenge residents to become agents of change.	The program involved participation in community mobilisation activities such as recreation and sports. The program also included participatory learning and action workshops to develop a vision for the future and to identify and prioritise community issues.	The youth were empowered to become agents of change. The youth were encouraged to participate in civic engagement by voicing their issues (i.e. in the community) and by defining and implementing the actions they decided on - this is essential to the empowerment of a community.	The youth were empowered to become agents of change. The youth were encouraged to participate in civic engagement by voicing their issues (i.e. in the community) and by defining and implementing the actions they decided on - this is essential to the empowerment of a community.	The program was evaluated according to: 1. Community development 2. Local actions - the project was evaluated indicators created in parallel to the intervention plans of residents. 3. Qualitative observations of empowerment taking place on an individual and group level.
Voicing hidden histo	(Cooke et	The program was a participatory	To support marginalised	The process of participatory video	An empowering form of	Youth were co-producers of the	Assessment of film sharing

	al., 2018)	video/ participatory arts project.	communities to challenge how they are presented, particularly their history.	production which includes discussion and negotiation where all participants have one voice to co-produce short films based on the soft power narrative.	communication, that amplifies community voices to advocate for change.	participatory video, fully involved and leading decisions on script and production.
We the People	(Owen & Irion-Groth, 2020)	Civic education curricula and pedagogy, experiential community based learning.	To empower youth to participate in government and civic life through understanding of constitutional principles, the Bill of Rights and Supreme Court cases and the relevance to current issues.	Learning activities that include: 1. Group projects. 2. Debates. 3. Student speeches The youth are thereafter prepared to answer questions from a panel of judges.	The program fosters engagement in civic knowledge through active engagement in the curriculum.	
Working for Social Justice.	(Larson et al., 2005)	Develop confidence, self-efficacy	To help urban young people fight injustices and achieve youth development and social change.	Youth lead community problem solving and intervention.	The youth internalized an advanced level of strategic critical thinking and developed a skills for using information strategically and developing complex plans	Youth lead implementation.

Young People's Research and Development Project	(Arches & Fleming, 2006)	The program was founded on a social action philosophy.	To encourage youth to participate in community engagement and to share their experiences with others. To gage the youth's experiences of their living conditions and to determine how the youth believe the New Deal finances should be spent.	The program involved youth identifying issues in their community. The youth presented the key issues to New Deal.	Youth were empowered to advocate for themselves and for their community. The youth expressed feelings of self-pride after participating in the program. Participation in the social action process resulted in change on a personal, group and community level.	The program supported youth civic engagement through participation in the social action process.	
Youth Empowerment and Support Program (YES-P)	(Moody et al., 2003)	The YES-P program was developed using concepts from the Resiliency Model and the Developmental Asset Framework.	To reduce the use of drugs and to increase school attachment in at-risk youth living in high-risk environments.	4 components: 1. Adult mentoring to provide social support 2. Growing a positive relationship between peers. 3. The provision of social skills training 4. Developing community service.	Positive effects for the youth participants: enhanced self-esteem and body image, mentor support, peer bonding, social skills and school attachment. The youths' attitudes on drug-use changed as a result of participation.	Youth were led by adults but encouraged to provide their opinions.	The youth evaluated the program by completing a survey at the beginning and a week after the program.

Youth Empowerment Solutions	(Morr el-samu els et al., 2018)	The program was developed on the basis of psychological empowerment theory - including empowering processes and empowered outcomes.	A violence prevention and positive youth development program that aims to engage youth in planning and executing community change projects with the support of adults.	Participatory, youth-led approaches with the aim of developing skills in the youth to be utilised effectively to effect change. Content covered includes: self-esteem, leadership skills, civic efficacy, adult mentoring relationships, community engagement and so forth.	The youth reported enhanced psychological empowerment and prosocial outcomes and less antisocial outcomes.	Some adult lead activities, some youth lead including: photo-voice project, working with a neighbourhood advocate, learning about cultural traditions and so forth.	The researchers evaluated the program according to four essential aspects of delivery: 1. Fidelity 2. Dose delivered 3.Dose received 4. Quality Pre-test and post-test surveys were administered to the youth to aid in the evaluation of the program.
Youth Empowerment Solutions	(Zim merm an et al., 2011)	The program integrates empowerment and ecological theories to create positive youth development and community change.	To engage youth and adults in carrying out community change projects designed by youth.	The program includes: Skill development, Confidence building, Activities to help youth to think critically about their communities and to develop connections Designing and implementing a community change project. The content covered includes: self-esteem, leadership skills, civic efficacy, adult	The youth enjoyed and participated more in activities that were engaging incorporated active learning, were fun, and allowed time for discussion. The program was successful in providing youth with time to discuss their needs and raise any issues. The activities provided youth with opportunities to	The program fosters youth civic engagement by providing the youth with opportunities to plan and implement community change projects. Adult lead, youth giving input.	The curriculum was continuously evaluated. Staff Evaluations: 1. Session observations 2. Formal ratings of activities and handouts 3. Curriculum retreat and workgroup Youth Evaluations: 1. Process evaluation of the project. 2. The completion of

				mentoring relationships, community engagement	engage with their communities. The program prepared the youth to plan and implement community change.		a curriculum activities evaluation questionnaire. 3. Youth feedback through focus group discussions, in open-ended questions and from informal conversations.
Youth Engaged in Leadership and Learning (YELL)	(Conner & Strobel, 2007)	A conceptual framework of directionality of effect was utilized in the development of the program.	To empower youth as leaders. To develop youths' communication skills, enabling them to present their findings to school or community leaders.	The program curriculum involves: The encouragement of youth development of communication and interpersonal skills, critical and analytic reflection and positive involvement in community affairs.	The youth developed communication and interpersonal skills when they were encourage to speak their minds. The program enhanced ability to analytically and critically reflect in multiple ways. The youth developed leadership skills.	The youth were encouraged to involve and engage at different levels in their community.	The program was evaluated by the researchers by focusing on communication and interpersonal skills, analytic and critical reflection, and positive involvement in community affairs.
Youth Leadership Program (YLP)	(Halsall & Forneris, 2018)	Not designed using an evidence-based approach. The program was built on components which include mentorship, community event planning and implementation,	To develop advocacy skills in youth. To enhance community relationships, to enhance positive behaviours and reduce risk-taking behaviours in youth.	The program consists of skill development activities that aim to enhance youths' ability to lead program activities. Additionally, the youth are encouraged to identify program	Enhanced leadership and development. Enhanced program and civic engagement. Enhanced youth life skill development. Enhanced youth confidence Enhanced	The program fostered youth civic engagement through making positive contributions to the community through the design and implementation of community events. The program helped	The program was evaluated through the conduction of semi-structured interviews with the staff and program participants.

		weekly programming and on-going assessment.		goals by designing and implementing community events.	relationships between mentors and youth. Increased community participation.	the youth to fully engage in the program in order to move away from previous negative behaviours.	
Youth Leadership Training Program (YLTP)	(Siddiq et al., 2015)		To develop leadership, communication, team-work and stress management related skills in youth.	Experiential learning content on: 1. Self-awareness 2. Leadership and Motivation 3. Communication Skills 4. Creativity and Entrepreneurship 5. Career counselling	The youth were more determined, self-confident and self-assured. Additionally the youth were more attentive, responsive, and vigorous. The youth developed communication and personal skills through program participation.	The youth are engaged in the program through interactive learning sessions covering various topics.	Administration of a pre-test and post-test survey questionnaire to determine the participants' views of the program. The questionnaire was designed on Likert format with 5 choices identifying the level of agreement or disagreement.
YouthBuild USA	(A. K. Scruggs, 2007)		To provide disengaged youth with employment training and opportunities in the construction trades.	The program includes a daily schedule that includes academic instruction, leadership development and job training.	Participants of the program have reported low recidivism rates. The youth were empowered through participation in the project.	Youth as participants.	
	(Briggs, 2010)		The program aimed to divert youth from negative behaviours. The program also aimed to help young	The program involves the youth and facilitators discussing personal issues. The program	The youth learned about the 'streets' and how they may have been putting their lives at risk through	The program provided the youth with the skills to lay the foundation for their future. The youth were	The program was evaluated by the Families and Social Capital Group at London South Bank University.

			people to examine themselves, raise awareness of who they are and to improve their relationships with family.	offered a hands-on approach. The program identified the youths' issues and helped them to identify solutions to these issues.	participation in the program. The youth became more aware of the dangers of participating in violent behaviours. The youth were empowered and gained a sense of empathy.	encouraged to build relationships. This thus enhanced their social and community engagement.	
	(Dima & Bucuta, 2020)	The program was developed using Tuckman's developmental stages.	To empower youth within a strength-based context.	The program consisted of 10 sessions that included: 1-4: Developing trust, reducing anxiety, group identity etc. 5-6: Identifying and connecting to personal strengths 7-8: self-exploration, interpersonal connections. 9-10: Support outside group, connecting to safety and personal power.	Participation in the program resulted in the following outcomes: 1. The development of personal strengths (enhanced self-esteem, courage, self-expression). 2. The development of interpersonal strengths (trust, openness, listening, acceptance).	The youth were engaged in learning and knowledge acquisition through psychodrama techniques. The youth were empowered through an interactive approach.	The youth were required to evaluate experiences of being in a group.

(Morton & Montgomery, 2012)	The program was founded on empowerment theory. The program content is based on participatory methods.	The program focused on empowering the youth to affect change in their lives and in their communities.	The program involved the following components: 1. Youth participation decision-making 2. Adult support 3. Asset-building 4. Activities conducted in a pro-social environment	The results revealed no significant intervention effects for the developmental assets (self-efficacy or social skills). A higher level of empowerment was however reported after participation in the program. More changes were found in the younger age group after participation in the program as compared to the older age group.	The program engages the youth in program decision-making. This may include involving the youth in decisions that relate to the program guidelines, deciding on the activities and topics to be covered and planning cultural and community events.	
(M. Teasley et al., 2007)		To develop African American youth as leaders. To train the youth in the concepts of leadership and self-development.	The curriculum focuses on three main areas: 1. Personal growth 2. Careers 3. Community development	The program positively impacted personal relationship skills in the male participants but not in the female participants. Females reported higher levels of self-esteem with regards to their academics - and enhanced leadership abilities.	The program fostered program participation and engagement through various activities that included field trips, training seminars, cultural events etc.	The Cary and Timmon's Taxonomy was used to classify leadership qualities Additionally the Hare Self-Esteem Scale is also used.

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Supplementary Table S3

Conceptual foundations of programs

Conceptual foundations	Theories included	Description of theory	Authors
Developmental theories	Erikson's theory of psychosocial development	The development of personality occurs in predetermined stages from birth to adulthood.	(Garst et al., 2011)
	Maslow's hierarchy of needs	Lower level needs must be met prior to development in the higher levels being possible.	(Hindes et al., 2008)
	Adolescent resilience model	Focuses on lifespan development and meaning-based models and the interaction of these two processes.	(Moody et al., 2003)
	The vulnerability-stress model	Vulnerability and stress interact to produce consequences.	(Shelton, 2008)
	The leadership identity development model	A sequential model of leadership development.	(Bailey et al., 2017)
	The developmental assets framework	A theoretically-based research-grounded set of opportunities, experiences and supports are related to academic success, reducing risk behaviours, leadership and resilience.	(Moody et al., 2003; Puxley & Chapin, 2020)
Self-development theories	Seligman's positive psychology	Considers the role of positive emotions, engagement and meaning in happiness.	(Redivo & Buckman, 2004)
	Critical thinking	Highlights the skills and dispositions required for good reasoning.	(Otis, 2012)
	The transformative learning approach	A process of personal and social transformation through self-reflection.	(Bentz & Brien, 2019)
Empowerment theories	Empowerment theory	Individual well-being is linked with the social and political environment.	(Franzen et al., 2009; Ile & Boadu, 2018; Mazurek Melnyk et al.,

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			2007; Morrel-samuels et al., 2018; Morton & Montgomery, 2012; Zimmerman et al., 2011, 2018)
	Lee's principles of empowerment	To teach individuals to be conscious of their influence in the surroundings.	(Goossens et al., 2016)
	Positive youth development	Envisions developing youth as resources within society.	(Asanjarani & Asgari, 2020; Bloomberg et al., 2003; Case, 2017; C. Collins et al., 2013; C. C. Collins et al., 2020; Garst et al., 2011; Kostina-Ritchey et al., 2017; Pink et al., 2020; Sewell et al., 2020)
	Social theory of disability	Disability is a phenomenon created from societal barriers.	(Grenwelge, 2010)
	Principles of youth development	Development is a range of practices which enable youth to thrive.	(Crave & El Sawi, 2001)
Social justice theories	Vygotsky's theory of sociocultural development	Development is a process which occurs within and is facilitated through collaboration with the community.	(Lobman, 2017)
	Bronfenbrenner's Ecological development theory	The development of the child is impacted by the various components of the environment.	(Kostina-Ritchey et al., 2017; Luluquisen et al., 2012; Zimmerman et al., 2011)
	Freire's critical pedagogy	A political and moral practice which provides knowledge, skills and social relations to enable students to explore what it means to be a citizen while expanding their participation in democracy.	(Harvey et al., 2021; Quinn & Nguyen, 2017; Thomas & Mcadoo, 2008; Ty, 2011)

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Intergroup dialogue pedagogy	A process to involve individuals and groups in social issues which may be points of conflict.	(Aldana et al., 2016)
Social justice youth development	Aims to increase youth's awareness of the personal potential, community responsibility and engagement in social justice activities.	(Allen-Handy et al., 2021; Farley et al., 2019)
Social action philosophy	Shared understanding allows participants to unite, co-operate and co-ordinate themselves.	(Arches & Fleming, 2006)
A black feminist pedagogy	Learning experiences informed by black women's historical experience and the consequence of marginality and isolation.	(Lane, 2017)
Sen's theory of social justice	Inductively investigating the actual conditions of social injustice as the starting point for social justice.	(Ty, 2011)
Critical social theory	Focuses on the emancipatory processes that give rise to community actions and the promotion of social justice.	(Pearrow, 2008)
Integrative framework from Zinn's people's history	Using the standpoint of the oppressed in order to encourage people to take power from institutions.	(Ty, 2011)
Place-based education	An approach connects learning to local community, learning is adapted to the unique characteristics of a particular place.	(Corboy et al., 2019; Horstmeier & Ricketts, 2009)
Normalization theory	A movement which calls for a "normal" way of life for individuals with disabilities. Where "normal" equates equal to those without disabilities.	(Grenwelge, 2010)
Transrational pedagogy	A pedagogy that gives attention to emotional, embodied and metaphysical aspects of peace learning.	(Harvey et al., 2021)